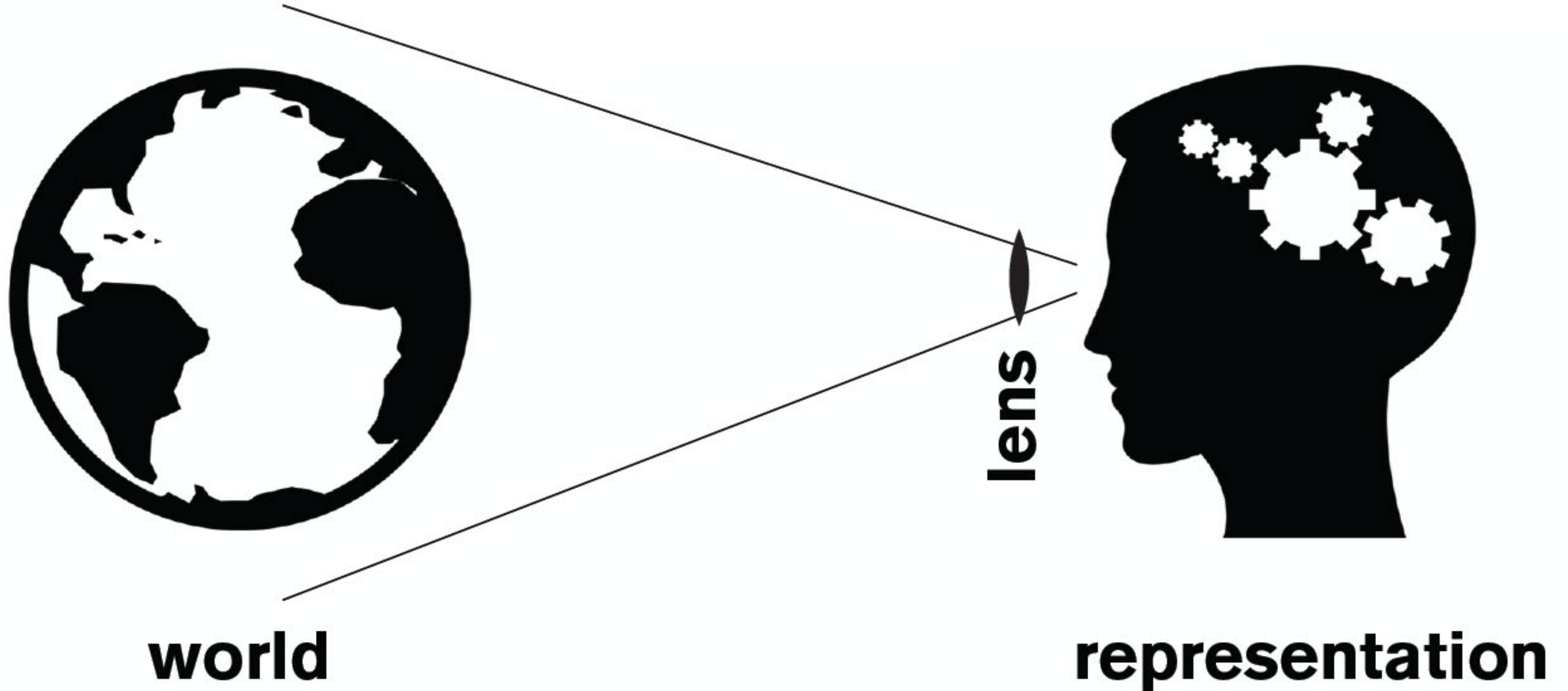


SYSTEMS MAP

OUR INTERPRETATION



“Everything we think we know about the world is a model.

Our models do have a strong congruence with the world.

Our models fall short of representing the world fully. “

– Donella Meadows

The purpose of systems mapping at DfG:

- Understanding
- Sensemaking
- Intervention design
- Communicating, storytelling

A systems map/model can include:

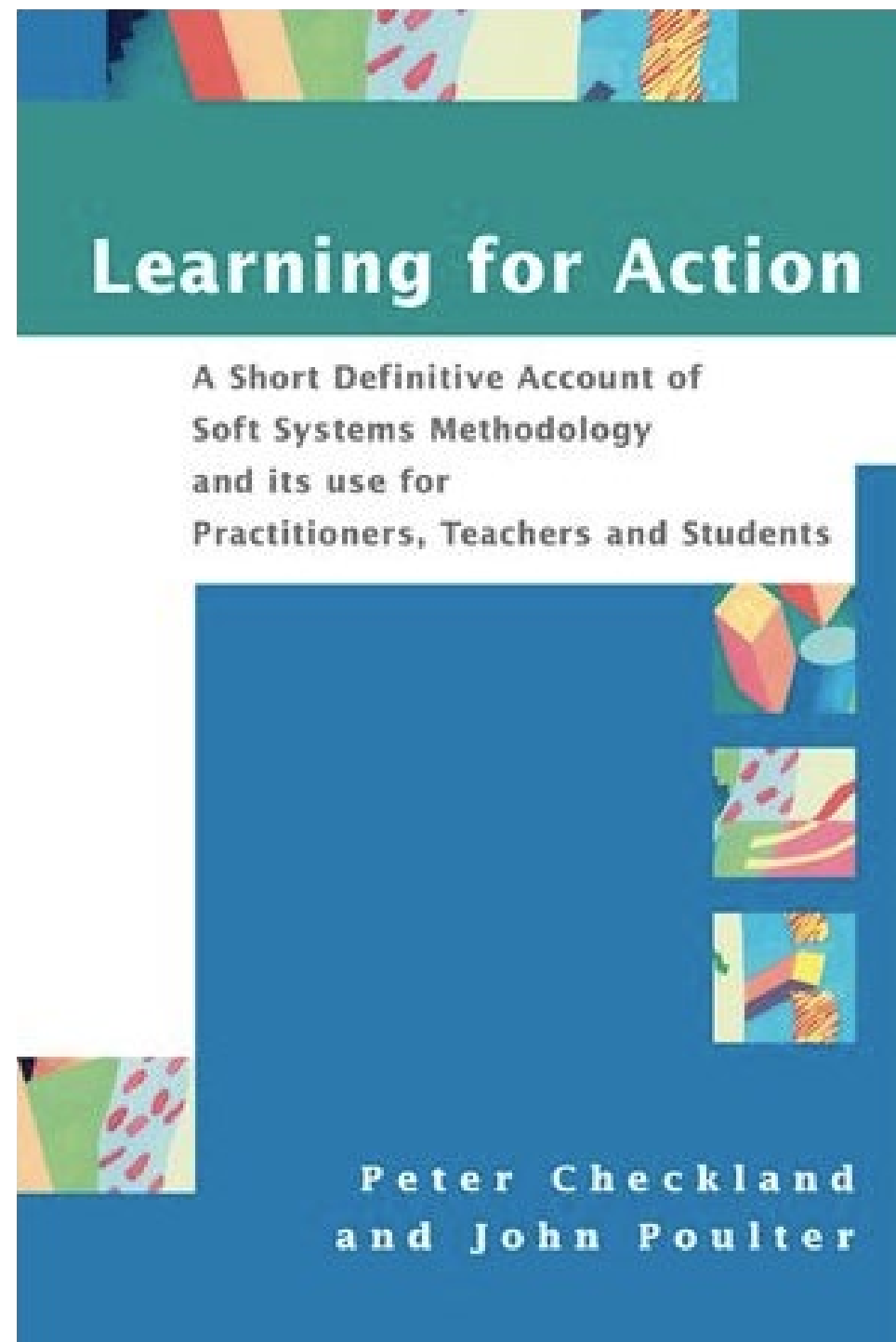
- Elements or entities in the system, including their roles
- Their relations, such as
 - Power relations
 - Contracts
 - other
- Flows, such as
 - Decision flows
 - Communication
 - Knowledge transfer
 - Resource flows
- Feedback loops

DIFFERENT TYPES OF SYSTEMS MAPS

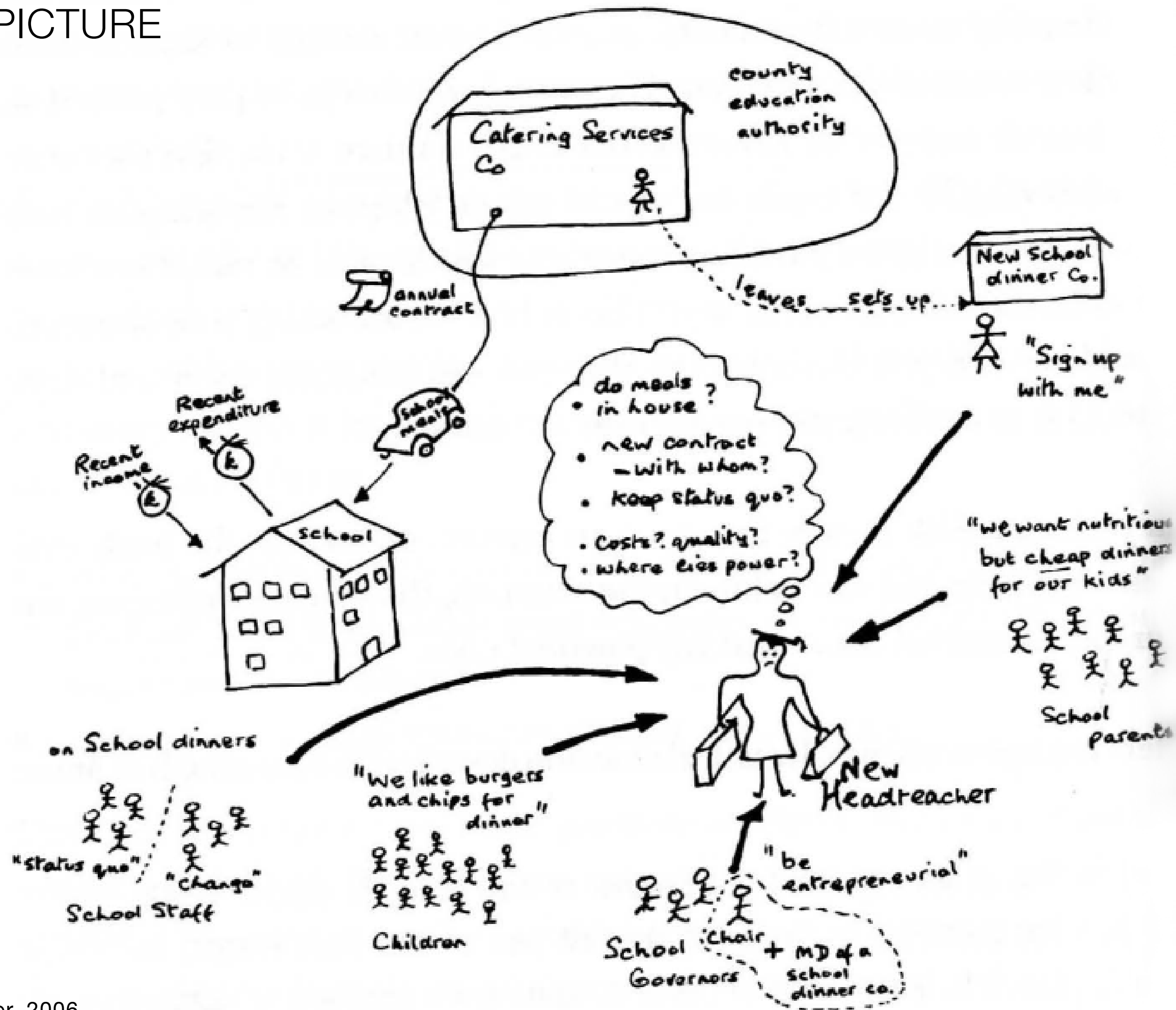
Systems mapping exercise:

Choose a type of map / method that makes sense for your project group:

- **(a): The Rich Picture:**
Process oriented, one-human perspective
- **(b): CATWOE model:**
Process oriented, birds-eye view
- **(c): STEEP model:**
A more general mapping of the different elements and relations, birds-eye view.



THE RICH PICTURE



In making a rich picture, the aim is to capture, informally, **the main entities, structures and viewpoints** in the situation, **the processes going on**, the **current recognized issues and any potential ones**.

A rich picture expresses **crucial relationships in the situation**, not just immediately but through time.

THE RICH PICTURE

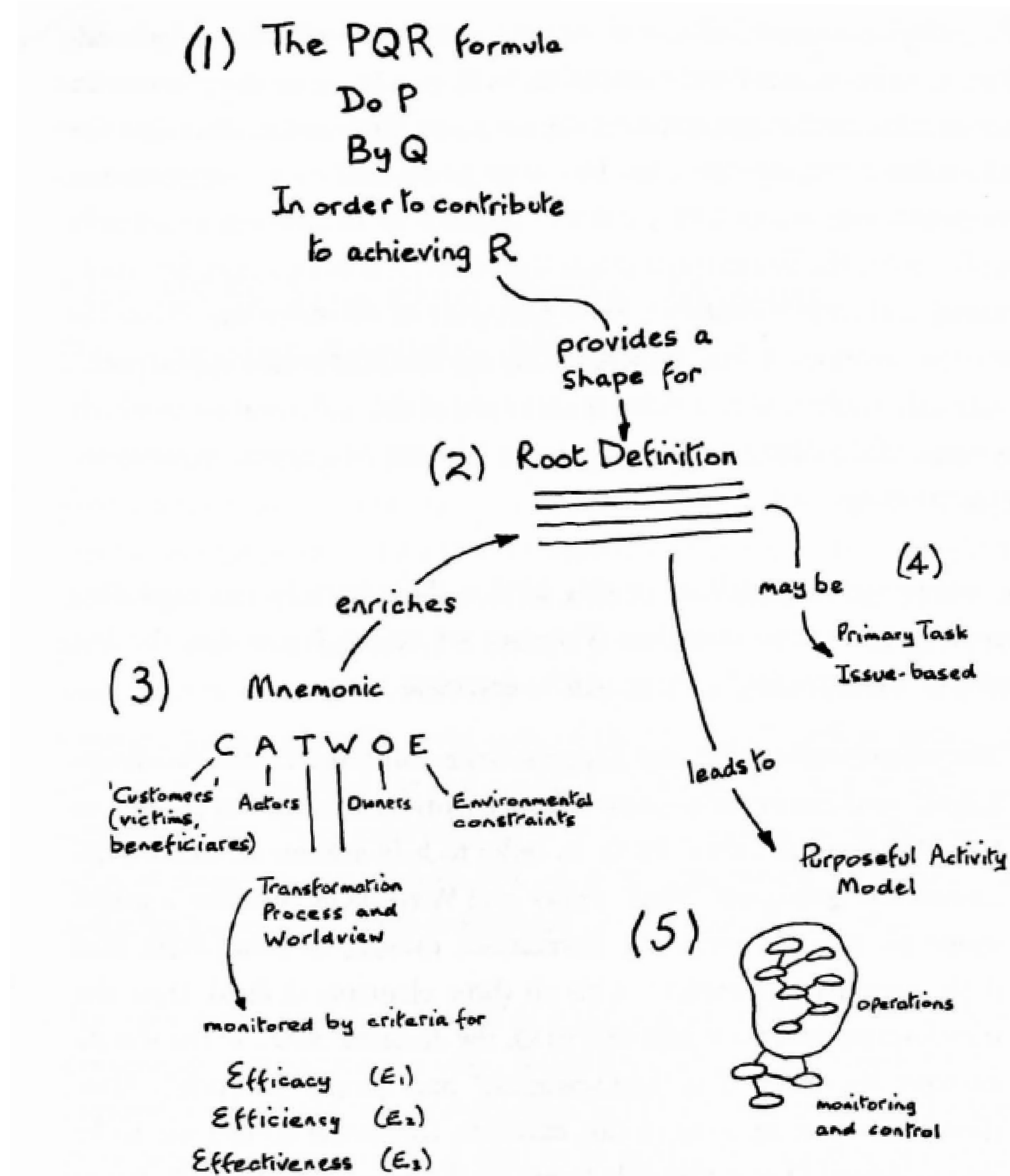
Here is a real-world problematical situation described in a paragraph of prose:

The newly appointed headteacher of an 11s-to-18s school, which has overspent its budget in the last year or two, finds herself, in her first term, facing an issue concerning the provision of school meals. Currently these are provided by the county education authority through their catering services company, the contract being renewed annually. A member of that company who is leaving to set up her own catering company urges the headteacher to make a contract with her instead of the county, suggesting the school could save money on this. Some staff members agree with this, others want to stick with the status quo. Some parents, alerted by a national debate about school meals, want more nutritious meals as long as they don't cost more. Pupils say: 'We like burgers and chips.' The school governors are discussing this issue; the Chairman, himself MD of a catering company, is urging the headteacher to be entrepreneurial and to take on responsibility for the provision of school meals, believing this could be profitable for the school.

The rich picture can serve as **a basis for discussion** with client / stakeholders: “This is how we are seeing your situation. Could we talk you through it so you can comment on it and draw attention to anything you see as errors or omissions?”

The picture can be an **ongoing process, getting richer as inquiry proceeds.**

CATWOE ANALYSIS



CATWOE ANALYSIS

“CATWOE” is part of the Soft Systems Methodology

Customers affected by the activity (beneficiaries or victims)

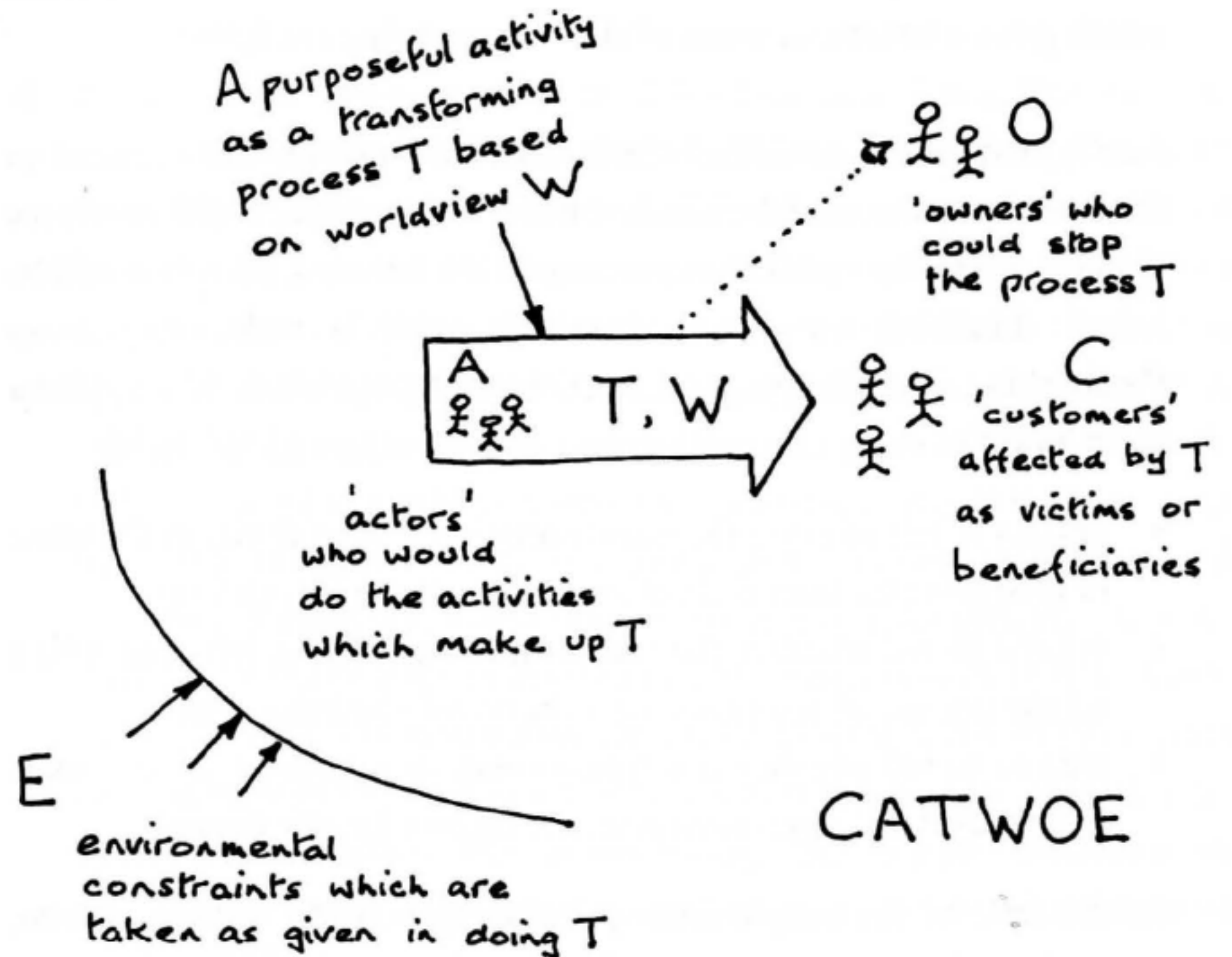
Actors performing the activity

Transformation process = the activity

Worldview that defines the activity

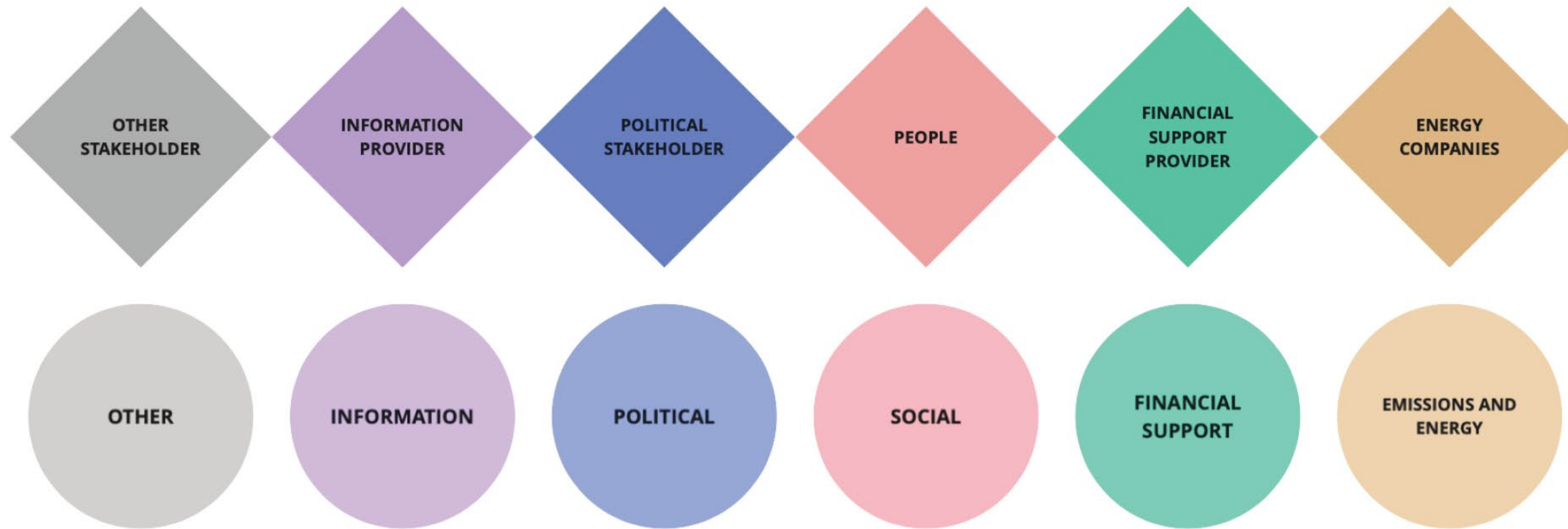
Owners, who could stop or change the process

Environmental constraints outside, which are taken as a given



STEEP MODEL

Political
Economical
Environmental
Technological
Social



flows of money →

connections —

flows of information →

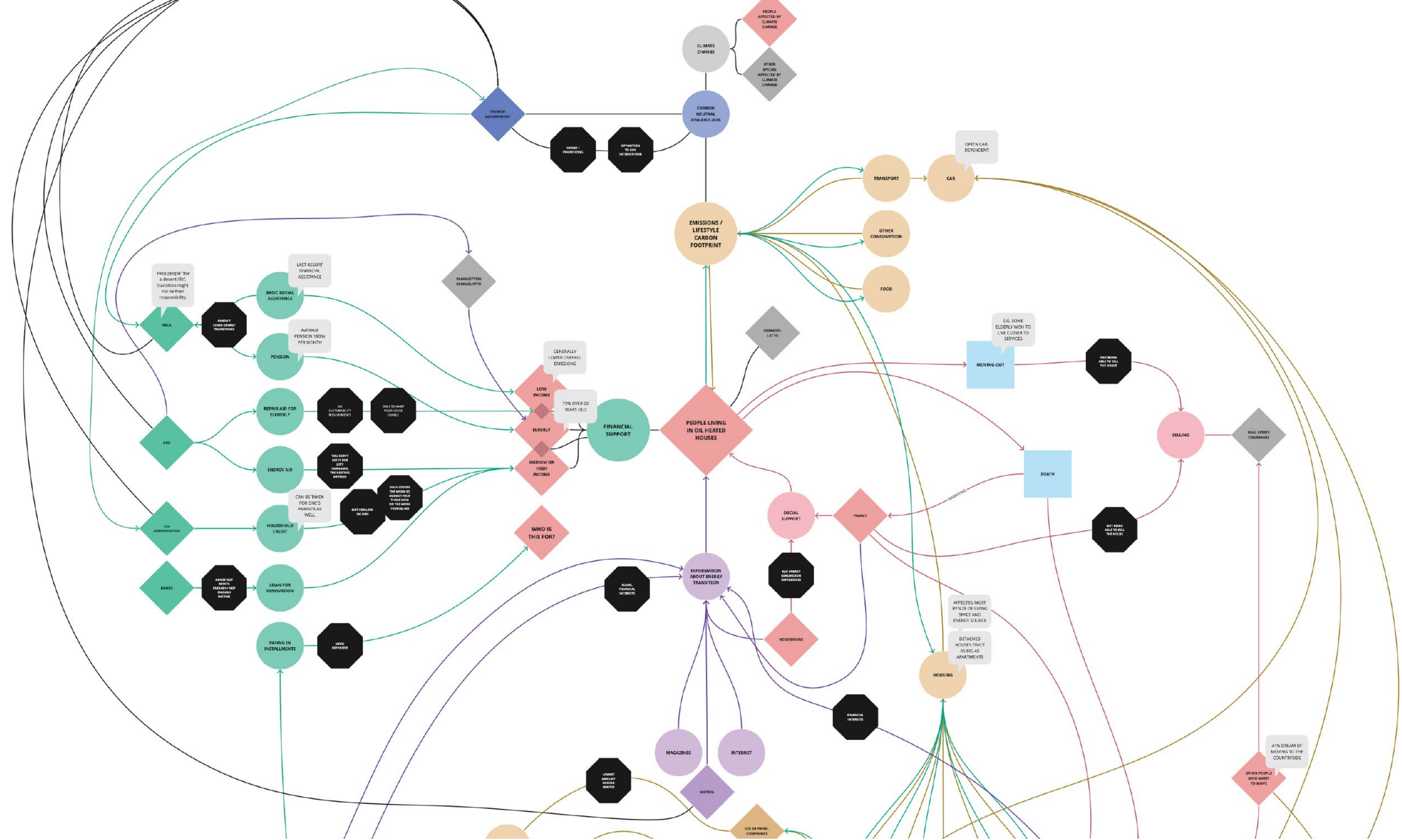
social flows →

flows of emissions & energy →

Extra info

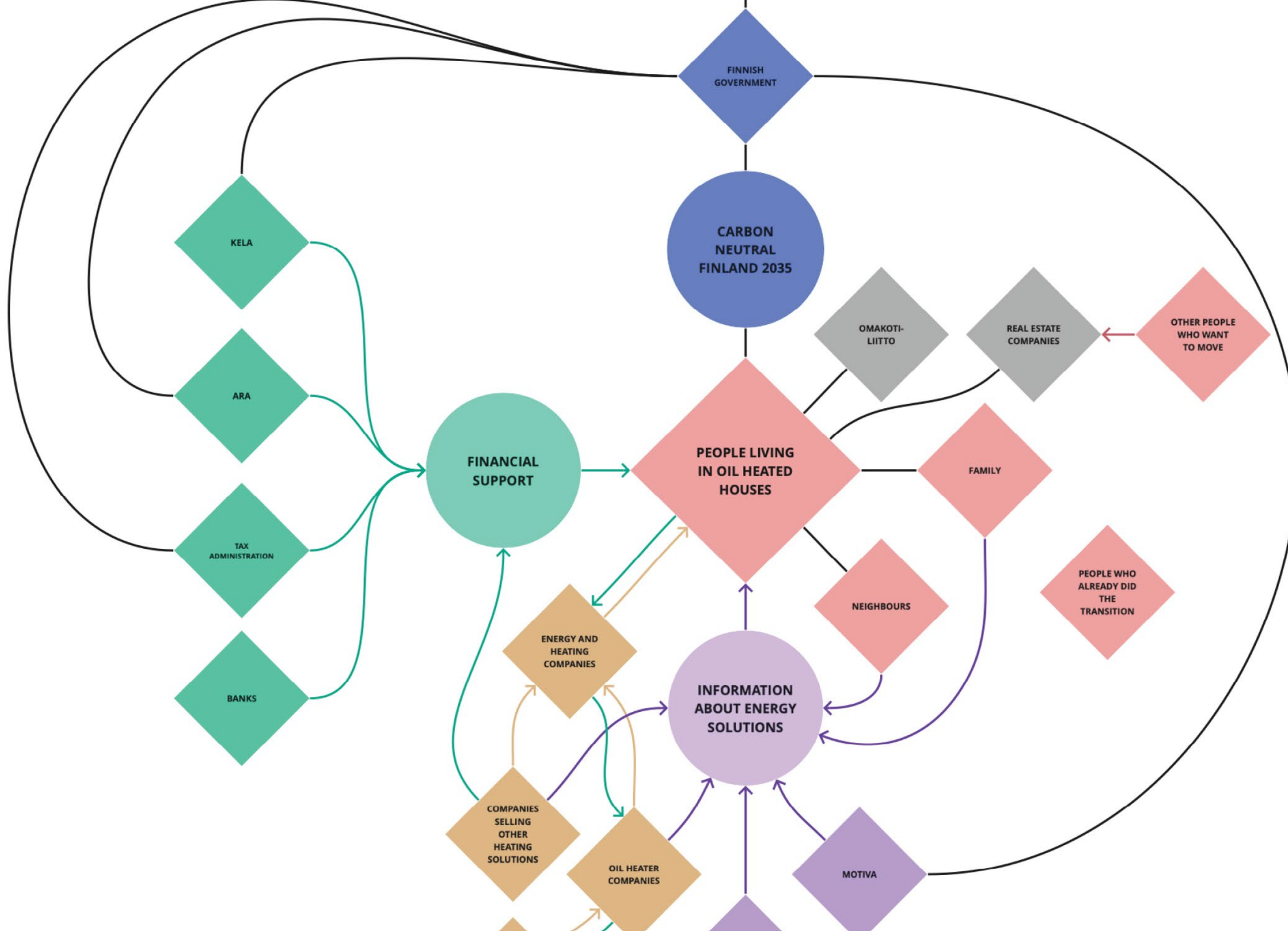
POINTS OF CHANGE

PROBLEM OR OBSTACLE

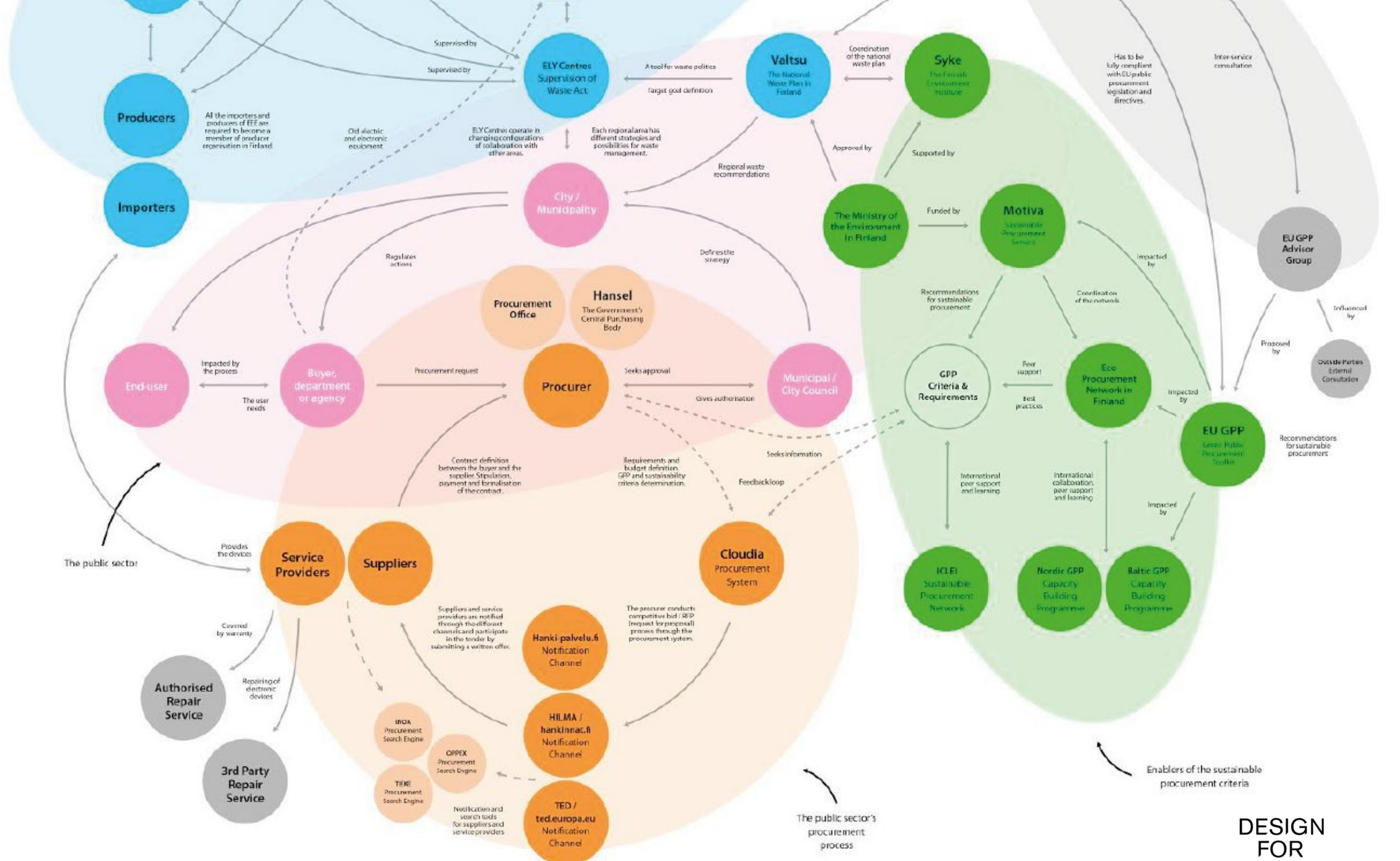


'License to Heat' project on post-oil heating, DfG 2020, by Hsin-Yun Lai, Daniel Leiviskä, Anh Nguyen, Emile Rebours

GOVERNMENT



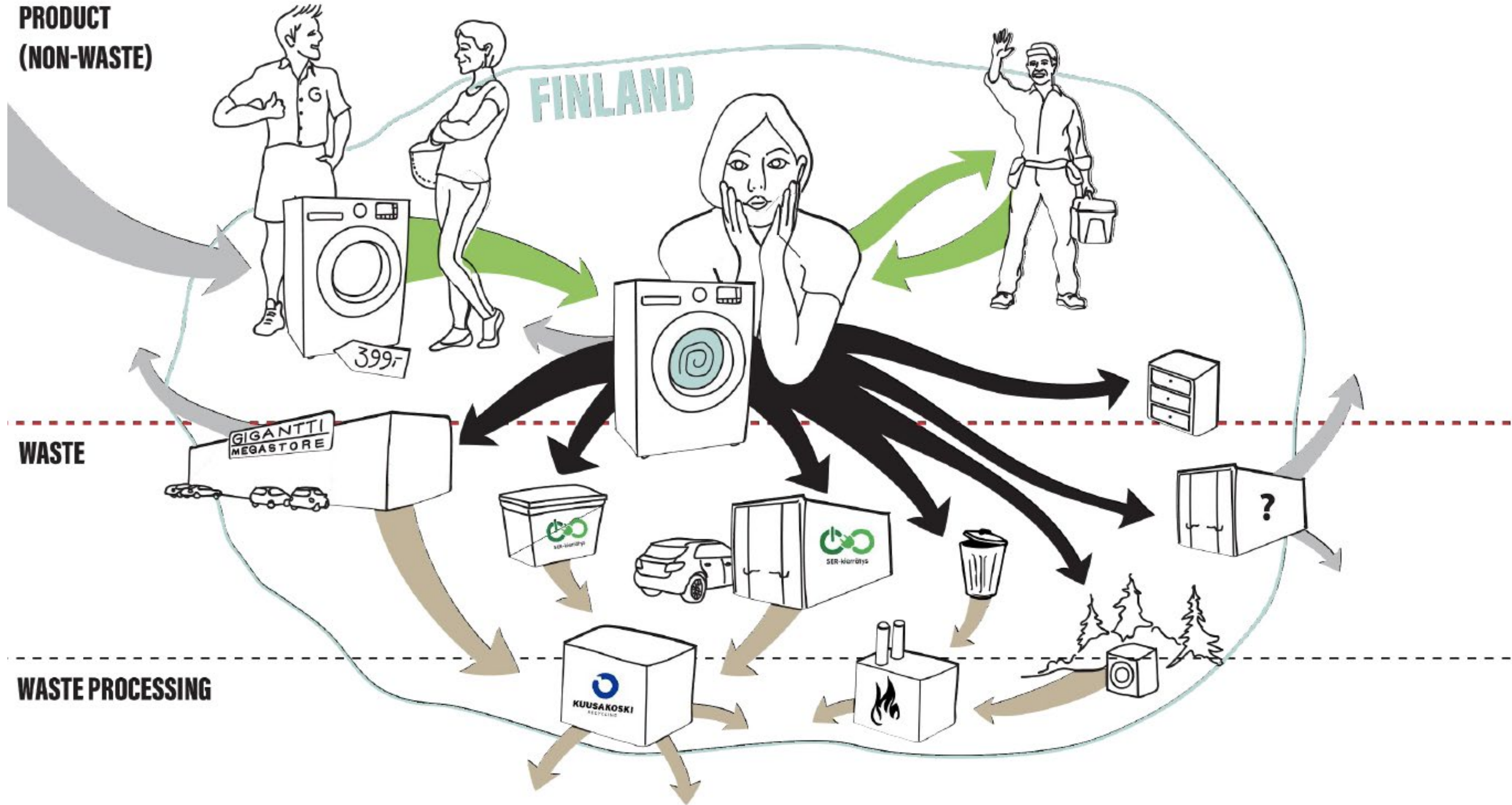
DESIGN
FOR
GOVERNMENT



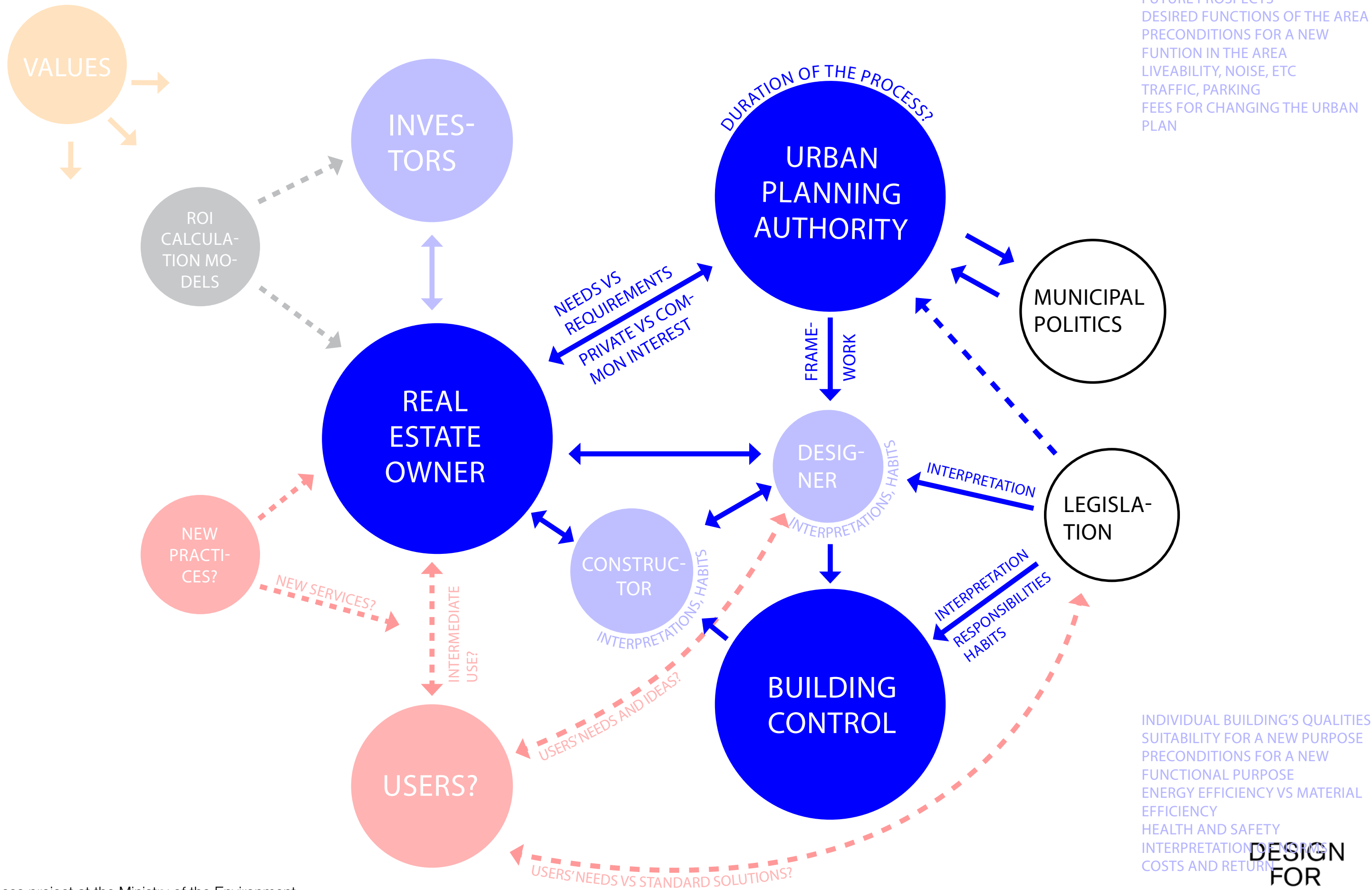
Public Procurement system model, DfG 2016: Ilari Laitinen, Anna Pyyluoma, Noomi Schulman

DESIGN FOR GOVERNMENT

**PRODUCT
(NON-WASTE)**

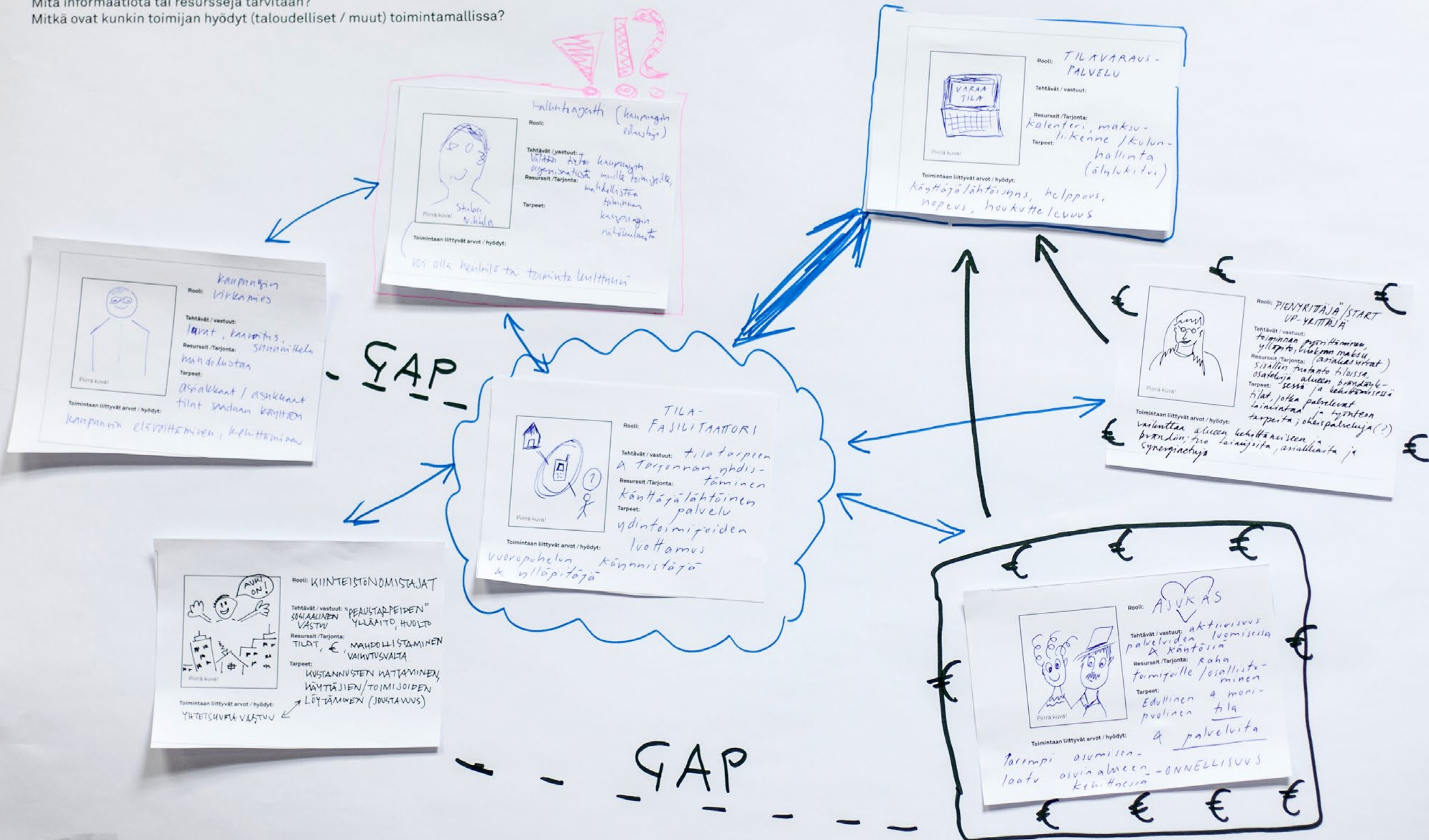


**DESIGN
FOR
GOVERNMENT**



TILAPÄISKÄYTÖN TOIMINTAMALLI

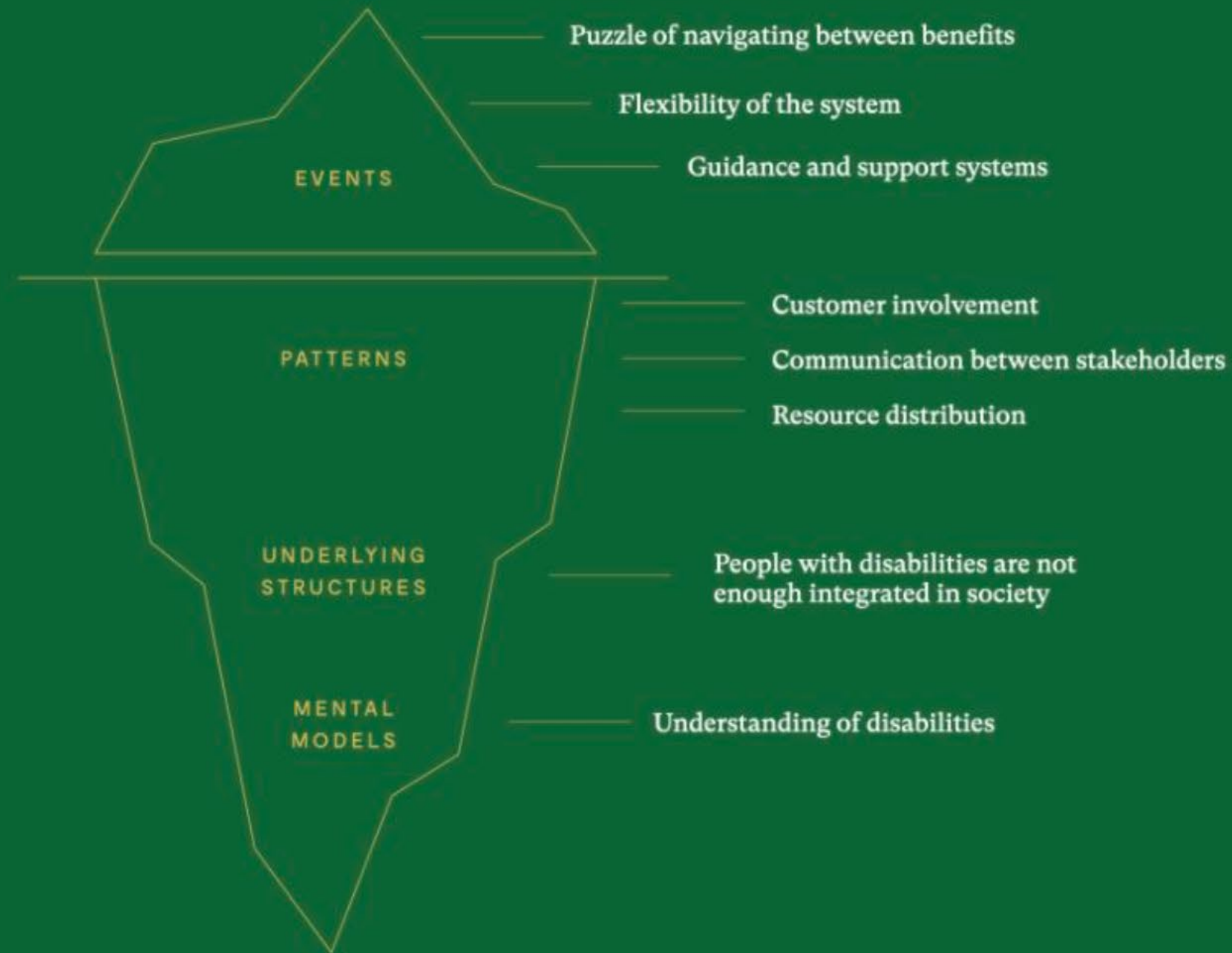
Mitä ovat olennaisimmat toimijat/roolit, joita tarvitaan tilapäiskäytön toteuttamiseen käytännössä Kutojantiellä?
 Kuvaa toimintamalli roolien välisenä vuorovaikutuskaaviona hyödyntäen roolikortteja.
 Piirrä nuolilla vuorovaikutussuhteet.
 Mitä vastuita / tehtäviä / tarpeita kullekin kuuluu?
 Mitä ongelmia / haasteita toimintamalliin liittyy?
 Mitä informaatiota tai resursseja tarvitaan?
 Mitkä ovat kunkin toimijan hyödyt (taloudelliset / muut) toimintamallissa?



GAP

GAP

Recognised challenges



We used a systems thinking tool - the Iceberg model to structure the challenges, their connections, and their underlying reasons. Graphics by Ruta Jumite.

Systems mapping exercise (1 hour)

Within your team, choose one of the options a, b, or c:

Exercise, option (a) Rich Picture

Based on your research, choose “a person” representing a stakeholder group. Sketch a rich picture map based on their situation within your bigger system. Keep in mind other key people and entities that are relevant issue or resource owners in the situation. Keep also in mind relevant roles, (power) relations, flows, etc.

I.e. “follow the people” from one human point-of-view

Exercise, option (b) CATWOE analysis

Based on your research, choose “an activity” representing a key issue/problem over time. Develop a map of the activity based on milestones, touchpionts, people and entities. Keep in mind relevant roles, (power) relations, flows, etc. Think also of obstacles, or poits of divergence that are relevant to the situation.

I.e. “follow the process” from a birds-eye point-of-view

Exercise, option (c) STEEP model

Based on your research, map out relevant elements of the system, such as different stakeholder groups, organisations, artefacts, policies, technologies, processes, etc. differentiating **Social, Technological, Economical, Environmental and Political** aspects.

Develop a map of the entities and their relations. Keep in mind relevant roles, (power) relations, flows, etc.

I.e. “follow the system” from a birds-eye point-of-view

“We can’t control systems or figure them out but we can dance with them!”

– Donella Meadows