

Course Learning Outcomes for Unit VII

Upon completion of this unit, students should be able to:

8. Diagnose an organization that uses healthy thought-behavior patterns within its group dynamics.

Reading Assignment

In order to access the resources below, you must first log into the myWaldorf Student Portal and access the Business Source Complete database within the Waldorf Online Library.

Buscell, P. (2013). More we than me: Using positive deviance to engage everyone. *OD Practitioner*, 45(2), 14-19.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Miller, F. A., & Katz, J. H. (2014). Four keys to accelerating collaboration. *OD Practitioner*, 46(1), 6-11.

[Click here](#) to download the Socio-Cognitive Systems Learning Model.

Unit Lesson

Welcome

Welcome to Unit VII! In the previous unit, we discussed Model II values, the values of a learning organization. In this unit, we will continue discussing the thought-behavior process of a learning organization. We will focus on Model II behaviors and outcomes, as well as checkpoints for testing assumptions that occur within the Model II system.

Before we get started, you will want to refer to the socio-cognitive systems learning model PDF that you were provided with a link to previously. If you need another copy, a link is provided in this unit's readings section.

Model II Behaviors: The Behaviors of a Learning Organization

Model II provides an alternative to the dysfunctional Model I process of interaction. As we have discussed, Model I behaviors contradict the values that are promoted. In contrast, Model II behaviors align with the values that are advocated because, with Model II, the values that are espoused and the values that are reflected in behaviors are the same. That is, with Model II, there is no difference between the values that are espoused and those that are real, or reflected by behaviors. In Model II advocated values and real values are one in the same. Because we cannot see an individual's values simply by looking at him or her, we rely on clues from the individual's behaviors to discern his or her values. Model II behaviors point to Model II values while Model I behaviors point to Model I values.

Let's discuss the Model II behaviors. These are listed in the bottom-center box on the socio-cognitive systems learning model. In this diagram, you can see how the Model II values have an arrow that leads to the Model II behaviors.

Model II behaviors are behaviors that are based on values of wholeness and relational health. People within Model II cultures, as well as people who seek to develop a culture into a Model II culture

- include people and invite them to express their ideas and talents (Csikszentmihalyi, 2003; Friesenborg, 2015; Mezirow, 2003; Palmer, 2004, 2011; Walsh, 2010);
- provide freedom to disagree (Brehm, 2009; Friesenborg, 2015);
- discuss the undiscussable, meaning they are free to discuss any topics on their minds (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015; Mezirow, 2003; Palmer, 2004, 2011);
- gather data, ask questions, listen, and observe (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015; Mezirow, 2003; Palmer, 2004, 2011); and
- treat people with respect (Friesenborg, 2015; Mezirow, 2003; Palmer, 2004, 2011).

Double-Loop Learning: First Loop

As we discussed in the last unit, humans have a tendency toward Model I values, which are focused on self-centered desires and goals. Based on this tendency, we discussed how Model I values can creep into Model II cultures. To combat that tendency, Model II cultures include two checkpoints to make sure that we do not slip into Model I patterns. These two checkpoints create the process of double-loop learning (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015).

The first checkpoint is the first loop of the double-loop learning process. Take a look at the socio-cognitive systems learning model (Friesenborg, 2015, p. 9). Do you see how there is an arrow that loops from the Model II behaviors back to the Model II values? Through this loop, individuals reflect on their behaviors to check whether they align with their Model II values. If they do align, the individuals continue with those behaviors. If they find that their behaviors do not align with their Model II values, this is a clue that Model I values may have crept in. If that is the case, the individuals should focus on the foundation for Model II values: acknowledging and testing their assumptions in order to understand their true selves and to understand other people. That will get them back on track with the Model II process (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015).

Take another look at the socio-cognitive systems learning model. The Model II values have an arrow that leads to Model II behaviors. The first loop provides a checkpoint back to the Model II values, which (again) leads to Model II behaviors. The Model II behaviors then lead to Model II outcomes.

Model II Outcomes: The Behaviors of a Learning Organization

You will see Model II outcomes represented in the lower-right corner of the Socio-Cognitive Systems Model (Friesenborg, 2015, p. 9). The outcomes that result from Model II behaviors are

- problem resolution (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015);
- productive learning and change (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015; Mezirow, 2003; Palmer, 2004, 2011);
- peace (Mezirow, 2003; Palmer, 2004, 2011); and
- trust (Mezirow, 2003; Palmer, 2004, 2011).

Double-Loop Learning: Second Loop

As we discussed, double-loop learning is a key feature of Model II because it helps people keep on course with Model II. These checkpoints provide individuals with the opportunity to identify if they have fallen off course and if Model I values have crept-in, leading to Model I behaviors and outcomes. We are human, and even with the best intentions, people who are committed to sustaining a Model II culture sometimes regress to the human tendency for Model I values. The beauty of Model II is that it accounts for this human tendency, and it includes a conscious examination of one's values to ensure that they align with the values that are central to Model II (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015).

The second checkpoint occurs after the Model II outcomes, with an arrow that loops back to the Model II values. Here, individuals have an opportunity to reflect on the outcomes of their interaction and check whether those outcomes align with their Model II values (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015).

In the socio-cognitive systems learning model (Friesenborg, 2015, p. 9), do you see how the Model II outcomes reflect the Model II values? They are both based on wholeness and healthy relationships. The Model II behaviors serve as a conduit between the values and outcomes. If the outcomes match the Model II values, the culture is on course with Model II (Argyris, 2000, 2004, 2010; Argyris & Schön, 1996; Friesenborg, 2015).

Conclusion

In this unit's assignment and discussion board, you will have the opportunity to reflect on your experiences with Model II cultures, or learning cultures.

Looking ahead, in the next unit (the last unit of this course), you will learn how to transform a culture from a dysfunctional Model I culture to the Model II culture of learning organizations. This learning is powerful, and you may find it to be a life-changing experience as you apply it to both your personal and professional relationships.

References

- Argyris, C. (2000). *Flawed advice and the management trap*. New York, NY: Oxford University Press.
- Argyris, C. (2004). *Reasons and rationalizations: The limits to organizational knowledge*. New York, NY: Oxford University Press.
- Argyris, C. (2010). *Organizational traps: Leadership, culture, organizational design*. New York, NY: Oxford University Press.
- Argyris, C., & Schön, D. A. (1996). *Organizational learning II: Theory, method, and practice*. Reading, MA: Addison-Wesley.
- Brehm, J. W. (2009). A theory of psychological reactance. In W. W. Burke, D. G. Lake, & J. W. Paine (Eds.), *Organization change: A comprehensive reader* (pp. 377-390). San Francisco: Jossey-Bass. (Reprinted from *A theory of psychological reactance*, by J. W. Brehm, 1966, New York, NY: Academic Press).
- Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. New York, NY: Penguin.
- Friesenborg, L. (2015). *The culture of learning organizations: Understanding Argyris' theory through a socio-cognitive systems learning model*. Forest City, IA: Brennan-Mitchell.
- Kitayama, S., Duffy, S., & Uchida, Y. (2007). Self as cultural mode of being. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 136-174). New York, NY: The Guilford Press.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), 58-63.
- Palmer, P. J. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco, CA: Jossey-Bass.
- Palmer, P. J. (2011). *Healing the heart of democracy: The courage to create a politics worthy of the human spirit*. San Francisco, CA: Jossey-Bass.
- Walsh, C. (2010). Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements. *Development*, 53(2), 15-21.

Suggested Reading

Friesenborg, L. (2015). *The culture of learning organizations: Understanding Argyris' theory through a socio-cognitive systems learning model*. Forest City, IA: Brennan-Mitchell.

The following E-books are available through the Waldorf Online Library:

Ernst, C., & Martin, A. (2006). *Critical reflections: How groups can learn from success and failure*. Greensboro, NC: Center for Creative Leadership.

Fairholm, G. W. (2009). *Organizational power politics: Tactics in organizational leadership* (2nd ed.). Santa Barbara, CA: Praeger.

Joiner, B., & Josephs, S. (2007). *Leadership agility: Five levels of mastery for anticipating and initiating change*. San Francisco, CA: Jossey-Bass.