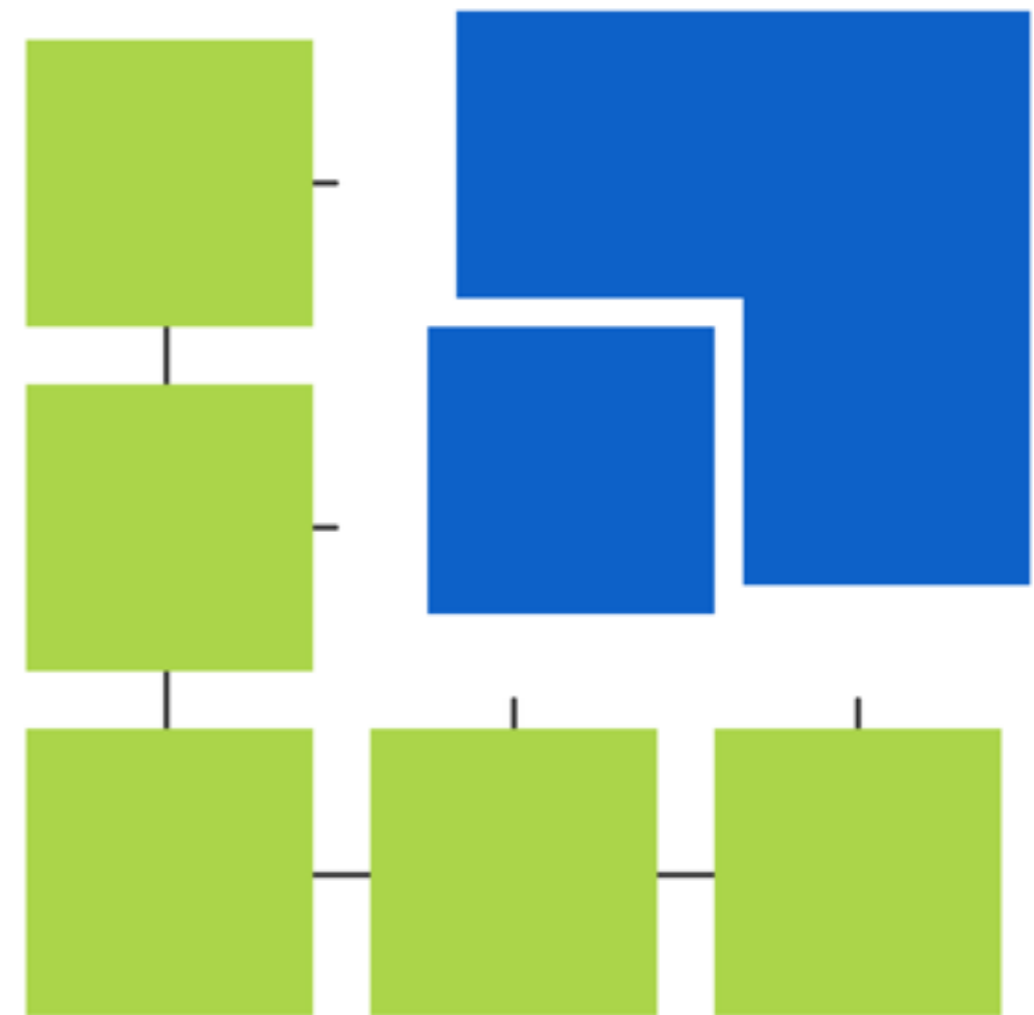


Frustrated? It is  
probably your fault.

Jeffrey Fredrick (@Jtf)

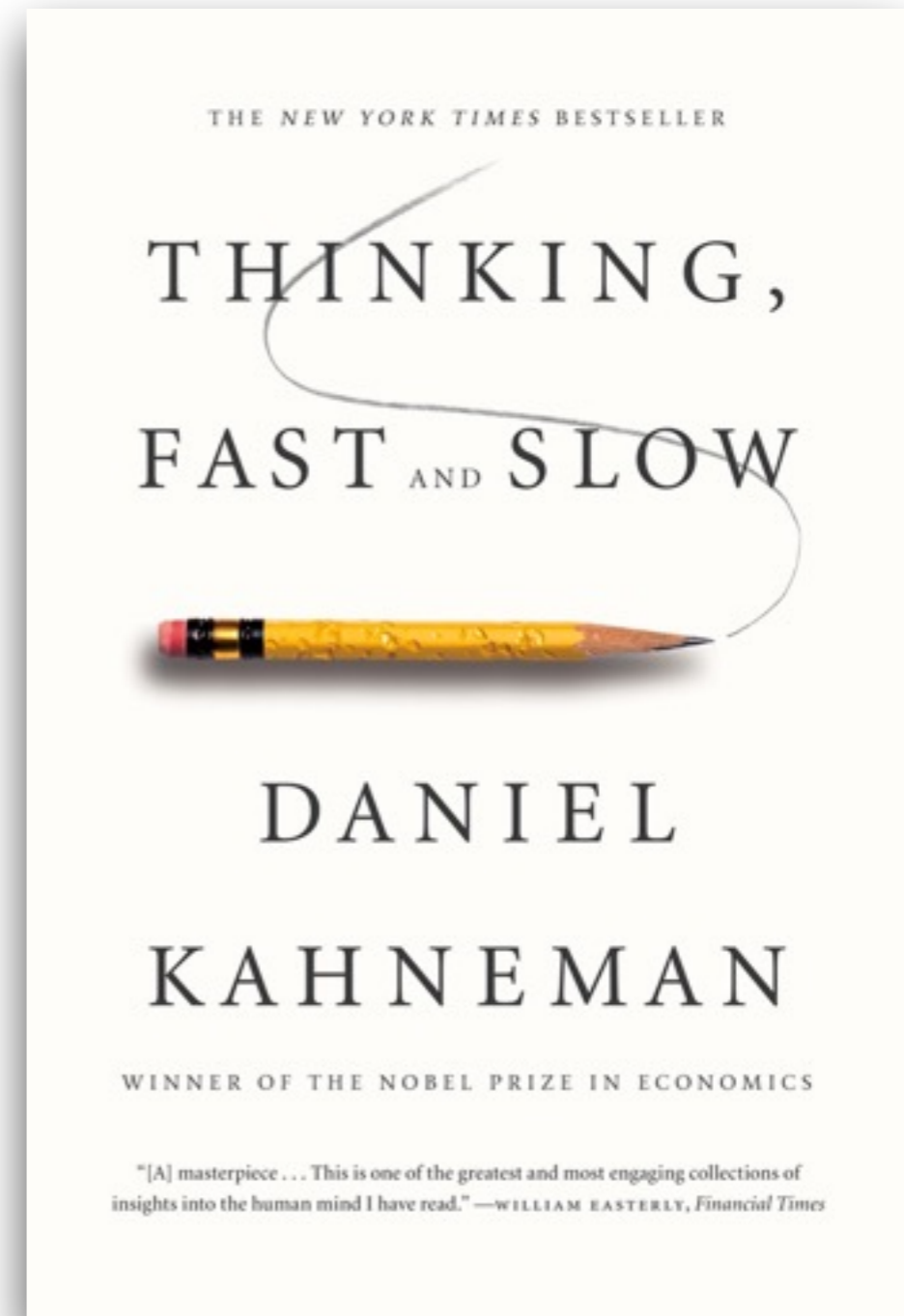
CITCON Asia 2015 in Hong Kong  
CITCON North America 2014 in Austin, Texas  
CITCON Europe 2014 in Zagreb  
CITCON Australia/New Zealand 2014 in Auckland  
CITCON Europe 2013 in Turin, Italy  
CITCON North America 2013 in Boston  
CITCON Australia/New Zealand 2013 in Sydney  
CITCON North America 2012 in Portland, Oregon  
CITCON Europe 2012 in Budapest  
CITCON Asia 2012 in Singapore  
CITCON Europe 2011 in London  
CITCON Europe 2010 in London  
CITCON Australia/New Zealand 2010 in Wellington  
CITCON North America 2010 in Raleigh-Durham  
CITCON Europe 2009 in Paris  
CITCON Australia/New Zealand 2009 in Brisbane  
CITCON North America 2009 in Minneapolis/St. Paul  
CITCON Europe 2008 in Amsterdam  
CITCON Asia-Pacific 2008 in Melbourne  
CITCON North America 2008 in Denver  
CITCON Europe 2007 in Brussels  
CITCON Asia-Pacific 2007 in Sydney  
CITCON North America 2007 in Dallas/Ft. Worth  
CITCON Europe 2006 in London  
CITCON North America 2006 in Chicago



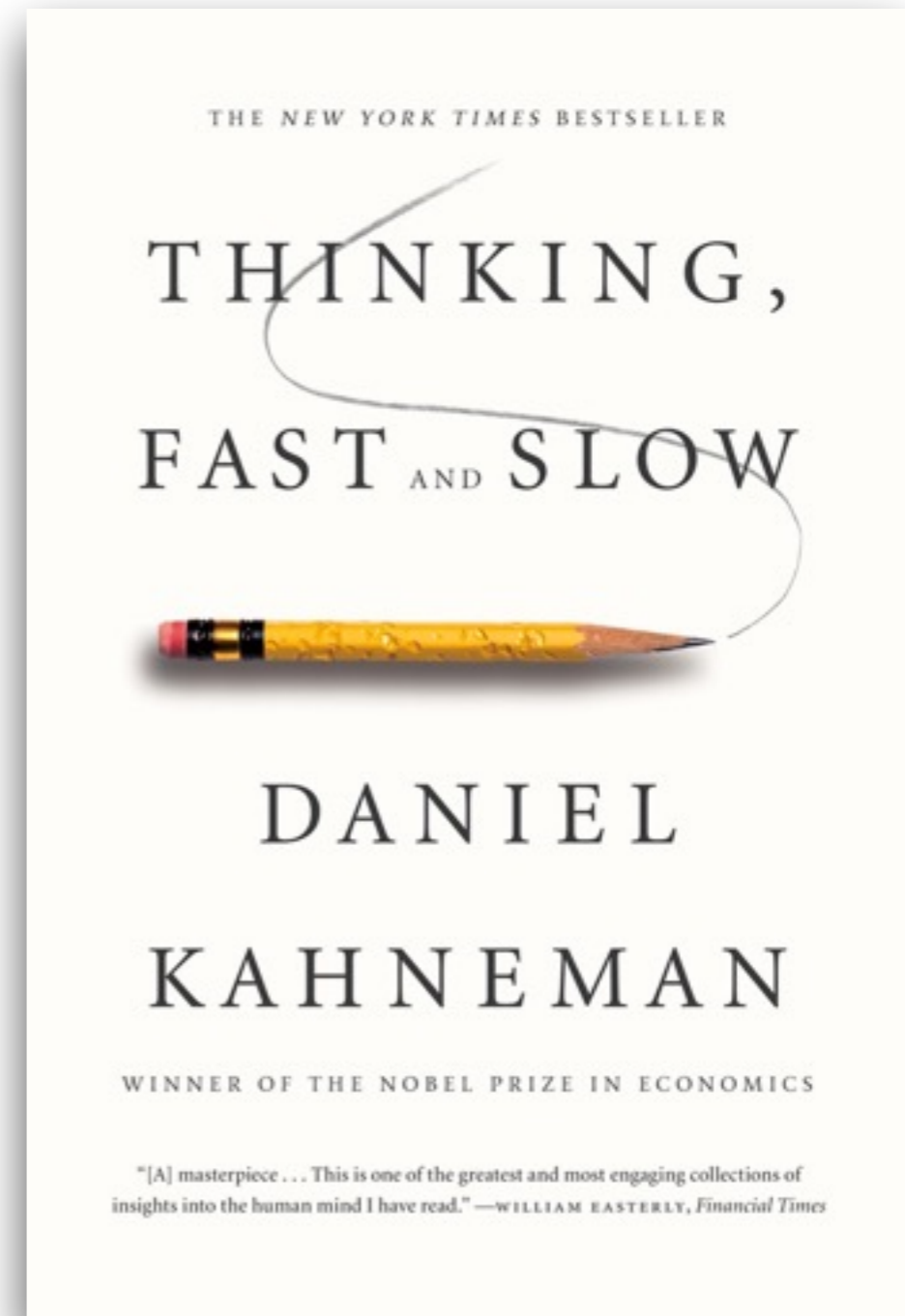
# Continuous Integration & Testing Conference

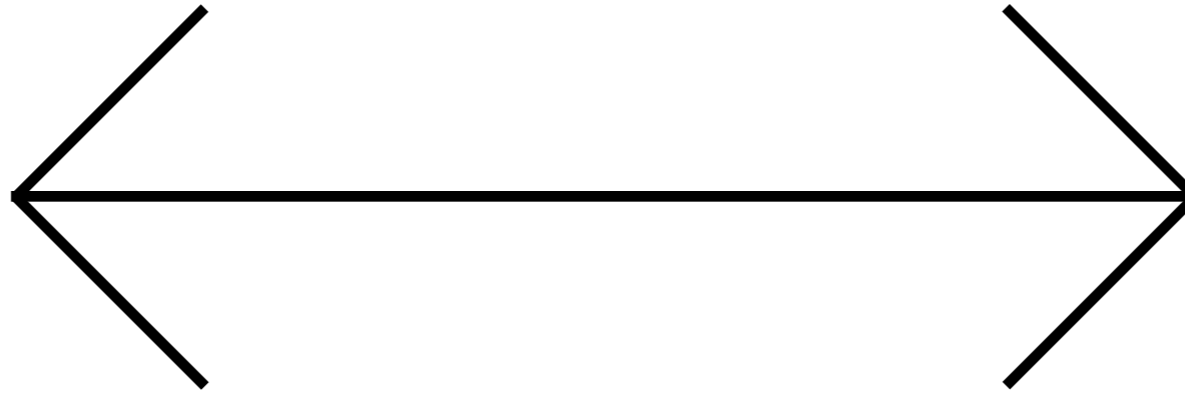
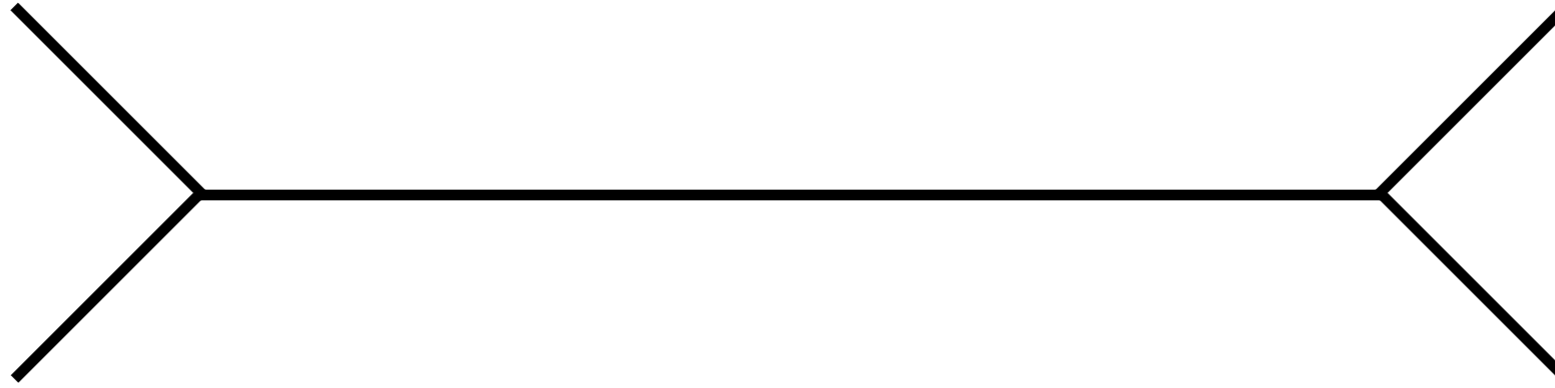
- Our mind generates an illusion of certainty
- We have been conditioned to act as though the illusion is reality
- Our lack of skill in navigating our mutual illusions creates suffering
- We have the option to learn to do better

- **System 1** operates automatically and quickly, with little or no effort and no sense of voluntary control
- **System 2** allocates attention to the effortful mental activities that demand it
- Most of what you think and do originates in System 1 with System 2 called upon to prevent errors



- System 1 is biased: associative, coherence seeking, and uses a feeling of ease as a proxy for true
- System 2 is lazy, endorsing the intuitive beliefs generated by System 1
- What you see is all there is (WYSIATI)





# Argyris "Model 1"

Usually operationalized by:

Unillustrated attributions and evaluations e.g.. “You seem unmotivated”; Advocating courses of action which discourage inquiry e.g.. “Lets not talk about the past, that’s over.”; Treating ones’ own views as obviously correct; Making covert attributions and evaluations; Face-saving moves such as leaving potentially embarrassing facts unstated

Consequences include:

Defensive relationships; Low freedom of choice; Reduced production of valid information; Little public testing of ideas

Smith, M. K. (2001) ‘Chris Argyris: theories of action, double-loop learning and organizational learning’, the encyclopedia of informal education  
[www.infed.org/thinkers/argyris.htm](http://www.infed.org/thinkers/argyris.htm)

Internal thoughts, feelings, reactions	Spoken/written dialog
He's not going to like this topic, but we have to discuss it. I doubt that he will take a company perspective, but I should be positive.	ALICE: Hi Bill. I appreciate having the opportunity to talk with you about this custom service vs product problem. I'm sure that both of us want to resolve it in the best interests of the company.
	BILL: I'm always glad to talk about it, as you know.
I better go slow. Let me ease in.	ALICE: There are a rising number of situations where our clients are asking for custom service and rejecting the off-the-shelf products. I worry that your salespeople will play an increasingly peripheral role in the future.
	BILL: I don't understand. Tell me more.
Like hell you don't understand. I wish there was a way I could be more gentle.	ALICE: Bill, I'm sure you are aware of the changes [I explain].
	BILL: No, I don't see it that way. My salespeople are the key to the future.
There he goes, thinking like a salesman and not like a corporate officer.	ALICE: Well, let's explore that a bit.

from *Skilled Incompetence* by Chris Argyris  
<https://hbr.org/1986/09/skilled-incompetence>



# Argyris "Model 2"

Operationalized by:

Attribution and evaluation illustrated with relatively directly observable data; Surfacing conflicting view; Encouraging public testing of evaluations

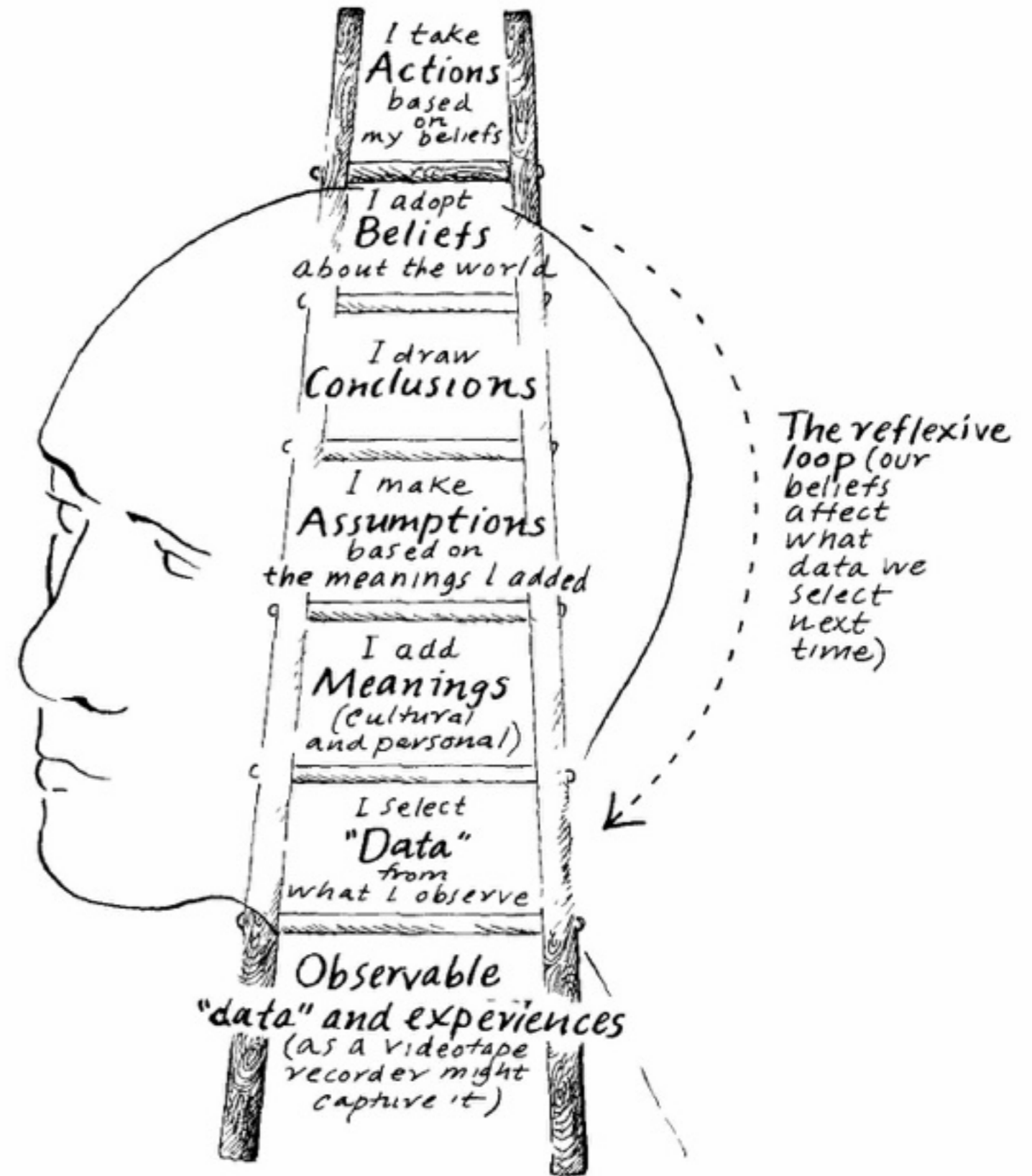
Consequences should include:

Minimally defensive relationships; High freedom of choice; Increased likelihood of double-loop learning

Smith, M. K. (2001) 'Chris Argyris: theories of action, double-loop learning and organizational learning', the encyclopedia of informal education  
[www.infed.org/thinkers/argyris.htm](http://www.infed.org/thinkers/argyris.htm)

# Values of Mutual Learning

- Transparency
- Curiosity
- Informed Choice
- Accountability
- Compassion



The Ladder of Inference illustration from **The Fifth Discipline** by Peter Senge

# The Eight Behaviors for Smarter Teams

1. State views and ask genuine questions
2. Share all relevant information
3. Use specific examples and agree on what important words mean
4. Explain reasoning and intent
5. Focus on interests, not positions
6. Test assumptions and inferences
7. Jointly design next steps
8. Discuss undiscussable issues

*Eight Behaviors for Smarter Teams*, Roger Schwartz, 2013  
<http://www.schwarzassociates.com/resources/articles/>

Do you know how a  
piano works?

Paula's internal thoughts, feelings, reactions	Spoken dialog
I thought it was abysmal; I wanted to crawl under my chair at the meeting. I had three others tell me it was a waste of their time.	PAULA: How do you think the presentation to the senior management team went yesterday?
Does he really believe it went OK, or is he just trying to put a good spin on it? Nitpicky! You couldn't answer some basic cost questions.	TED: I think it went OK, although there were some rough spots. Some of those execs can really get nitpicky.
I don't understand why you didn't emphasize the need for the project. The team won't approve a project if they can't get answers to some basic questions.	PAULA: We've got some really important reasons for doing it. Do you think the team will support the project now, or do you think maybe we need to give them more answers?
I don't want to wait while this project dies on the vine. Besides, my reputation is at stake here, too.	TED: I think we're in OK shape. A couple of the members came up to me afterward and said they appreciated the presentation. I think we should just wait and see.
I hope the team doesn't think I'm responsible for your not having the answers to those questions. Why didn't you use the information I gave you? I've got to get you to understand what you've done.	PAULA: Maybe, but I think we might want to give them some more information.

from **The Skilled Facilitator** by Roger Schwarz

# \_\_\_\_\_ Case Study

Situation:

Desired Outcome:

Actual Outcome:

Strategy/approach you took in the conversation:

Internal thoughts, feelings, reactions	Spoken/written dialog

Initial post:

“I'm disappointed by the outcome of the self managed holiday proposal

It set out as a solution to the stockpiling problem and results in a more efficient stockpiling plus a betting mechanism”

My reply:

“perhaps there's something you're missing? Your statement seems very model 1, very "I see the world as it is". As an example, maybe not everyone valued the proposal as "a solution to the stockpile problem".”

My internal reaction to his post:

“Oh damn. This is going to be like that chair thing again. I appreciate that he’s speaking up but this doesn’t read well. He’s so dismissive. We’ve put a lot of time and thought into this, [HR] writes a thoughtful reply, and this is the best he can do? I’m pretty irked. This is utterly disrespectful even though I’m sure that’s not his intent.”

His reaction to my reply:

“Oh, bother...There goes the conversation.”



My revised response:

“I'm sorry you're disappointed. Can you share an example of how the new policy doesn't meet your needs? Without that I don't understand which of your interests aren't being met.

While I understand that you are disappointed, and I appreciate you sharing that, please be aware that [HR] and others have spent quite a bit of time to try and create a policy that would meet all the interests we were aware of. I felt your response was very dismissive of our efforts.”

- Through practice we can learn how to act in ways that encourage mutual learning
- The result is higher performance of groups, better working relationships and improved well-being
- If you don't take the time to practice and remain frustrated? Well then it is probably your fault.

# Frustrated? It is probably your fault.

search terms: “Argyris” “mutual learning model”  
“action science” “you’re not so smart”



Jeffrey Fredrick (@Jtf)  
<http://blog.jeffreyfredrick.com>

<https://devblog.timgroup.com>