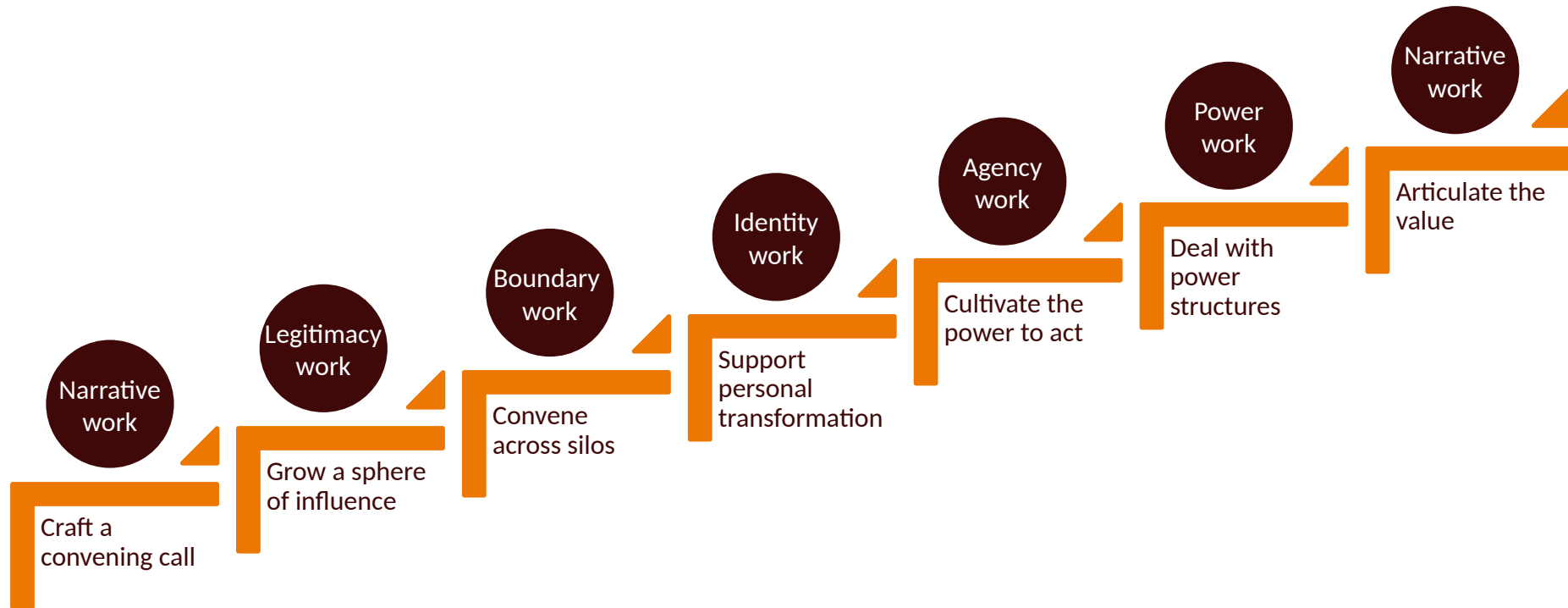


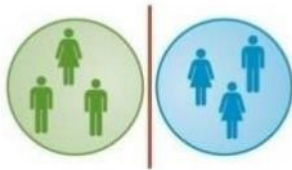
The work of systems convening



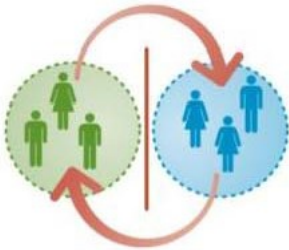
Where could you be placing more focus to support systems change?

Center for Creative Leadership – boundary work

One

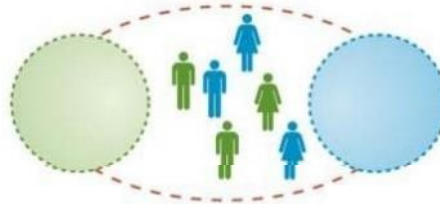


Strengthen boundaries
for safety and security

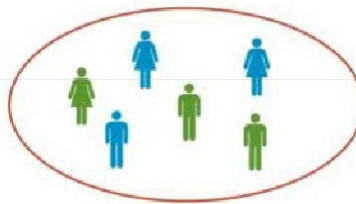


Understand boundaries
for awareness and respect

Two

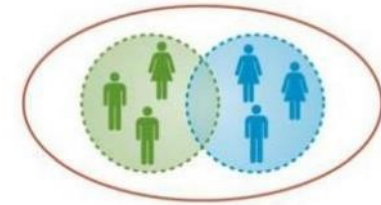


Suspend boundaries
for confidence and trust

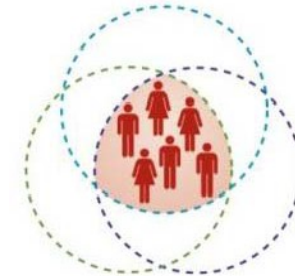


Reframe boundaries
for shared ownership
and accountability

Three



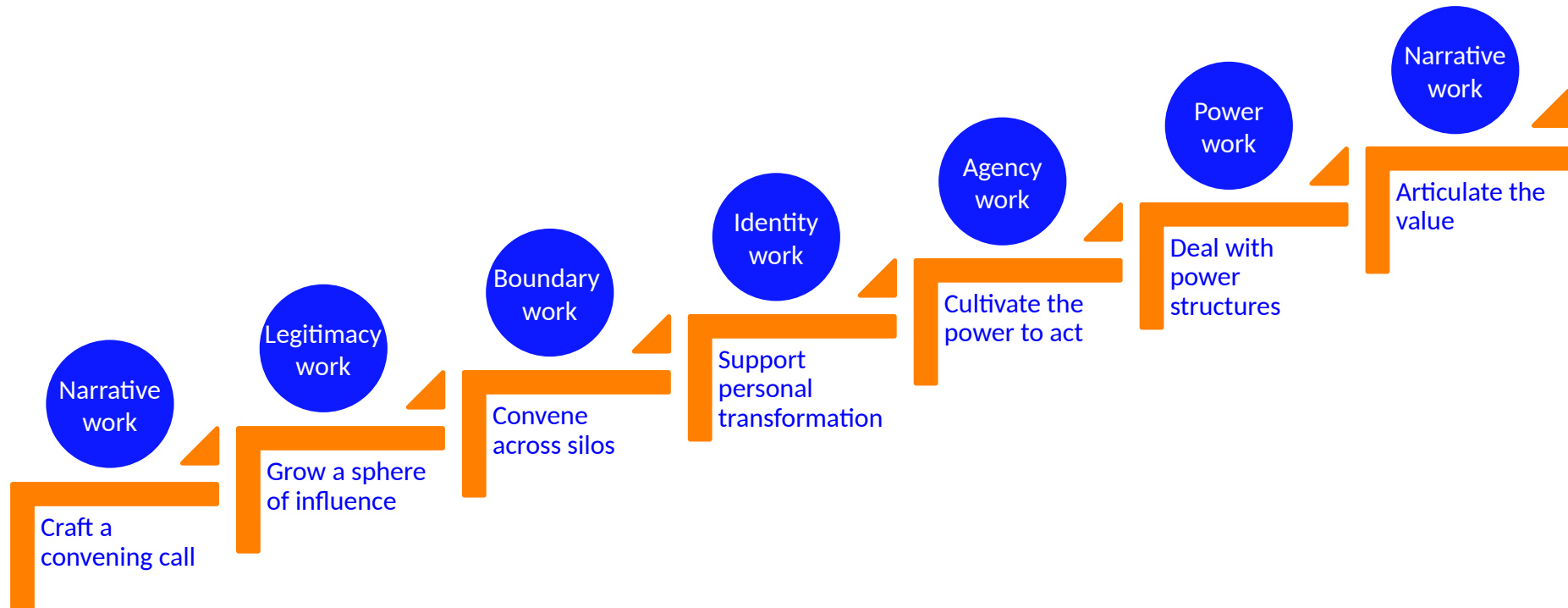
Cross-over boundaries
for interdependence and
collective learning



Change boundaries
to reinvent or find
alternative futures

When bringing together disparate groups, can you build all three steps?

The work of systems convening



Where could you be placing more focus to support systems change?

Systems change

The big picture: outcomes arise from complex, adaptive systems

Who are we, and what are we here for?

Principles and practices

As we see the system, we might see our role differently or renegotiate boundaries



Our boundaries determine what the system is and how we can look at it

Seeing the system – things you can see, and things that happen

What works, and what are the opportunities for improvement?

Intervening in the system helps us to see it better and from different angles



Seeing the system allows us to choose how and where to intervene

Intervening in the system

Building on strengths and shaping positively

The results of our interventions can make us question every level of the framework



Interventions generate learning about how to work at every level

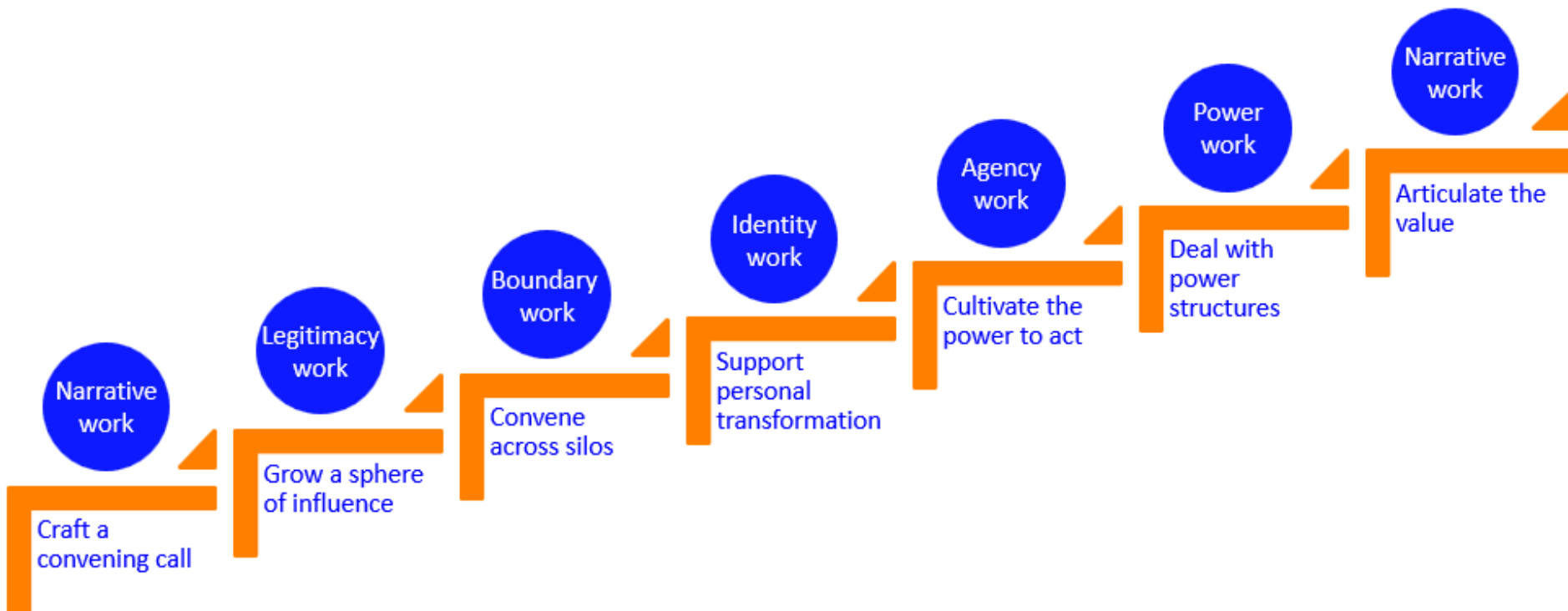
Learning

About our interventions, our way of seeing, and our identity

Is the system learning?

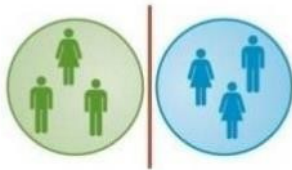
Are we learning?

These are logical levels, not linear steps – all working simultaneously

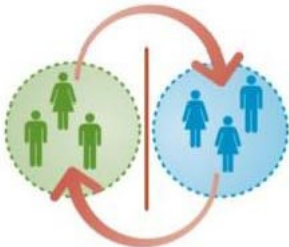


Center for Creative Leadership – boundary work

One

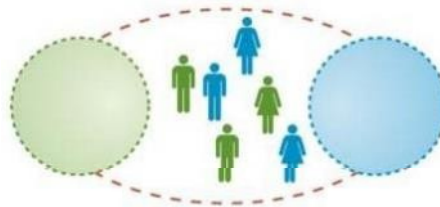


Strengthen boundaries
for safety and security

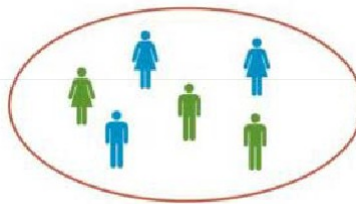


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Two

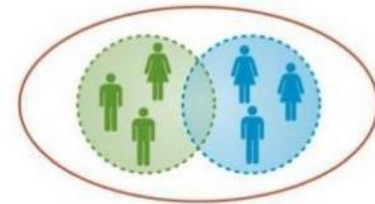


Suspend boundaries
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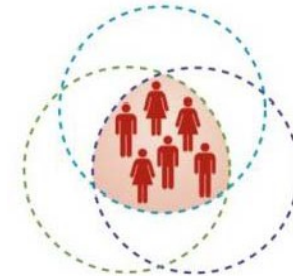


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