

# Finding authentic wholeness in new ways of working

### Working at your best is like what?

### Feeling whole authentically

**Being in the zone**

**Psychology of flow**

**Effort-less action**

Butcher Ding depicted in a Han Dynasty tomb mural.

### Paradox

Don't think of an elephant.

"George Lakoff, Don't think of an elephant"

### Impasse

#no-methods

The harder we try, the worse it gets!

### Becoming

FORM (Doing) → CONTENT (Being) → CONTEXT (Becoming)

"It is known that, when we learn or train in something, we pass through the stages of shu, ha, and ri... In shu, we repeat the forms and discipline ourselves so that our bodies absorb the forms that our forebears created. We remain faithful to these forms with no deviation. Next, in the stage of ha, once we have disciplined ourselves to acquire the forms and movements, we make innovations. In this process the forms may be broken and discarded. Finally, in ri, we completely depart from the forms, open the door to creative technique, and arrive in a place where we act in accordance with what our heart/mind desires, unhindered while not overstepping laws."

Aikido master Endō Seishirō shihan

### Agile is like what?

Agility is like what?

What is the difference?

### Methods

Methods combine a fixed set of practices and principles.

The assumption is that applying practices as intended, and with respect for principles, will result in a certain outcome.

Practice → Outcome

E.g. Scrum practices → E.g. Hyper-productivity

For example, the assumption is that applying the Scrum practices while respecting the agile principles leads to hyper-productivity.

### Friction

Even if we respect the principles, practices only produce outcomes in a certain context.

Introducing practices in the "wrong" context creates friction.

Context → Practice → Outcome

For example, introducing agile engineering practices in a non-agile organization creates friction.

### Capability

In the end, organisations need to develop capabilities, not just perform practices!

A capability is the degree to which an individual, team or organisation consistently produces an outcome under diverse and sometimes even adverse conditions (in different contexts).

The capabilities to evolve and develop new capabilities determine how (well) an organization adapts to new contexts.

### Enablers

Many so-called "practices" impose a constraint. Rather than limiting, these constraints enable or catalyse a certain capability.

Constraint → Practice → Capability

E.g. Flow mgmt practices → E.g. Deferred commitment

Examples include time-box constraints that enable frequent integration and WIP limits that enable deferred commitment.

### Value creation

The purpose of an organisation is to create value (now and in the future).

CREATE AND SHAPE DEMAND → IMPROVE (DELIVERY) CAPABILITY

In order to better meet (fluctuating) demand

In order to make better use of (constrained) delivery capability

### Self-organization

Virtuous belief in simple rules as a way to organise complex (social) behaviour.

Heterarchical organisation as the emerging pattern of collaboration in a network of interacting agents.

### Ability to adapt

Organisations need to adapt to a complex and evolving environment.

UPSTREAM → LESSONS FROM THE PAST → DOWNSTREAM

When a friction appears you isolate, analyse and look for a theory, method, or doctrine that tells you what to do to make trade-offs.

UPSTREAM vs DOWNSTREAM

Uncover new ways → apply common ways

## AGILE CAPABILITIES MODEL

### A generative model for co-evolving capabilities

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### Tension

Constraints tend to expose an underlying tension that is the result of opposing forces.

When implementing a WIP constraint, for example, the desire for short lead times meets the opposing force of the need to keep everybody busy.

WIP constraint → short lead times (aka flow efficiency) ↔ keep everybody busy (aka resource efficiency)

This tension often surfaces as resistance to change.

### Pattern

Patterns have emerged to deal with the opposing forces that underlie a tension.

- Practices may create an improvement that reduces tension.
- They help to turn policies into effective constraints.
- This results in the realization of a desired outcome.

An outcome that if consistently produced, enables capability.

This pattern has many instantiations depending on the particular WIP constraint which may include: CAPWIP, CONWIP, Personal WIP, Column WIP, Order points, CAP, Kanban, customer Kanban.

### Language

Next to the pattern of flow, also patterns for learning and collaboration emerged that, together, form a language to bring agility to its expression.

LEARNING: Uncover new ways, Experience, Lessons from the past, Frictions are connected & co-evolving, UPSTREAM vs DOWNSTREAM, UNCERTAINTY OF THE FUTURE.

COLLABORATION: Collaboration policy, Synchronized cadence, Manage competence, High staff liquidity, Collaborative improvement, Improvement models, Reduced impediments, Constrained WIP, Short lead time, Manage flow, Cadenced replenishment, Deferred commitment, Options management, Time-box, Manage delivery, Frequent integration, Integration points, Predictably frequent delivery, Increased options.

Time-box constraints may include: sprint time box, task time box, paper size (A3 Thinking, Business Model Canvas...)

Collaboration policies may include: Pairing, mobbing, "Shenling", Stop the line (pomdo), team-size limitation (two-pizza-team)

### Flow

Value delivery requires us to think about the interdependence between supply and demand and the pattern of flow that emerges from that.

Supply creates demand in the same way that demand creates supply.

Delivery capability needs to be improved in order to better meet (fluctuating) demand.

Demand needs to be shaped in order to make better use of (constrained) delivery capability.

Constraints in the supply + fluctuation in the demand lead to turbulent flow.

Flow emerges out of the interdependence between supply and demand.

### Collaboration

Everything is connected, but some things are more connected than others. Herbert Simon

Complex behaviour emerges out of the heterarchical interaction between the units or cells.

But, the organisation that emerges out of the interaction between units (cells) also imposes constraints on the units.

Organization and unit (cell) are related in a heterarchical interdependence.

Collaboration emerges out of the interdependence between heterarchy and hierarchy.

### Learning

Learning requires the integration of upstream and downstream thinking.

We are uncovering better ways...

The problem, often is, that we already start downstream except for the few people that are actively involved in the "uncovering".

As we go back upstream, we discover that things are not fixed nor isolated. They are ever-evolving and interconnected.

Learning emerges out of the interdependence between upstream and downstream thinking.

### Entanglement

An interdependence of interdependencies.

Interdependence of flow, collaboration and learning

Patterns of collaboration (i.e. organization), shape patterns of flow

Patterns of flow, shape patterns of learning

Patterns of learning, shape patterns of collaboration (i.e. organization)

And vice versa...

### Finding authentic wholeness

By moving only upwards or downwards through the system, one finds oneself back where one started

Form ... vocabulary  
... individual sentences

Content ... pattern  
... language

Context ... contingent  
... mutually contingent  
... interdependent  
... entangled

## THE ART OF BECOMING

### BUILDING BRIDGES WHILE WALKING ON IT

## INTELLIGENT PRACTICE

### GRASPING FOR THE WHOLE

### THINKING DYNAMICALLY

### GOING UPSTREAM

## CONTINGENTISM

Understanding the contingency of existence

contingency: C produces D; contingent on context B

mutual contingency: AB and CD are mutually contingent

inter-dependence: AS existence depends on B; B's existence depends on A

entanglement: Interdependence of interdependencies

## OKALO FLOWLAB - NEW WAYS OF LEARNING FOR NEW WAYS OF WORKING

### CREATING LEARNING OPPORTUNITIES

We can not teach you ...

... all we can do is create opportunities for people to learn for themselves.

### LEARNING TO SEE DIFFERENTLY

by using constraints

UNLEARN [RE]LEARN

### DEVELOP THINKING

Uncover new ways of working by connecting the dots.

### SHARE EXPERIENCES

Allow people their own aha-moment.

Want to experience a different form of learning in practice?

Join an Okaloa Flowlab training.

[www.okaloa.com/journeys-of-learning](http://www.okaloa.com/journeys-of-learning)

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