



## Unitarian Universalist Fellowship of Bay County Board Minutes

Present members:

Cheryl Kellogg, President

Chris May, Vice President

Chris Dixon, Treasurer

Helen Johnson, Secretary

Janet Cross, At Large Member

Absent member(s): Jeff Livingston, At Large Member

Guest(s): Gienah Harris, Religious Education Coordinator

July 17, 2016

| Agenda Item  | Presented By   | Comment/Action  |
|--|----------------|---|
| Call to order & Spiritual Centering                                  | Cheryl Kellogg | Lighting of chalice, prayer of unity, viewing of video: "One More Circle" by Peter Meyer.   |
| Special presentation   | Gienah Harris  | Our Religious Education Coordinator (REC) demonstrated the first "story" of the Unitarian Universalist Spirit Play curriculum to the board. This program found its roots in several faith-based organizations and was strongly influenced by Maria Montessori, M.D. The curriculum contains a series of stories that our youth (K-12) will participate in during the year. Gienah would like to adapt some of the curriculum to be used with infants and toddlers.<br>No action taken.  |
| Healthy Leadership 101<br>Module 1: Introduction to Systems Thinking | Cheryl Kellogg | Healthy Leadership is an online course offered by the UU Leadership Institute. The course "will give you and your leadership team an understanding of how your congregation functions as an interconnected, organic system of relationships." The board discussed how this implementation philosophy might help our congregation. Cheryl will provide materials from this course monthly for the board to review and discuss.<br><br>Cheryl has provided a UUFBC notebook for all board members that includes our mission statement on the cover and contains pertinent documents. We are to take the draft 2016-2021 UUFBC Strategic Plan for review, comments, and to select 5-6 objectives that we'd like the board to pursue this year. We are to have this ready at the August board meeting for discussion. |
| Secretary's Report   | Cheryl Kellogg | Helen motioned to accept the 06/21/16 minutes, Janet seconded. Unanimously approved. The 07/01/16 report is attached.   |

|                      |   |   |
|----------------------|---|---|
| Treasurer's Report   | Chris Dixon                                   | <p>Chris Dixon said that the transference of the responsibilities of the Treasurer to him has been accomplished. He has set up online banking for all our accounts except the Raymond James account that he expects to be able to set up online too. Janet moved to accept the report, Chris May seconded. Unanimously approved. The 07/01/16 report is attached.</p> <p>Chris Dixon would like the UUFBC to explore using PayPal, Text to Donate, and Amazon Smile as resources to encourage giving to the UUFBC. These methods change a modest fee for their services that he believes to be a fair exchange for their services. The board will pursue these financial options.</p> <p>Fund raising was briefly discussed. In addition to raising \$5,500 for the budget we will need to raise money for other projects. There are concerns that fund raising events might interfere with pledges and pledge completion. Our next upcoming event is the Johnny Cash Experience in September. It was suggested that we ask for a “love offering” and a cash bar for wine and beer.</p> |
| Governance Structure | Cheryl Kellogg                                | Cheryl asked Janet to be the liaison to Congregational Life, Chris May to be the liaison to Faith Development. Chris has been tasked with providing a description of goals, duties, responsibilities, and volunteer opportunities for Faith Development. Cheryl will develop similar content about the meaning of Congregational Life. This content will be put on the website. Jeff Livingston is being proposed as the liaison for Social Justice.  |
| Faith Development    | Janet Cross                                   | See attached report.  |
| REC                  | Gienah Harris                                 | See attached report.  |
| Social Justice       |   | No report provided.   |
| Building & Grounds   | George Stevenson (not present)/Cheryl Kellogg | <p>See attached report.</p> <p>George will organize a Safety Team to address the need for CPR training, first aid responses, and evacuation plans in an emergency.</p> <p>Renovations of the brick building currently used for storage to be our new Youth building was discussed. This remodel will require funds not currently in the budget. See attached report.</p>  |
| New Business         | Cheryl Kellogg                                | We discussed whether or not the UUFBC should raise our rental rates to meet the increases in  |

|                   |                |   |
|-------------------|----------------|---|
|                   |                | <p>our utility expenses and upkeep of our facilities. Chris Dixon will review our energy bills to determine peak usage periods and their relationship to rental periods. The increases discussed: go from \$15 to \$25 for members using the facilities five hours or less; go from \$25 to \$75 for members using the facilities greater than five hours in a twenty-four hour period. Cheryl will talk with Serena Dee Latiolais about how this might impact our largest user, Emerald Coast Pagan Community.</p> <p>Helen mentioned that the Team Structure currently under the Governance section of the website is out of date. It was agreed that this should be deleted for now.</p> |
| Next Meeting      | Cheryl Kellogg | Chris May will chair the next meeting to be held Tuesday, August 16 at 7:00 p.m.  |
| Meeting Adjourned | Cheryl Kellogg | 8:45 p.m.   |

**Unitarian Universalist Fellowship of Bay County**  
**Treasurer Report**

7/18/2016

**7-1-2016 Fiscal Year 2016-2017**

Budgeted Amt

Current Total

Difference

**INCOME**

|               |             |            |               |
|---------------|-------------|------------|---------------|
| Pledges       | \$53,580.00 | \$9,429.59 | (\$44,150.41) |
| Plate         | \$9,000.00  | \$898.00   | (\$8,102.00)  |
| Fundraising   | \$5,500.00  | \$0.00     | (\$5,500.00)  |
| Rentals       | \$650.00    | \$15.00    | (\$635.00)    |
| Miscellaneous | \$500.00    | \$0.00     | (\$500.00)    |
|               |             |            | \$0.00        |

**TOTAL INCOME**

**\$69,230.00**

**\$10,342.59**

**(\$58,887.41)**

**EXPENSES**

**HUMAN RESOURCES**

|                      |                    |                     |                  |
|----------------------|--------------------|---------------------|------------------|
| Speakers             | \$10,082.00        | (\$1,300.00)        | 8,782.00         |
| Music                | \$4,650.00         | (\$450.00)          | 4,200.00         |
| R.E. Coordinator     | \$15,600.00        | (\$1,000.45)        | 14,599.55        |
| HR Accounting        | \$600.00           | \$0.00              | 600.00           |
| Training/Seminars    | \$2,100.00         | \$0.00              | 2,100.00         |
| Travel/Accomodations | \$2,100.00         | \$0.00              | 2,100.00         |
| Pastoral Care        | \$2,000.00         | \$0.00              | 2,000.00         |
| Community Fellowship | \$500.00           | \$0.00              | 500.00           |
| Child Care           | \$1,200.00         | \$0.00              | 1,200.00         |
| Minister Fund        | \$1,000.00         | \$0.00              | 1,000.00         |
| <b>TOTAL</b>         | <b>\$39,832.00</b> | <b>(\$2,750.45)</b> | <b>37,081.55</b> |

**OPERATIONS**

|                                |                    |                     |                  |
|--------------------------------|--------------------|---------------------|------------------|
| Publicity                      | \$1,200.00         | \$0.00              | 1,200.00         |
| Website Hosting                | \$300.00           | \$0.00              | 300.00           |
| Internet/Phone                 | \$1,316.00         | \$0.00              | 1,316.00         |
| R.E. Supplies                  | \$800.00           | (\$45.00)           | 755.00           |
| Insurance                      | \$4,500.00         | (\$952.75)          | 3,547.25         |
| Mortgage                       | \$3,145.00         | (\$314.59)          | 2,830.41         |
| Electricity                    | \$3,000.00         | \$0.00              | 3,000.00         |
| Grounds                        | \$800.00           | \$0.00              | 800.00           |
| Facilities                     | \$1,000.00         | \$0.00              | 1,000.00         |
| Supplies/Materials             | \$750.00           | (\$192.12)          | 557.88           |
| Housekeeping Supplies/Services | \$2,000.00         | \$0.00              | 2,000.00         |
| Sanitation                     | \$3,000.00         | \$0.00              | 3,000.00         |
| UUA Dues                       | \$4,087.00         | \$0.00              | 4,087.00         |
| Reserve Fund/Capital Fund      | \$0.00             | \$0.00              | 0.00             |
| Miscelaneous Expenses          | \$1,000.00         | \$0.00              | 1,000.00         |
| <b>TOTAL</b>                   | <b>\$26,898.00</b> | <b>(\$1,504.46)</b> | <b>25,393.54</b> |

**COMMITTEES**

|                        |                   |               |                   |
|------------------------|-------------------|---------------|-------------------|
| Social Justice         | \$1,500.00        | \$0.00        | 1,500.00          |
| Leadership Development | \$1,000.00        | \$0.00        | 1,000.00          |
| <b>TOTAL</b>           | <b>\$2,500.00</b> | <b>\$0.00</b> | <b>\$2,500.00</b> |

**TOTAL EXPENSES**

**\$69,230.00**

**(\$4,254.91)**

**\$64,975.09**

CHECKING ACCOUNT: 14,654.82

MINISTER FUND: 14,345.69

CERT OF DEPOSIT: 9,110.58

ENDOWMENT SAVINGS: 1954.65

RAYMOND JAMES:

OTHER:

Other Business: (After Treasury Report Approved)

- Paypal Card Smart Phone Acceptance
- Text-to-Donate
- Amazon Smile

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**Subject:** Fwd: rework shed

**From:** Cheryl Kellogg (cdkellogg425@gmail.com)

**To:** janetcross77@gmail.com; jeff\_livingston@yahoo.com; brillfury@hotmail.com; helenbythesea@yahoo.com; chrysalis33333@gmail.com; cdkellogg@me.com;

**Cc:** gbsswim@gmail.com;

**Date:** Sunday, July 17, 2016 8:28 AM

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This is the original estimate that Al Clare gave us to rework for the brick storage building into an RE space.  
Please review for discussion at Board Meeting.

Cheryl

Begin forwarded message:

**From:** Cathy Rifenburg <[rifenburgglck@comcast.net](mailto:rifenburgglck@comcast.net)>

**Subject: Fwd: rework shed**

**Date:** November 12, 2015 at 7:57:55 PM CST

**To:** Robert Nixon <[bobnixon2000@gmail.com](mailto:bobnixon2000@gmail.com)>, Janet Cross

<[janetcross77@gmail.com](mailto:janetcross77@gmail.com)>, Diane Mouskourie <[dmouskourie@gmail.com](mailto:dmouskourie@gmail.com)>, Christine May <[chrysalis33333@gmail.com](mailto:chrysalis33333@gmail.com)>, Chris Dixon <[brillfury@hotmail.com](mailto:brillfury@hotmail.com)>, Cheryl Kellogg <[ckellog1@comcast.net](mailto:ckellog1@comcast.net)>, Jeff Livingston <[jeff\\_livingston@yahoo.com](mailto:jeff_livingston@yahoo.com)>

For your review. CKR

Sent from my iPad

Begin forwarded message:

**From:** Allan Clare <[alclare@live.com](mailto:alclare@live.com)>

**Date:** November 12, 2015 at 1:23:01 PM CST

**To:** Cathy Rifenburg <[rifenburgglck@comcast.net](mailto:rifenburgglck@comcast.net)>

**Subject: rework shed**

The estimated material costs to rework the brick building is :

|                                  |         |
|----------------------------------|---------|
| New 60 amp                       |         |
| service                          | 350.00  |
| 2 new heating and cooling window |         |
| unit                             | 1000.00 |

### Cost to remodel the interior of the brick building

|  |                                   |
|--|-----------------------------------|
|  | Lights , plugs , switches         |
|  | Paneling ,ceilings painted floors |
|  | Trim , insulate . New             |
| windows                                      | 2000.00                           |
| Total cost to renovate the brick<br>building | 3350.00                           |

### Cost to replace the tool storage

|   |
|---|
| 12 x 12 replacement shed for maintenance build from ground up   |
| Raised pressure treated wood floor strong enough to hold riding |
| tractor 3000.00   |
| To purchase a already build building for<br>maintenance 5000.00 |

Please note I did not mention the add on to main building I gave it a second thought and felt it would be less cost efficient and more of a permit issue then it was worth .

Al Clare

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**Subject:** UUFBC Building and Grounds Report

**From:** Cheryl Kellogg (cdkellogg425@gmail.com)

**To:** chrysalis33333@gmail.com; brillfury@hotmail.com; helenbythesea@yahoo.com; janetcross77@gmail.com; jeff\_livingston@yahoo.com;

**Date:** Monday, July 18, 2016 11:26 AM

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## Late Report from Building & Grounds

### July 14-16

In order to facilitate RE expansion to the brick out building a used 10x10 wood storage building has been purchased. The building was located in the Sandhill Community of Southport and was moved by George Stevenson and Cheryl Kellogg to the church property. A truck, trailer, moving equipment and labor were provided by George and Cheryl. It has been placed on the west side of the property near the drainage ditch to the pond [recommended by Jerry R.]. Building will be painted to blend with environment within next week or so. The cost of the building was \$250. This building is a precut package that can be purchased from Home Depot for an estimated cost of around \$900 and needs to be assembled on site. It should accommodate outdoor group maintenance equipment thus allowing us to proceed with renovations to the brick storage building for conversion to RE space in the near future, with board approval.

### June 20&21

#### Safety Training

CPR class given to: Cathy Rifenburg, Jerry Rifenburg, Bob Gilmore, Judy Stapleton, Pam Walsh, Gienah Harris. Class conducted by George Stevenson at the UUFB. Materials for class loaned by Gulf Coast State College.

### July 18

Request from Gienah Harris for a large chalice to be placed on back wall of school house. George S. supplied a 3x3 ft. board, painted and mounted on wall for project. A large chalice will be painted on it with eventually handprints of children to resemble a flame.

Regular routine maintenance of lawn and grounds continues by George and Jerry.

George Stevenson

## Religious Exploration Progress Report July 11, 2016

### Children's RE:

Our Youth and Elementary continue to work through their Tapestry of Faith lesson plan. The focus continues to be on how we build a community through love and understanding. The Youth are discussing some of the more difficult topics such as hope in a hard world. I sent out a request for feedback on the Youth program to evaluate the changes that we have made. We will decide on which direction to take the Youth Program based on the feedback. I am working on a set of questions to send home with the kids each week so that they can continue the conversation at home with their parents. Preschool continues to evolve, I am working on play-orientated community games to add into their repertoire.

### Elementary:

I am excited to report that we will be implementing "Spirit Play" a Montessori style approach to children's religious education. Spirit Play focuses on a children's community and learning through play. It was specifically designed for the UU! We will be making story baskets for each "lesson" after the lesson is taught, the children will be allowed to "work" with any "lesson" that they have heard that year. Their "work" will take many forms, and will be determined by the child. They can choose to act the lesson out, paint it, draw it, build it... the options are limited only by a child's mind... which is limitless. This style of teaching emphasizes the children's interactions with each other, while the "teacher" is still important, they are not the focus. This new program may take up to 6 months to fully implement. We began by taking out the tables and chairs in the little Red School House, this allows open space for the children to create. We may be eliminating snack to give us the time needed for the kids to "work". We will be working on the "baskets" of stories for the next several months. I will be holding a volunteer/parent orientation early in the Fall to help familiarize everyone with the new style of teaching.

### Summer Camp:

Our planning continues to go well. We will have the kids "produce" a play script based on "Finding Nemo" on August 7. I am distributing the Camp information packets the parents and have asked them to return the signed papers by July 27th.

### Adult Re:

#### July:

We had 8 people attend Coffee and Questions, The Art of Respectful Disagreement.

#### August:

I will be facilitating a discussion on "The Power of Words" on Sunday August 21.

**Leadership Development TRAINING PROGRAM OUTLINE**  
**as of: Thursday, April 21, 2016**

**CURRICULUM**

- \* **Core Units** (all are traditional classroom instruction)
  - Core Unit #1: UUFBC Governance Presentation
  - Core Unit #2: Right Relations Presentation
  - Core Unit #3: We're All Leaders Presentation
  - Core Unit #4: <http://www.uuinstiute.org/courses/healthy-leadership-101->
- \* **Internships:** (serve an internship of at least two meetings each on at least two committees or teams)
  - Committee chair assigns a task — complete the task prior to rotation
  - Maintain a journal to be submitted to Leadership Development Chair for Certification of Internship Completion
- \* **Self Study:** The 5 most significant books, videos, etc. to complete & journal.
  - #1: Read: **SERVING WITH GRACE**, Erik Walker Wikstrom
  - #2: <http://www.uuinstiute.org/courses>
  - #3: Read: **BIG IDEAS for Small Congregations**
  - #4: Read: **GOVERNANCE and MINISTRY**, Dan Hotchkins
  - #5: View YouTube Video series: UU University 2007 Parts 1, 2 & 3
- \* **Board Meetings:** Visit two Board Meetings as an observer (w/advance arrangements)
  - Proper etiquette regarding visitors/observers are:
    1. sit in the background, not at the board table
    2. observe and listen; don't participate unless called to do so by the board
    3. use discretion: what you see & hear there is probably best left there
- \* **Continuing Leadership Study:** A growing list of items stocked in the Leadership library for the purposes of continuing education of UUFBC Lay Leaders
- **Advanced Units** (designed as one/year enhanced training for sitting/waiting leaders)
  - Advanced Unit #1: Workshop for Lay Leaders, based on Wikstrom book
  - Advanced Unit #2: Attend a UUA Training Event
  - Advanced Unit #3: Attend a Unity/Islamic/Christian/Jewish/Hindu/etc. event
  - Advanced Unit #4: Board Responsibilities Presentation
- \* **Minimum Training Requirements (effective July 1, 2017) for assignment as:**

|                         |  |
|-------------------------|--|
| Intern:                 | no minimum   |
| Committee Member:       | One Core Unit + Internship Certificate of Completion                             |
| Committee Chair:        | Core Units 1, 2 & 3 + Internship + two Board meetings + any other training item. |
| Board Member:           | Four Core Units + four other training items                                      |
| Executive Board         | See By-Laws  |
| Subsequent years tenure | Complete all Core Units + any two other training units                           |

\* Note: Training Journal required.



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## Healthy Leadership 101

Introduction to Systems Thinking

Rev. Renee Ruchotzke, UUA Congregational Life Staff

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When we tug on a single thing in nature, we find it attached to everything else

John Muir

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### Opening

I am open and I am willing  
For to be hopeless would seem so strange  
It dishonors those who go before us  
So lift me up to the light of change

• Holly Near

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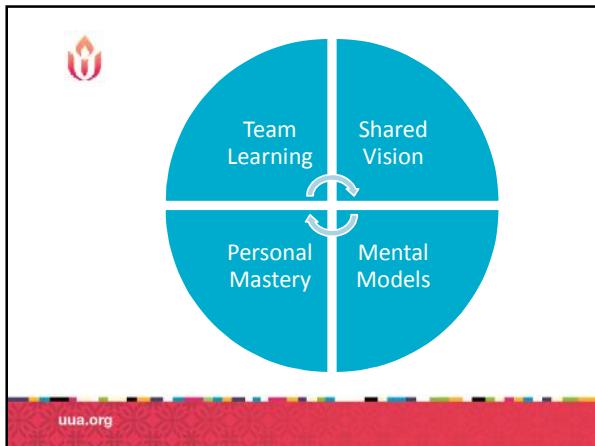
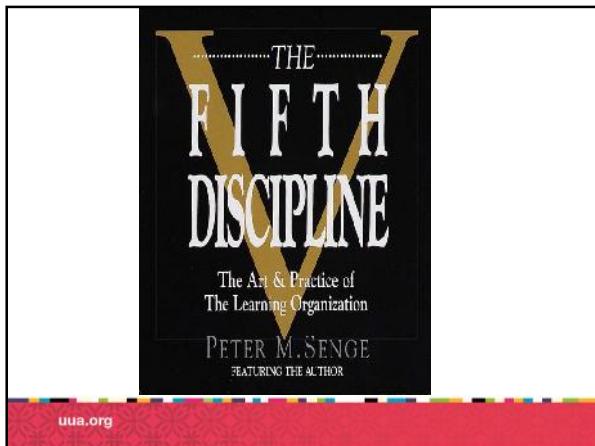
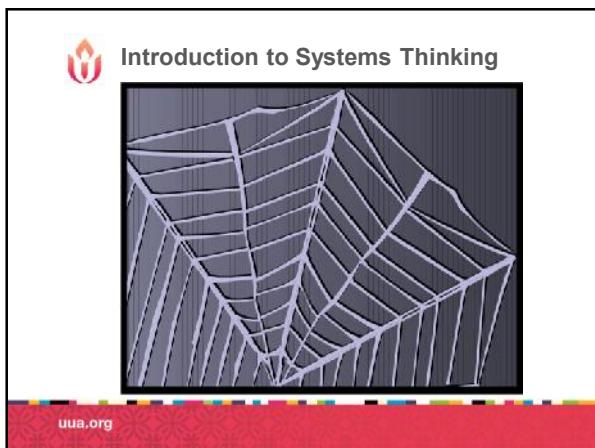
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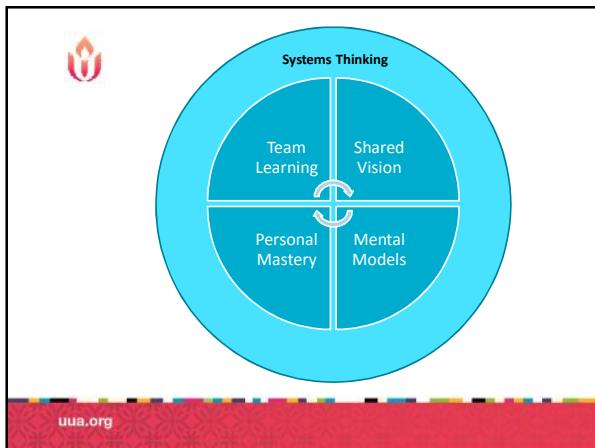
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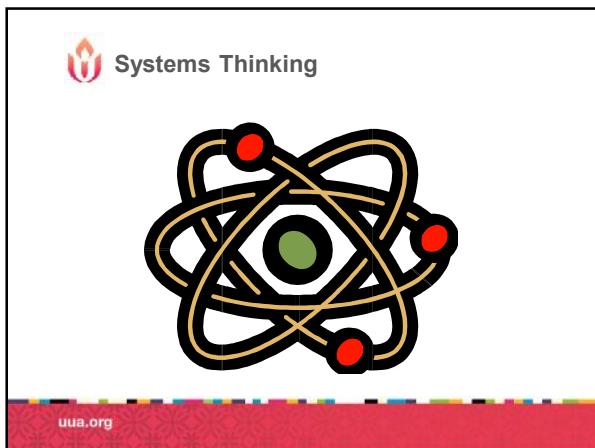




## Systems Thinking is the Fifth Discipline

It “integrates the disciplines, fusing them into a coherent body of theory and practice. It keeps them from being separate gimmicks or the latest organization change fads. Without a systemic orientation, there is no motivation to look at how disciplines interrelate. By enhancing the other disciplines, it continually reminds us that the whole can exceed the sum of its parts.”

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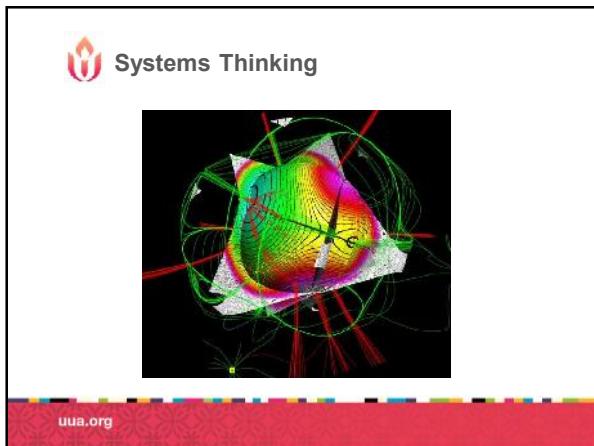
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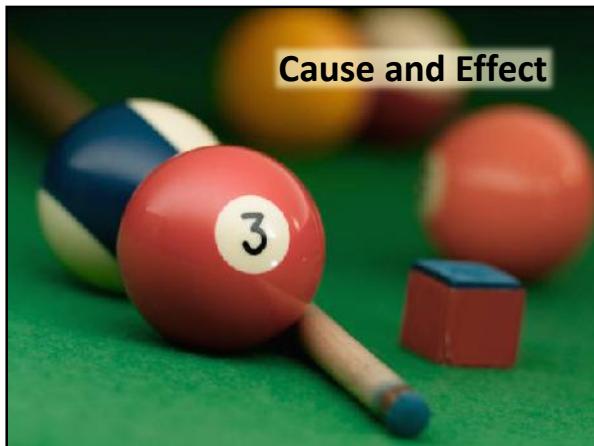
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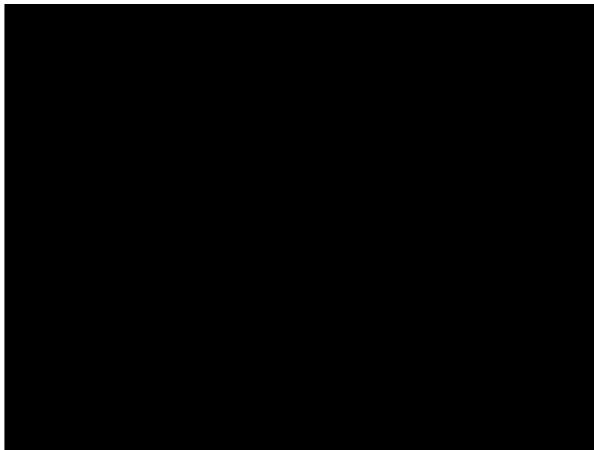
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Rethink:  
What is the cause of  
problems?

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**Your mission is what is hanging on the wall...**

**Your system is what is happening down the hall.**

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North Point Ministries

Mission

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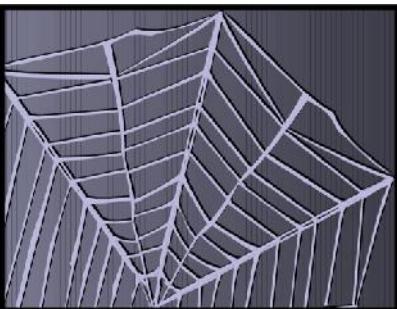
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**Healthy Leadership 101**  
Systems Thinking Applied To Congregations  
Rev. Renee Ruchotzke, UUA Congregational Life Staff

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What systems thinking tells us about congregations

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- Present relationships can be influenced by emotional processes
- Reinforced for generations
- No logic from current connection.

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Emotional processes can cause a system to get stuck for years.

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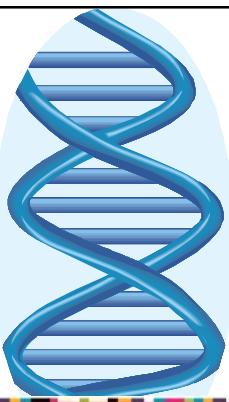
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- The “DNA” of an institution is often set by the founders
- Can be pathology .....or health

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Patterns of behavior resist being changed

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Emotional systems change when people change  
.....how they behave and function with one another.

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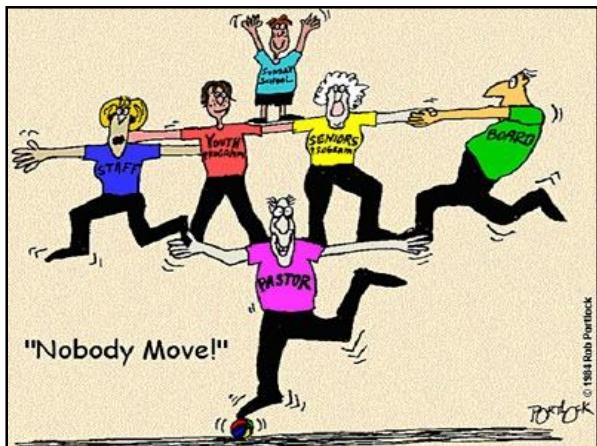
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**Healthy Leadership 101**

SHIFT – Peter Steinke's Systems Thinking Model

Rev. Renee Ruchotzke, UUA Congregational Life Staff

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**Steinke's Systems Thinking Model**

**S**elf Differentiation  
**H**omeostasis  
**I**dentified Patient  
**F**amily Field (emotional)  
**T**riangulation

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“SHIFT  
HAPPENS”  
-Joe Sullivan



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**Steinke's Systems Thinking Model**

**S**elf Differentiation  
**H**omeostasis  
**I**dentified Patient  
**F**amily Field (emotional)  
**T**riangulation

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**Self-Differentiation**

**Autobiography in Five Short Chapters**  
 By Portia Nelson  
*Chapter 1*

I walk down the street.  
 There is a deep hole in the sidewalk.  
 I fall in.  
 I am lost and I am hopeless.  
 It is not my fault.  
 It takes forever to find a way out.

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## Self-Differentiation

### Chapter 2

I walk down the same street.  
There is a deep hole in the sidewalk.  
I pretend I do not see it.  
I fall in again.  
I cannot believe I am in the same place.  
It is not my fault.  
It still takes a long time to get out.

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## Self-Differentiation

### Chapter 3

I walk down the same street.  
There is a deep hole in the sidewalk.  
I see it there.  
I still fall in - it is a habit.  
My eyes are open.  
I know where I am.  
It is my fault.  
I get out quickly.

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## Self-Differentiation

Chapter 4

I walk down the same street.  
There is a deep hole in the sidewalk.  
I walk around it.

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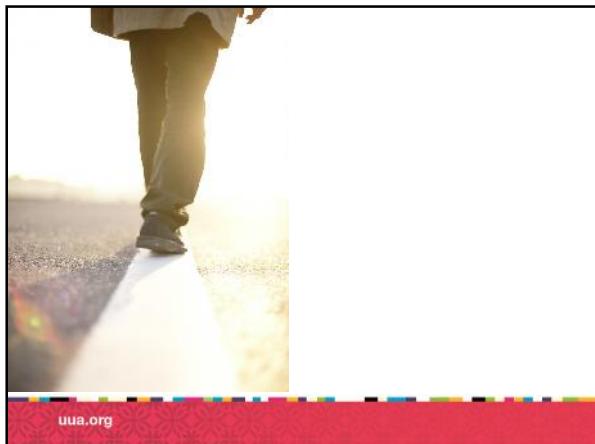
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 **Self-Differentiation**

*Chapter 5*

I walk down a different street.

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**Forbearance**

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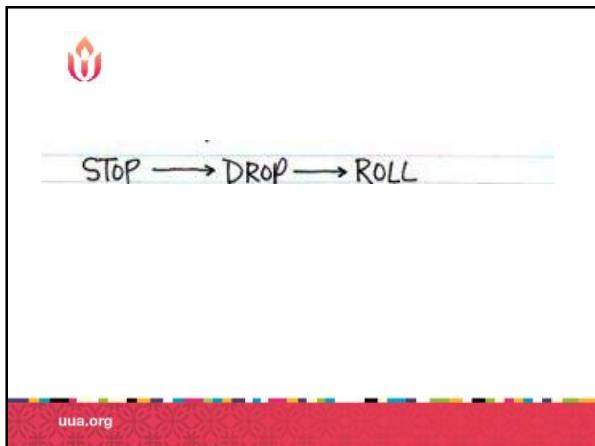
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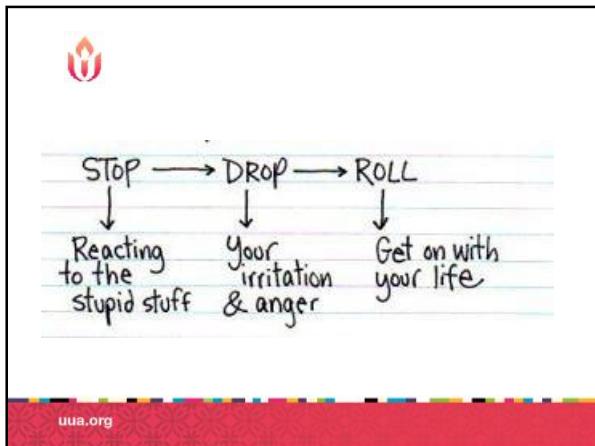
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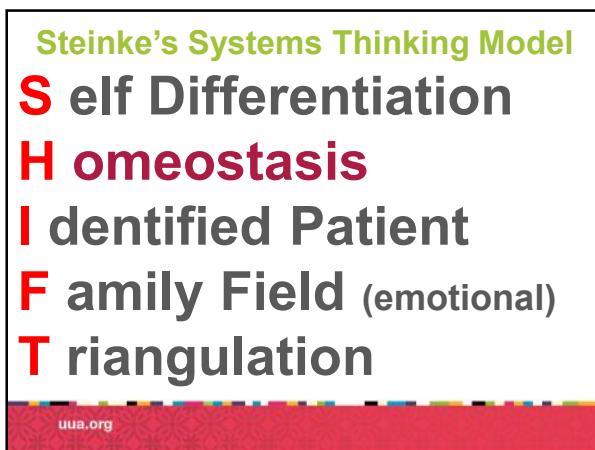
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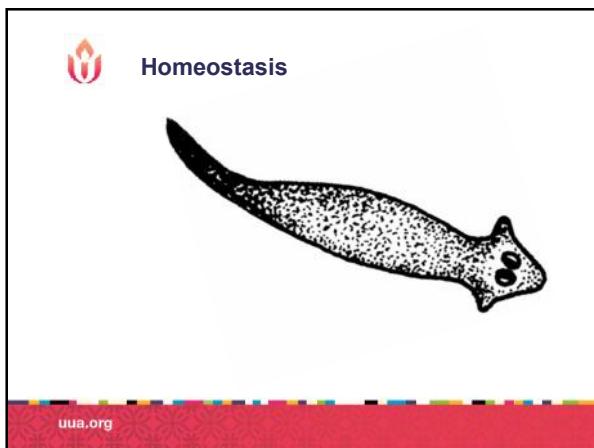
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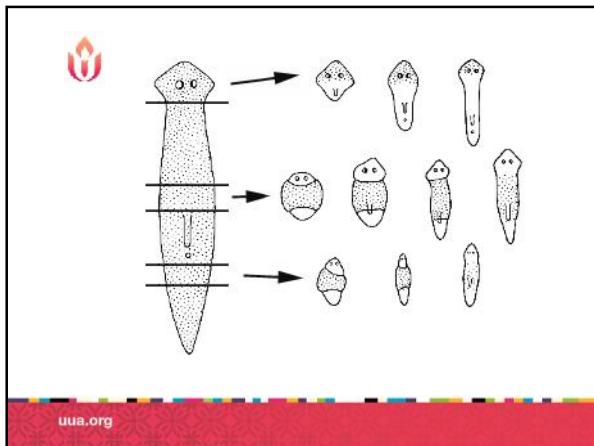
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**Steinke's Systems Thinking Model****S**elf Differentiation**H**omeostasis**I**dentified Patient**F**amily Field (emotional)**T**riangulation

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**Identified Patient**

The group, person or issue that is the focal point of the conflict and anxiety.

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### Steinke's Systems Thinking Model

**S**elf Differentiation

**H**omeostasis

**I**dentified Patient

**F**amily Field (emotional)

**T**riangulation

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### Emotional Family Field

- The baggage we bring with us into every community we join.
- The bags that were carefully packed by our parents whose bags were carefully packed by our grandparents.
- Tri-generational at least.



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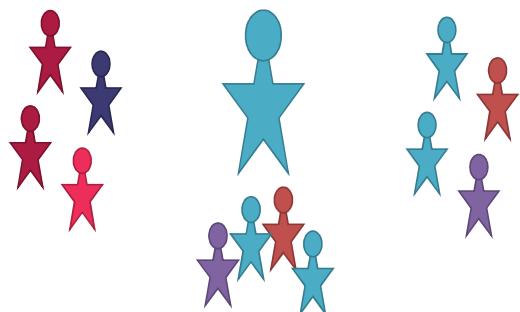


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### Emotional Field



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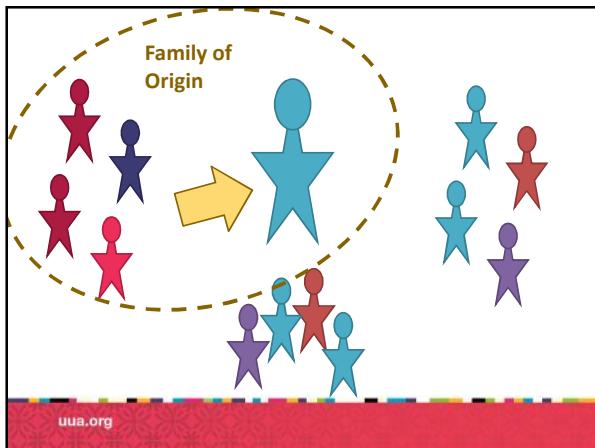
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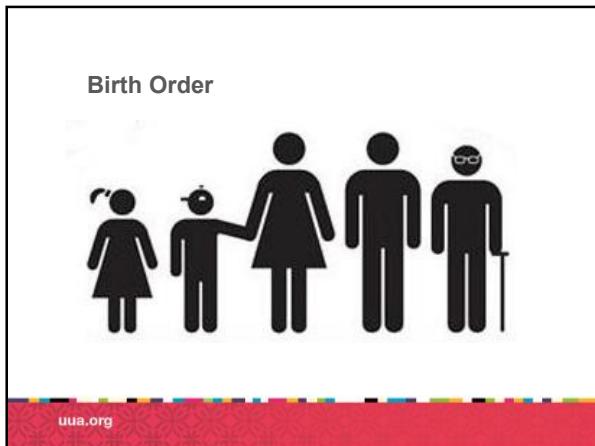
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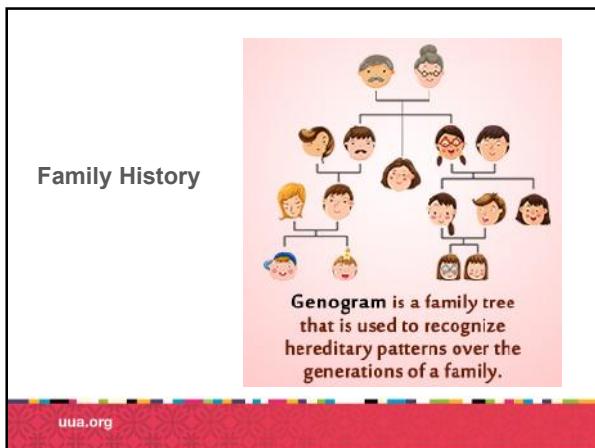
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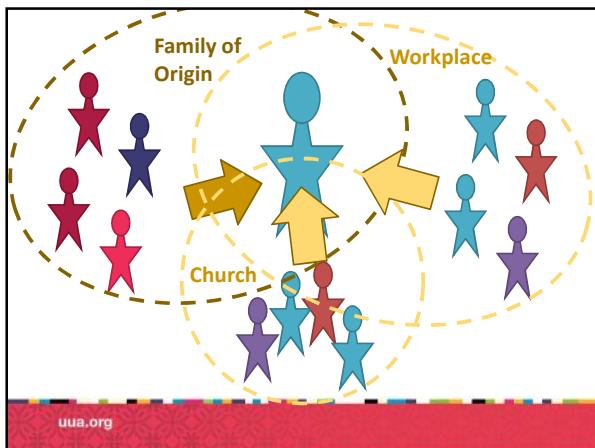
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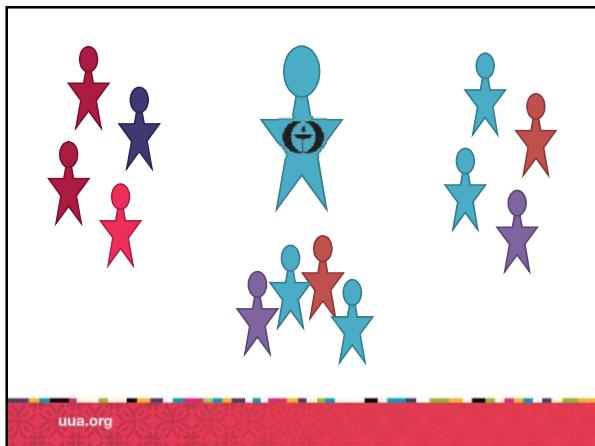
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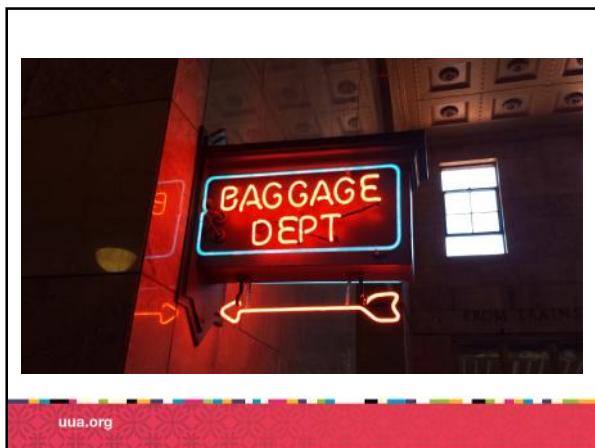
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### Steinke's Systems Thinking Model

**S**elf Differentiation  
**H**omeostasis  
**I**dentified Patient  
**F**amily Field (emotional)  
**T**riangulation

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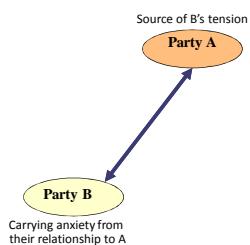
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## Triangulation



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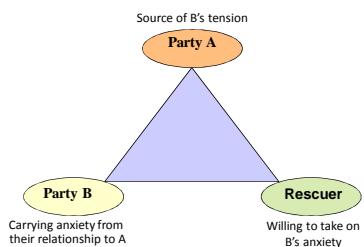
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## Triangulation



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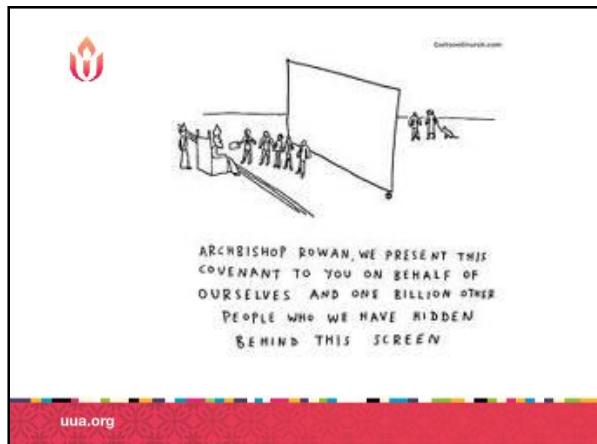
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**Steinke's Systems Thinking Model**

**S**elf Differentiation

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**T**riangulation

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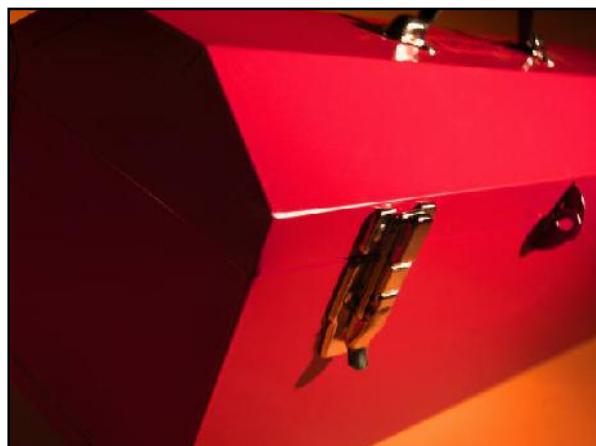
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# Peter Steinke's Systems Thinking Model

## “SHIFT”

### **Self-Differentiation**

- Includes Self-Definition
  - Sensing limits, knowing where self and others begin and end, making the distinction between self and non-self yet being aware of the part self plays in relationship.
  - Knowing what you believe, being aware of your goals and values, letting your own convictions determine your behavior.
  - Taking a stand, articulating your position (and in doing this not having to change the other or change oneself to please the other), seeking clarity.

- Includes Self-Regulation

- Staying on course, having resolve, possessing emotional stamina, persevering, accepting challenge
  - Controlling or changing the part self plays in emotional processes, being calm and reflective, focusing on one's own functioning rather than the functioning of others, very little blaming or attacking.

- Includes Balancing the Self-Other Relationship

- Staying connected to others (if self is surrendered, it's an act of self, it is chosen, not instinctive)
  - Going beyond self-promotion, being aware of the “other,” being as invested in the welfare of the relationship as in self.

### **Homeostasis**

- All systems seek a well-ordered status. If a congregation is thrown out of balance by the prospect of change, members will seek to restore order and sameness. Change creates anxiety and the anxious person will seek to reinstate equilibrium through blaming, gossiping, keeping secrets, diagnosing and insisting on one's own way.
- The reality that the system has more effect on the parts than the parts do on the system
  - “We will bounce back to the same old rut every time.”
  - “The more things change the more they stay the same.”
  - “We like things just the way they are – even if we say we don't.”

- A system will attempt to maintain the status-quo. The system fights influences that will produce a change unless or until things become painfully intolerable.

### **Identified Patient**

- The group, person or issue that is the focal point of the conflict and anxiety. The conflict might manifest itself as either organizational or interpersonal issues, or both, but whatever the problem seems to be, the problem is never the problem.
- This concept should not be confused with the symptom-bearer. A symptom-bearer is often the most vulnerable individual – the “canary in the coal mine”. The Identified Patient can avoid being the symptom-bearer if they avoid being pushed (by the system) into being vulnerable.

### **Emotional Family Field**

- The emotional family baggage we bring with us into every community we join. The bags that were carefully packed by our parents whose bags were carefully packed by our grandparents. These relationships in our formative years can influence our current relationships, often without our awareness.

### **Triangulation**

- An emotional triangle is formed by any three persons or issues. When any two parts of a system become uncomfortable with one another, they will “triangle in” or focus upon a third person or issue, as a way of stabilizing their own relationship.
- Roping in a third person to fight your battle: “Let’s you and her fight.”
- Sometimes shows up as anonymous feedback.

# 1

“ G I V E M E A L E V E R  
L O N G E N O U G H . . . A N D  
S I N G L E - H A N D E D I  
C A N M O V E T H E  
W O R L D ”

From a very early age, we are taught to break apart problems, to fragment the world. This apparently makes complex tasks and subjects more manageable, but we pay a hidden, enormous price. We can no longer see the consequences of our actions; we lose our intrinsic sense of connection to a larger whole. When we then try to “see the big picture,” we try to reassemble the fragments in our minds, to list and organize all the pieces. But, as physicist David Bohm says, the task is futile—similar to trying to reassemble the fragments of a broken mirror to see a true reflection. Thus, after a while we give up trying to see the whole altogether.

The tools and ideas presented in this book are for destroying the illusion that the world is created of separate, unrelated forces. When we give up this illusion—we can then build “learning organizations,” organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

As the world becomes more interconnected and business becomes more complex and dynamic, work must become more “learningful.” It is no longer sufficient to have one person learning for the organization, a Ford or a Sloan or a Watson or a Gates. It’s just not possible any longer to figure it out from the top, and have everyone else following the orders of the “grand strategist.” The organizations that will truly excel in the future will be the organizations that discover how to tap people’s commitment and capacity to learn at all levels in an organization.

Learning organizations are possible because, deep down, we are all learners. No one has to teach an infant to learn. In fact, no one has to teach infants anything. They are intrinsically inquisitive, masterful learners who learn to walk, speak, and pretty much run their households all on their own. Learning organizations are possible because not only is it our nature to learn but we love to learn. Most of us at one time or another have been part of a great team, a group of people who functioned together in an extraordinary way—~~who trusted one another, who complemented one another's strengths and compensated for one another's limitations, who had common goals that were larger than individual goals, and who produced extraordinary results.~~ I have met many people who have experienced this sort of profound teamwork—in sports, or in the performing arts, or in business. Many say that they have spent much of their life looking for that experience again. What they experienced was a learning organization. The team that became great didn’t start off great—it learned how to produce extraordinary results.

One could argue that the entire global business community is learning to learn together, becoming a learning community. Whereas once many industries were dominated by a single, undisputed leader—one IBM, one Kodak, one Xerox—today industries, especially in manufacturing, have dozens of excellent companies. American, European, or Japanese corporations are pulled forward by innovators in China, Malaysia, or Brazil, and they in turn, are pulled by the Koreans and Indians. Dramatic improvements take place in corporations in Italy, Australia, Singapore—and quickly become influential around the world.

There is also another, in some ways deeper, movement toward learning organizations, part of the evolution of industrial society. Material affluence for the majority has gradually shifted people’s orientation toward work—from what Daniel Yankelovich called an “instrumental” view of work, where work was a means to an end, to

a more “sacred” view, where people seek the “intrinsic” benefits of work.<sup>1</sup> “Our grandfathers worked six days a week to earn what most of us now earn by Tuesday afternoon,” says Bill O’Brien, former CEO of Hanover Insurance. “The ferment in management will continue until we build organizations that are more consistent with man’s higher aspirations beyond food, shelter and belonging.”

Moreover, many who share these values are now in leadership positions. I find a growing number of organizational leaders who, while still a minority, feel they are part of a profound evolution in the nature of work as a social institution. “Why can’t we do good works at work?” asked Edward Simon, former president of Herman Miller, a sentiment I often hear repeated today. In founding the “Global Compact,” UN Secretary General Kofi Annan invited businesses around the world to build learning communities that elevate global standards for labor rights, and social and environmental responsibility.

Perhaps the most salient reason for building learning organizations is that we are only now starting to understand the capabilities such organizations must possess. For a long time, efforts to build learning organizations were like groping in the dark until the skills, areas of knowledge, and paths for development of such organizations became known. What fundamentally will distinguish learning organizations from traditional authoritarian “controlling organizations” will be the mastery of certain basic disciplines. That is why the “disciplines of the learning organization” are vital.

## DISCIPLINES OF THE LEARNING ORGANIZATION

On a cold, clear morning in December 1903, at Kitty Hawk, North Carolina, the fragile aircraft of Wilbur and Orville Wright proved that powered flight was possible. Thus was the airplane invented; but it would take more than thirty years before commercial aviation could serve the general public.

Engineers say that a new idea has been “invented” when it is proven to work in the laboratory. The idea becomes an “innovation” only when it can be replicated reliably on a meaningful scale at practical costs. If the idea is sufficiently important, such as the telephone, the digital computer, or commercial aircraft, it is called a “basic innovation,” and it creates a new industry or transforms an

existing industry. In these terms, learning organizations have been invented, but they have not yet been innovated.

In engineering, when an idea moves from an invention to an innovation, diverse “component technologies” come together. Emerging from isolated developments in separate fields of research, these components gradually form an ensemble of technologies that are critical to one another’s success. Until this ensemble forms, the idea, though possible in the laboratory, does not achieve its potential in practice.<sup>2</sup>

The Wright brothers proved that powered flight was possible, but the McDonnel Douglas DC-3, introduced in 1935, ushered in the era of commercial air travel. The DC-3 was the first plane that supported itself economically as well as aerodynamically. During those intervening thirty years (a typical time period for incubating basic innovations), myriad experiments with commercial flight had failed. Like early experiments with learning organizations, the early planes were not reliable and cost-effective on an appropriate scale.

The DC-3, for the first time, brought together five critical component technologies that formed a successful ensemble. They were: the variable-pitch propeller, retractable landing gear, a type of light-weight molded body construction called “monocque,” a radial air-cooled engine, and wing flaps. To succeed, the DC-3 needed all five; four were not enough. One year earlier, the Boeing 247 was introduced with all of them except wing flaps. Boeing’s engineers found that the plane, lacking wing flaps, was unstable on takeoff and landing, and they had to downsize the engine.

Today, I believe, five new component technologies are gradually converging to innovate learning organizations. Though developed separately, each will, I believe, prove critical to the others’ success, just as occurs with any ensemble. Each provides a vital dimension in building organizations that can truly “learn,” that can continually enhance their capacity to realize their highest aspirations:

**Systems Thinking.** A cloud masses, the sky darkens, leaves twist upward, and we know that it will rain. We also know the storm runoff will feed into groundwater miles away, and the sky will clear by tomorrow. All these events are distant in time and space, and yet they are all connected within the same pattern. Each has an influence on the rest, an influence that is usually hidden from view. You can only understand the system of a rainstorm by contemplating the whole, not any individual part of the pattern.

Business and other human endeavors are also systems. They,

too, are bound by invisible fabrics of interrelated actions, which often take years to fully play out their effects on each other. Since we are part of that lacework ourselves, it’s doubly hard to see the whole pattern of change. Instead, we tend to focus on snapshots of isolated parts of the system, and wonder why our deepest problems never seem to get solved. Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us see how to change them effectively.

Though the tools are new, the underlying worldview is extremely intuitive; experiments with young children show that they learn systems thinking very quickly.

**Personal Mastery.** “Mastery” might suggest gaining dominance over people or things. But mastery can also mean a special level of proficiency. A master craftsman doesn’t dominate pottery or weaving. People with a high level of personal mastery are able to consistently realize the results that matter most deeply to them—in effect, they approach their life as an artist would approach a work of art. They do that by becoming committed to their own lifelong learning.

Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively. As such, it is an essential cornerstone of the learning organization—the learning organization’s spiritual foundation. An organization’s commitment to and capacity for learning can be no greater than that of its members. The roots of this discipline lie in both Eastern and Western spiritual traditions, and in secular traditions as well.

But few organizations encourage the growth of their people in this manner. This results in vast untapped resources: “People enter business as bright, well-educated, high-energy people, full of energy and desire to make a difference,” says Hanover’s O’Brien. “By the time they are 30, a few are on the fast track and the rest ‘put in their time’ to do what matters to them on the weekend. They lose the commitment, the sense of mission, and the excitement with which they started their careers. We get damn little of their energy and almost none of their spirit.”

And surprisingly few adults work to rigorously develop their own personal mastery. When you ask most adults what they want from their lives, they often talk first about what they’d like to get rid of: “I’d like my mother-in-law to move out,” they say, or “I’d

like my back problems to clear up.” The discipline of personal mastery starts with clarifying the things that really matter to us, of living our lives in the service of our highest aspirations.

Here, I am most interested in the connections between personal learning and organizational learning, in the reciprocal commitments between individual and organization, and in the special spirit of an enterprise made up of learners.

**Mental Models.** Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action. Very often, we are not consciously aware of our mental models or the effects they have on our behavior. For example, we may notice that a co-worker dresses elegantly, and say to ourselves, “She’s a country club person.” About someone who dresses shabbily, we may feel, “He doesn’t care about what others think.” Mental models of what can or cannot be done in different management settings are no less deeply entrenched. Many insights into new markets or outmoded organizational practices fail to get put into practice because they conflict with powerful, tacit mental models.

For example, in the early 1970s, Royal Dutch/Shell, became one of the first large organizations to understand how pervasive was the influence of hidden mental models. Shell’s success in the 1970s and 1980s (rising from one of the weakest of the big seven oil companies to one of the strongest along with Exxon) during a period of unprecedented changes in the world oil business—the formation of OPEC, extreme fluctuations in oil prices and availability, and the eventual collapse of the Soviet Union—came in large measure from learning how to surface and challenge managers’ mental models as a discipline for preparing change. Arie de Geus, Shell’s Coordinator of Group Planning during the 80s, said that continuous adaptation and growth in a changing business environment depends on “institutional learning, which is the process whereby management teams change their shared mental models of the company, their markets, and their competitors. For this reason, we think of planning as learning and of corporate planning as institutional learning.”<sup>3</sup>

The discipline of working with mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on “learningful” conversations that balance inquiry and advocacy, where

people expose their own thinking effectively and make that thinking open to the influence of others.

**Building Shared Vision.** If any one idea about leadership has inspired organizations for thousands of years, it’s the capacity to hold a shared picture of the future we seek to create. One is hard-pressed to think of any organization that has sustained some measure of greatness in the absence of goals, values, and missions that become deeply shared throughout the organization. IBM had “service”; Polaroid had instant photography; Ford had public transportation for the masses and Apple had “computers for the rest of us.”<sup>4</sup> Though radically different in content and kind, all these organizations managed to bind people together around a common identity and sense of destiny.

When there is a genuine vision (as opposed to the all-too-familiar “vision statement”), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize an organization. All too often, a company’s shared vision has revolved around the charisma of a leader, or around a crisis that galvanizes everyone temporarily. But, given a choice, most people opt for pursuing a lofty goal, not only in times of crisis but at all times. What has been lacking is a discipline for translating individual vision into shared vision—not a “cookbook” but a set of principles and guiding practices.

The practice of shared vision involves the skills of unearthing shared “pictures of the future” that foster genuine commitment and enrollment rather than compliance. In mastering this discipline, leaders learn the counterproductiveness of trying to dictate a vision, no matter how heartfelt.

**Team Learning.** How can a team of committed managers with individual IQs above 120 have a collective IQ of 63? The discipline of team learning confronts this paradox. We know that teams can learn; in sports, in the performing arts, in science, and even, occasionally, in business, there are striking examples where the intelligence of the team exceeds the intelligence of the individuals in the team, and where teams develop extraordinary capacities for coordinated action. When teams are truly learning, not only are they producing extraordinary results, but the individual members are growing more rapidly than could have occurred otherwise.

The discipline of team learning starts with “dialogue,” the capacity of members of a team to suspend assumptions and enter into a genuine “thinking together.” To the Greeks dia-logos meant a free-flowing of meaning through a group, allowing the group to discover insights not attainable individually. Interestingly, the practice of dialogue has been preserved in many “primitive” cultures, such as that of the American Indian, but it has been almost completely lost to modern society. Today, the principles and practices of dialogue are being rediscovered and put into a contemporary context. (Dialogue differs from the more common “discussion,” which has its roots with “percussion” and “concussion,” literally a heaving of ideas back and forth in a winner-takes-all competition.)

The discipline of dialogue also involves learning how to recognize the patterns of interaction in teams that undermine learning. The patterns of defensiveness are often deeply ingrained in how a team operates. If unrecognized, they undermine learning. If recognized and surfaced creatively, they can accelerate learning.

Team learning is vital because teams, not individuals, are the fundamental learning unit in modern organizations. This is where the rubber meets the road; unless teams can learn, the organization cannot learn.

If a learning organization were an engineering innovation, such as the airplane or the personal computer, the components would be called “technologies.” For an innovation in human behavior, the components need to be seen as *disciplines*. By “discipline,” I do not mean an “enforced order” or “means of punishment,” but a body of theory and technique that must be studied and mastered to be put into practice. A discipline (from the Latin *disciplina*, to learn) is a developmental path for acquiring certain skills or competencies. As with any discipline, from playing the piano to electrical engineering, some people have an innate gift, but anyone can develop proficiency through practice.

To practice a discipline is to be a lifelong learner. You never arrive; you spend your life mastering disciplines. You can never say, “We are a learning organization,” any more than you can say, “I am an enlightened person.” The more you learn, the more acutely aware you become of your ignorance. Thus, a corporation cannot be “excellent” in the sense of having arrived at a permanent excellence; it is always in the state of practicing the disciplines of learning, of getting better or worse.

That organizations can benefit from disciplines is not a totally new idea. After all, management disciplines such as accounting have been around for a long time. But the five learning disciplines differ from more familiar management disciplines in that they are personal disciplines. Each has to do with how we think and how we interact and learn with one another. In this sense, they are more like artistic disciplines than traditional management disciplines. Moreover, while accounting is good for “keeping score,” we have never approached the subtler tasks of building organizations, of enhancing their capabilities for innovation and creativity, of crafting strategy and designing policy and structure through assimilating new disciplines. Perhaps this is why, all too often, great organizations are fleeting, enjoying their moment in the sun, then passing quietly back to the ranks of the mediocre.

Practicing a discipline is different from emulating a model. All too often, new management innovations are described in terms of the “best practices” of so-called leading firms. I believe benchmarking best practices can open people’s eyes as to what is possible, but it can also do more harm than good, leading to piecemeal copying and playing catch-up. As one seasoned Toyota manager commented after hosting over a hundred tours for visiting executives, “They always say ‘Oh yes, you have a Kan-Ban system, we do also. You have quality circles, we do also. Your people fill out standard work descriptions, ours do also.’ They all see the parts and have copied the parts. What they do not see is the way all the parts work together.” I do not believe great organizations have ever been built by trying to emulate another, any more than individual greatness is achieved by trying to copy another “great person.”

When the five component technologies converged to create the DC-3 the commercial airline industry began. But the DC-3 was not the end of the process. Rather, it was the precursor of a new industry. Similarly, as the five component learning disciplines converge they will not create the learning organization but rather a new wave of experimentation and advancement.

## THE FIFTH DISCIPLINE

It is vital that the five disciplines develop as an ensemble. This is challenging because it is much harder to integrate new tools than simply apply them separately. But the payoffs are immense.

This is why systems thinking is the fifth discipline. It is the disci-

pline that integrates the disciplines, fusing them into a coherent body of theory and practice. It keeps them from being separate gimmicks or the latest organization change fads. Without a systemic orientation, there is no motivation to look at how the disciplines interrelate. By enhancing each of the other disciplines, it continually reminds us that the whole can exceed the sum of its parts.

For example, vision without systems thinking ends up painting lovely pictures of the future with no deep understanding of the forces that must be mastered to move from here to there. This is one of the reasons why many firms that have jumped on the "vision bandwagon" in recent years have found that lofty vision alone fails to turn around a firm's fortunes. Without systems thinking, the seed of vision falls on harsh soil. If nonsystemic thinking predominates, the first condition for nurturing vision is not met: a genuine belief that we can make our vision real in the future. We may say "We can achieve our vision" (most American managers are conditioned to this belief), but our tacit view of current reality as a set of conditions created by somebody else betrays us.

But systems thinking also needs the disciplines of building shared vision, mental models, team learning, and personal mastery to realize its potential. Building shared vision fosters a commitment to the long term. Mental models focus on the openness needed to unearth shortcomings in our present ways of seeing the world. Team learning develops the skills of groups of people to look for the larger picture beyond individual perspectives. And personal mastery fosters the personal motivation to continually learn how our actions affect our world. Without personal mastery, people are so steeped in the reactive mindset ("someone/something else is creating my problems") that they are deeply threatened by the systems perspective.

Lastly, systems thinking makes understandable the subtlest aspect of the learning organization—the new way individuals perceive themselves and their world. At the heart of a learning organization is a shift of mind—from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something "out there" to seeing how our own actions create the problems we experience. A learning organization is a place where people are continually discovering how they create their reality. And how they can change it. As Archimedes said, "Give me a lever long enough . . . and single-handed I can move the world."

## METANOIA—A SHIFT OF MIND

When you ask people about what it is like being part of a great team, what is most striking is the meaningfulness of the experience. People talk about being part of something larger than themselves, of being connected, of being generative. It becomes quite clear that, for many, their experiences as part of truly great teams stand out as singular periods of life lived to the fullest. Some spend the rest of their lives looking for ways to recapture that spirit.

The most accurate word in Western culture to describe what happens in a learning organization is one that hasn't had much currency for the past several hundred years. It is a word we have used in our work with organizations for some ten years, but we always caution them, and ourselves, to use it sparingly in public. The word is "metanoia" and it means a shift of mind. The word has a rich history. For the Greeks, it meant a fundamental shift or change, or more literally transcendence ("meta"—above or beyond, as in "metaphysics") of mind ("noia," from the root "nous," of mind). In the early (Gnostic) Christian tradition, it took on a special meaning of awakening shared intuition and direct knowing of the highest, of God. "Metanoia" was probably the key term of such early Christians as John the Baptist. In the Catholic corpus the word "metanoia" was eventually translated as "repent."

To grasp the meaning of "metanoia" is to grasp the deeper meaning of "learning," for learning also involves a fundamental shift or movement of mind. The problem with talking about "learning organizations" is that the "learning" has lost its central meaning in contemporary usage. Most people's eyes glaze over if you talk to them about "learning" or "learning organizations." The words tend to immediately evoke images of sitting passively in schoolrooms, listening, following directions, and pleasing the teacher by avoiding making mistakes. In effect, in everyday use, learning has come to be synonymous with "taking in information." "Yes, I learned all about that at the training yesterday." Yet, taking in information is only distantly related to real learning. It would be nonsensical to say, "I just read a great book about bicycle riding—I've now learned that."

Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we reperceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the genera-

tive process of life. There is within each of us a deep hunger for this type of learning. As anthropologist Edward Hall says, "Humans are the learning organism par excellence. The drive to learn is as strong as the sexual drive—it begins earlier and lasts longer."<sup>5</sup>

This, then, is the basic meaning of a "learning organization"—an organization that is continually expanding its capacity to create its future. For such an organization, it is not enough merely to survive. "Survival learning" or what is more often termed "adaptive learning" is important—indeed it is necessary. But for a learning organization, "adaptive learning" must be joined by "generative learning," learning that enhances our capacity to create.

A few brave organizational pioneers are pointing the way, but the territory of building learning organizations is still largely unexplored. It is my fondest hope that this book can accelerate that exploration.

#### PUTTING THE IDEAS