

NM



ADR NEWS

FY15 4th Quarter

About the OADPR

The 2007 Governmental Dispute Prevention & Resolution Act (GDPRA) created the Office of Alternative Dispute Prevention and Resolution (OADPR) to promote early dispute resolution and positive collaboration among state employees and agencies through the development and support of effective and efficient programs and policies. Today, the Office operates and is known as the **Alternative Dispute Resolution (ADR) Bureau** under the Risk Management Division (RMD) of the General Services Department (GSD).

Visit our website at:
<http://adr.gsd.state.nm.us>

Contact us at:
ADR.Bureau@state.nm.us

Mary Jo Lujan
ADR Bureau Chief
(505)827-0444
mlujan@state.nm.us

Stephanie A. Ellis
ADR Coordinator
(505)827-0421
stephanie.ellis@state.nm.us

Stefanie Ortega
ADR Management Analyst
(505)827-0576
Stefanie.Ortega2@state.nm.us



NEW MEXICO
GENERAL SERVICES DEPARTMENT

Encouraging communication through mutual respect

ADR also means **“A Dialogue Resource”**

ANNOUNCEMENTS & UPCOMING TRAINING OPPORTUNITIES

MEDIATORS AND ADR COORDINATORS – Save The Date!!!

**2015 ADR SYMPOSIUM
IN SANTA FE!!!**

When: Oct. 8th & 9th, 2015

Cost: FREE

**Where: Santa Fe Community
College, Santa Fe, NM**

[Click here to see the flyer.](#)

For updates [click here!!!](#)

**ADR
COORDINATORS –
Register NOW!!!
Next
STATE ADR
COORDINATOR
TRAINING!**

**When: Thursday,
Sept. 17th, 2015**

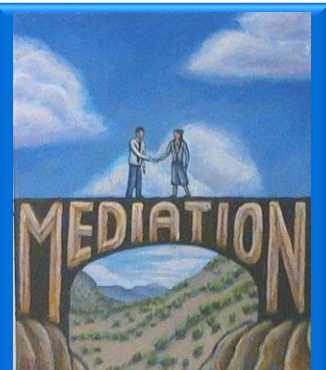
Cost: FREE

**Where: Los Griegos
Community Center,
Alb., NM**

**To register
[click here!!!](#)**

New ADR Staff Welcome!

The ADR Bureau is pleased to welcome Stefanie Ortega as the Bureau's new ADR Management Analyst. Stefanie is a native New Mexican who graduated from UNM with a degree in Spanish and Women Studies. She also has a degree from UNLV in Elementary Education. Stefanie has worked for the State of New Mexico for almost 2½ years. She has over 15 years of management experience and over 10 years of training experience. The majority of Stefanie's professional career has been in the customer service industry where her passion is helping and teaching others.



**Is CONFLICT
getting in the way
with your colleague,
your supervisor, or
your employee?
The ADR Bureau is
here to help.
Try us.**



CULTURE OF LEARNING ORGANIZATIONS

“Knowledge is a specifically human resource. It is not found in books. Books contain information; whereas knowledge is the ability to apply information to specific work and performance. And that only comes from a human being, his brain or the skill of his hands...”

~ Peter F. Drucker

Organizations don't randomly develop into learning organizations. Very young organizations typically learn quickly and together, but this capacity is frequently lost as structure grows, procedures are developed and individual thinking becomes more rigid.

To remain competitive, working more effectively is essential and inherent to learning more and faster than competitors. The challenges are managing knowledge, understanding the internal and external environments, and finding new and creative solutions that employ the full range of knowledge and skills of the organization. Collaboration, trust, and open and reliable conversation are prerequisites.

While all people have the capacity to learn, the organizational structures in which we function are often not conducive to reflection and engagement. Research on the average level of engagement of employees across many industries reports results that are disappointingly low -- in the range of 28 to 34 percent. It is also fairly common for organizations to lack assessment tools and a good sense of the situations they face. To continue to expand capacity and capability, organizations need to create a fundamental shift of mind set among their people that will create a stronger focus on adaptive learning and generative learning.

Learning Organizations Defined

Learning organizations -- those that have a learning culture -- are characterized by five main disciplines, which were identified by Peter Senge over two decades ago. These disciplines, or "component mental technologies," converge to help people shift from helpless reactors to active participants in shaping a new reality and creating the future. Understanding how to tap people's commitment and capacity to learn at all levels of the organization requires systems thinking, personal mastery, use of mental models, a shared vision and team learning.

Systems Thinking

The concept of learning cultures developed out of a discipline called systems thinking. This is a conceptual framework that allows people who study businesses to understand how things -- parts, people, events -- influence one another within the system as a whole and to see problems as multifaceted. The [Leadership Resource Center Primer](#) provides a comprehensive overview of Systems Thinking and Complex Adaptive Systems.

In Senge's *Fifth Discipline*, he puts systems theory to work as a conceptual cornerstone, thereby forcing our view to the interrelationship between parts as an incentive and as a vehicle to integrate across perceived organizational boundaries. Because we learn best from our experiences but seldom experience the consequences of many of our important decisions, and because we tend to think that cause and effect will be in relative proximity, we typically look for actions that will produce solutions in a relatively short time frame. But these short-term improvements often involve very significant long-term effects and costs. As an example, cost pressures may lead to immediate cuts in training and development. While

there may not be an immediate impact that is visible, the longer term impact will often lead to loss of focus, errors, work arounds, engagement and morale.

The systems viewpoint is the longer term view. Building and sustaining a new way to think about work requires mapping overlapping systems and understanding and acting based on systems dynamics. Click below to view a brief video segment by Peter Senge on the topic of [Systems Thinking: Navigating webs of interdependence](#). (5:16)

Personal Mastery

Personal mastery is the discipline of continually clarifying and deepening personal vision, focusing energies, patience and a realistic view of the world around us. It involves competence and skills but goes beyond those to capture a very personal aspect of growth and development, a special proficiency, and a calling to a higher purpose. Personal mastery takes the individual beyond a collection of good ideas to a vision for a better future. Much of individual learning is acquired through staff training and development, but we can't force people to drink from the fire hose of new knowledge. Research shows that most organizational learning is incidental rather than planned, and it is often lost



without the context of anchoring it to daily work and aspirations. An acknowledged part of the leader's strategy must be to create a culture that rewards individual learning, encourages the pursuit of personal mastery and the practice of it in everyday life, and embeds mechanisms for transferring individual learning into organizational learning in the routine of daily work.

People with a high level of personal mastery live in a continual learning mode. It is a lifelong discipline that fosters new knowledge but also builds acute awareness of personal ignorance, incompetence and areas for growth. These are deeply self-confident people who recognize what they do not yet know and persevere in the journey to continue to learn.

Pursuing personal mastery requires a strong personal vision; the ability to deal with the paradox of the elusive gap between our reality and our vision; and the ability to recognize and deal with the organizational structure as well as the constraints and pressures in the face of our own leadership power, influence and ability to advocate for our positions. Truth, openness and strong sustaining relationships support each individual's pursuit of personal mastery.

So how do you know when you have achieved -- or are approaching --

personal mastery? A few inherent traits are:

- A strong sense of purpose -- a calling.
- An accurate view of the current reality and the ability to identify changes quickly.
- A view of change as opportunity.
- A strong intellectual curiosity for the new, the explanation of what is and the paradox between the reality and the vision.
- Giving up individuality for the larger development good.
- Systems thinkers.

Personal mastery is a lifelong pursuit that can begin at any point. Some ways to start are:

Think systematically when you encounter an unexpected or undesirable outcome. Think about what might have led to that outcome rather than trying to find someone to blame. Look at the whole situation, the relationship between the parts, and patterns that might provide clues instead of a snapshot of the moment.

Assess the current reality with a focus on your own assumptions, which might be clouding or altering the shape of the reality you are seeing. Thoughtful reflection on what you are thinking and why can clarify your view of reality in the current space.

Most people enter into discussions with defenses securely in place and, as a result, often have difficulty

hearing what others are saying. If we spend the same amount of time to understand others' points of view as we do explaining our own position, we will be able to balance inquiry and advocacy. Probe others until there is full understanding of their point of view, and encourage questioning of all the perspectives on a situation.

With a focus on shared perspectives, finding shared purpose is the next step. We find common ground within the range of perspectives and shared understanding. People with highly developed personal mastery understand that they hold only one piece of the puzzle; only through this type of dialogue will the various puzzle pieces that compose a situation fit together to shape a clear picture of current reality. The more complex and chaotic the situation, the more important this approach is to facilitating the transformation of a situation, an organization or a life journey.

This is truly a personal journey, not a destination for target arrival. It doesn't matter when or where you start, just that you begin at a place where you can sense progress and success.

For organizations to develop a learning culture, they need people with various levels of personal mastery. However, this is a path of personal choice

that cannot be dictated. Encouraging people to pursue personal mastery depends on a conducive environment or culture that includes:

- Encouraging inquiry and curiosity, asking probing questions and refraining from jumping to solutions. Exploring issues to look more deeply into the nature of problems -- particularly recurring ones -- can be a good starting point.
- Challenge the status quo and take advantage of fresh perspectives and the views of courageous veterans to find new ideas and new ways.
- Change your mind about what motivates people. Believing that people are self-motivated and want to do their best can bring out their best and nurture them along the personal mastery path. Find nontraditional ways to motivate and reward.
- Set an example of personal mastery, model the way and send a message that this behavior is important.
- Make a long-term commitment. Personal mastery is not a precise process, a single event or a specific course of learning. Advantages and successes will be achieved over time in a building process that ignites creative tension.

Read more about the Culture of Learning Organizations at: <http://www.ashpfoundation.org/transformational/TransformationalChange11021211.html>