

Disruptive Report Card

| | 1 | 2 | 3 | 4 |
|---------------------------|---|---|---|--|
| DECISION-MAKING | <p>Set: Once made, the decision stands.</p> <p>Assumes decisions that change denote lack of leadership or “flip-flopping”</p> <p>Assumes the world and/or issue is fully known or knowable.</p> | | | <p>Emergent: Decisions change as new information becomes known.</p> <p>Assumes that phenomena you are responding to are not fully understood and that new information will continue to appear. Decisions need to change as a response to new information.</p> <p>Assumes the issue is filled with unknowns and some unknowables. It requires further information to refine and redirect choices.</p> |
| PROBLEM NATURE | <p>Separate: Problem is seen as something outside yourself.</p> <p>Assumes we are separate from the problem and other focused. “if only ____ would change the problem would be solved.”</p> | | | <p>Connected: We are part of the problem we are trying to solve.</p> <p>Assumes the world is interdependent and that solving a problem requires us to reflect on how our actions or thinking is contributing to the problem.</p> <p>Assumes we all need to change to solve the problem.</p> |
| NATURE OF CONTROL | <p>Control: We can use power or position to control the outcome we want.</p> <p>Assumes control is possible.</p> <p>Assumes the system in which the problem is occurring is a closed system.</p> | | | <p>Adapt: We need to adapt to the situation because we cannot control the problem.</p> <p>Assumes we have influence, but not control.</p> <p>Assumes the system in which the problem is occurring is an open system, influenced by other systems related to the problem.</p> |
| QUALITY/SPEED OF LEARNING | <p>Knowledge is set: Once learned, knowledge can be used to make decisions and develop strategy. Once discovered knowledge doesn't change.</p> <p>Assumes the problem can be understood through analyzing its parts, and once understood can be applied for all time.</p> | | | <p>Active learning is essential: Active learning is necessary to the ongoing emergent nature of the knowledge and understanding essential to solving a problem.</p> <p>Assumes we live in a dynamic world, where knowledge continues to be impacted by many other variables that change what we know and how we think.</p> <p>Assumes we don't and can't know everything, so active learning is a powerful adaptive response.</p> |
| GUIDING RULES | <p>Old rules that are tested in time: Old ways of thinking are held tightly. This is the way we have gotten through this kind of problem in the past, it will work this time too.</p> <p>Assumes that context is stable and doesn't change.</p> | | | <p>New rules that are related to the current context: Context changes and we need to continue to seek out what new rules are more adaptive and fit the context we are currently in.</p> <p>Assumes that context is dynamic and always in movement.</p> <p>Assumes the system is a living system, evolving not static.</p> |