



ATTRACTORS
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IN THIS MONTH'S EDITION, EXECUTIVE DIRECTOR GLENDA EOYANG, PH.D., TALKS ABOUT BECOMING CERTIFIED AS A PROFESSIONAL IN HUMAN SYSTEMS DYNAMICS.

Congratulations to a new group of Professionals in Human Systems Dynamics! Twelve learners recently completed a ten-day learning experience in the PHSD certification training. The group included associates from Minnesota, Connecticut, Israel, Colorado, New York, and Alaska. They come from professional backgrounds as diverse as conflict resolution, public health, education, health care, psychology, manufacturing, engineering, and mathematics. During the ten days of exploration and discovery, we learned to

See and influence the complex dynamics of human systems in motion.

Lively human systems dynamics are seldom more explicit than in a classroom as people teach and learn together. That makes a classroom a perfect laboratory for observing how complex patterns of behavior transform over time. Each class is a new experience, but familiar patterns emerge over and over again. This particular class demonstrated some fundamental lessons in the best ways to teach and learn.

Differences, though sometimes uncomfortable, are the raw material for learning.

We made a concerted effort to invite persons of diverse backgrounds, interests, cultures, races, and geographical identities for this class. In reflections, learners shared how their differences in the group amplified and were amplified by their own personal conflicts. "We feel frustrations or opportunities in the group and become aware of possibilities in ourselves."

Learning happens in the whole, the part, and the greater whole, or it doesn't happen at all.

Individually, each of us discovered, tested, and adopted new ways of thinking and acting. Small groups emerged around shared interests or living arrangements. Our lives back home became a part of our learning laboratory, each with his or her own complex dynamics. And, finally, the cohort as a whole emerged, encompassing all of these active sub-systems. What was discovered in one group or level became rich raw material for learning at another. The lessons were practiced in one and applied, ultimately, to all.

Engaging in meaningful exchange is necessary, and almost any method will do.

The variety of interactions was stunning. We worked case studies, listened to lectures, played outside, read to each other, made presentations, explored possibilities, created models, observed computer simulations, shared personal and professional experiences, asked questions and probed answers, exchanged resources, coached each other, wrote about personal experiences, ate, drank, and some of us even danced. These myriad exchanges helped us see ourselves, each other, and the field of HSD in continually new and renewing lights.

Authentic inquiry—solo and shared—is the key to both learning and teaching.

Inquiry was an overarching theme for the whole training experience. For us to adapt as individuals and groups, we must maintain a stance of inquiry—holding the question and searching continually for emerging answers. In the words of one learner, “Reading the list of our initial burning questions proves how much I’ve learned and how much is still left to explore.”

In the summer of 2005, we will launch our next public class in the PHSD learning cycle. If you are interested in offering this or a similar course in your organization, please contact Julia Wolter, Director of Operations today! She can be reached at jwolter@hsdinstitute.org.