

New Paradigm of Systems Thinking and Action in an Interior Design Education Field

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ABSTRACT

The organizational theory and design in future encourages us to bring a fluid perspective to the problems and challenges face. Organizational structure, strategy, management style, teamwork, organizational change, and even products and services can be vitalized and re-formed through creative images that allow us to act in new ways. Leaders and educators sat all levels must gain comfort in dealing with the insights and implications of diverse perspectives. In a leadership paradigm in action, leaders and educators who have more flexibility and willingness to create a learning organization are successful in improving productivity and student empowerment. The key element to organizational structure and changes for interior design education becomes communications. Finally, we need to recognize that despite its roots in mechanistic thinking, organization is a creative process of imagination. We organize as we imagine, and it is always possible to imagine in new ways.

Keyword: interior design education, systems thinking, organizational design

1. INTRODUCTION

The rapid and continual innovation in technology is driving changes to organizational systems and processes. Witness the startling growth of the internet, which is enabling much faster and easier access to knowledge. The basic challenges of organization design, especially interior design education field, are dependent on the principle of sow and reap [5]. Educators that sow into the lives of other leaders, internal and external to the organization, will reap the benefit of receiving actionable knowledge to enhance their careers, help them understand the organization better and develop enduring relationships. Leadership boundary spanning provides leader who communicates and shares knowledge with other leaders, customers and distributors across and external to the organization, will get a better understanding of the value of department personnel deployment and the knowledge they obtain [5].

In addition, the evaluation of changes may support organizational design and structure. The finding about lack of evaluation of changes implemented also supports the arguments of Aram and Salipante (2003) about the need for teaching and research to be driven by real world problems. "Our interviewees wanted their experiences in practice to be recycled into an experiential learning cycle" such that organizational change theory could be refined and developed for the future [1].

In these new challenges of organization design, this paper

analyzes the systems thinking paradigm from interior design education fields specifies the advantages and disadvantages of using a systems thinking paradigm and aligns the systems thinking paradigm to the appropriate images of interior design organizations. The research also discuss the success and failures of team collaboration in design education, such as which systems or images caused the failures or difficulties and which images or systems helped create the successes. Moreover, this paper provides the value of using images or metaphors to improve future interior design organizations.

The research creates a new paradigm of systems thinking based on the views of the ideal future and how one should think about improving organizations and provides an example of this a new paradigm of systems thinking for an interior design education organization based on current understanding of organizational theory and design. Examples include the following:

- o A leadership paradigm – a paradigm of systems thinking where leaders and leadership is at the center
- o A communications paradigm – a paradigm of systems thinking where communications is at the center
- o An interior design life's flow paradigm – a paradigm of systems thinking that embraces people's changing motivations.

2. THE SYSTEMS THINKING PARADIGM

2.1. The advantages and disadvantages

The systems thinking paradigm is critical to identify and

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address the real causes of problems for effective problem solving in organizations. Without clear understanding of the "big picture" of an organization, leaders tend to focus on only behaviors and events associated with problems in the workplace, rather than on the systems and structures that caused the problems to occur in the first place. The most important responsibilities of the role of a leader are to set direction and to influence others to follow that direction. Without clear understanding of the nature and needs of an organization, the leader can get lost in the day-to-day activities of the organization, never really giving attention to the more important activities, such as planning the organization's overall direction and organizing the organization's resources. As a result, the leader "can't see the forest for the trees". The leader ends up working harder, rather than smarter [4].

Moreover, the systems thinking guides that one of the most important ingredients for the success of any system, including organizations, is ongoing communications among all the parts of the organization [4]. Competitive advantage is increasingly shifting of the end of the information toward generating knowledge and finally toward gaining understanding [21].

Furthermore, the most effective form of organizational development results from the use of various strategies, including strategic planning, management and leadership development, team building, supervisory development, organizational and group and employee performance management, and principles of organizational change. Rather than just have-related businesses, though, each business is a focused platform with no extraneous products or product types. In Apple, they work so well together, owning products from each platform benefits users by creating an experience where their devices "just work". Apple has chosen what businesses to enter carefully, these platforms reinforce the others and make them more powerful. The sum is greater than the parts. Their platform strategy makes each individual business more valuable than it would be as a separate entity [18]. Consequently, developing a systems view is critical to accomplishing effective organizational development [4].

However, most design organizations confront environments that continue to grow more complex, unpredictable, and multifaceted [12]. The systems thinking paradigm is good as far as it goes, but as systems thinkers and practitioners that they should focus on the process, as opposed to the product—and perceive the process in systems terms taking fully into account the tremendous systematic endowment of us human beings including its emotional, subjective and pre-verbally tuned sensitivity dimensions [7].

Therefore, systems thinking and approaches should make broad and multidimensional use of the rich resources of our innate Systems Intelligence, as opposed to staying content with a narrow and impoverished version of the human systems capabilities [7].

2.2. The systems thinking paradigm to the appropriate images of interior design organizations

The systems thinking and approaches should make broad and multidimensional use of the rich resources of our innate Systems Intelligence, as opposed to staying content with a narrow and impoverished version of the human systems

capabilities (p. 823) [7]. Align the systems thinking paradigm to the appropriate images of interior design organizations, the appropriate image of interior design organizations is as culture to create social reality. One of the major strengths of the culture metaphor is that it directs attention to the symbolic significance of almost every aspect of organizational life [15]. Even the most concrete and rational aspects of organization—whether structures, hierarchies, rules, or organizational routines—embody social constructions and meanings crucial for understanding how organization functions day-by-day [15].

Moreover, the culture metaphor also shows how interior design organization ultimately rests in shared systems of meaning, hence in the actions and interpretive schemes that create and re-create that meaning [15]. In seeing organizations as cultures, we can see almost every aspect in a new way. "Organizations are socially constructed realities that are as much in the minds of their members as they are in concrete structures, rules, and relation [15]."

2.3. The success and failures of team collaboration

The holographic approach to organizational image is best suited to our team collaboration. Each of us encouraged members to attend discussions to hear and learn from the best in the team cooperation. We had presented ourselves as an organization that would coach guide and empower each team members. In addition, we presented in a more professional polished manner and where the initiators of new approaches to empowering team members in design education.

The holographic approach helped to create the successes because if our team members did not understand the multidimensional influence of the external information, the member's individual skill sets and their ultimate goal the level of service was compromised. Our more innovative approaches to communicate and our natural speaking style to be more accepted. In fact we could never really invest in an approach to any of our presentations until we found on the stage and experiencing the dynamics of the researches. The members of our team were affected by the opportunity to accept a new mythology about them, one that is in alignment with their deep values and strengths.

However, the consideration of time precision is the requisite for effective communications where the meaning of what is being said is correctly understood by its participants. The overlooking the time management caused the failure between the demands of autonomy and the existing bases of power [15].

2.4. The value of using images or metaphors

The organization has multiple possibilities and processes that information to make decisions about its culture, its vision, and its relationships, [11]. The metaphor offers a powerful way of thinking about the implications of new information and how it can be used to support the development of learning organizations [15]. Metaphors also help students to better process and to comprehend new information by making the new information relatable to something familiar. Moreover, the metaphor also invites us to rethink key management principles

in a way that lays the foundation for a completely new theory of management [15].

The main strengths of the metaphor hinge on the contributions made to our ability to create “learning organizations.” In discussing the brain metaphor much was made of the importance of creating organizations that can innovate and evolve to meet the challenges of changing environments [15].

Furthermore, metaphor as a powerful point of influence, recreating or reframing less functional imagery so that it aligns with the values and direction of a changing interior design organization for the future.

3. THE NEW PARADIGM OF SYSTEM THINKING

The concept of interior design organization is a product of the mechanical age. When we are living in an electronic age, new organizing principles are necessary [15]. Today and in the future, organizational design can play a leading role in guiding these virtual organizations toward awareness and mastery of their virtual environment. An interior design organization must adapt at its core to respond to changing market conditions with a virtual, diverse and continuous learning workforce, creative technologies, and aligned business processes. Organizational design for interior design education can lead this change, championing the values of inclusion, integration, and innovation [6]. Moreover, the increasing use of technology and management of virtual teams will also gain the attention of researchers and organizational development practitioners.

In times of change it is vital to be in touch with the new assumptions and various theories guiding our practice and to shape and reshape them for different ends. The organizational theory and design in future encourages us to bring a fluid perspective to the problems and challenges face [15]. In detail, as it is there will be a need for information literacy [19]. With all of the differing theories and information available to management, these leaders and educators will have to know what and how to discern all what is available to them. Entities must become equipped to find, discern, and properly use available information. This must be done on a national and global platform.

Teamwork is something that must give high priority in a 21st century organization. The concept of synergy combining two singular efforts produces more than the one. As an interior design education field has more projects that need worked on for expansion or integration, project teams will continue to need to be a major part of an organization. Moreover, the future challenges of organizational design will involve management of multicultural work group in different locations, maintenance of corporate and professional ethics, and adherence to a unified regulation regime. Romme and George (2003) suggested that scholars in organization studies should guide the process of designing and developing organizations toward a more humane, participatory, and productive future [19].

Furthermore, we may need the flexibility as both a managerial and an organizational design task. The managerial task is to provide dynamic capabilities for organizational flexibility and change, whereas the organizational design task is

to configure technology, structure, and culture for preservation and control. The “meta-flexibility” of an organizational model combines three types of flexibility: operational (reactive), structural (adaptive), and strategic (radical) [2].

Therefore, organizational structure, strategy, management style, teamwork, organizational change, and even products and services can be vitalized and re-formed through creative images that allow us to act in new ways [15].



Fig. 1. Illustration of the new paradigm of systems thinking

4. THE NEW PARADIGM IN ACTION



Fig. 2. Illustration of the new paradigm in action

4.1. A leadership paradigm

The interior design education field has a great deal of need in adapting to change. Leaders and educators who have more flexibility and willingness to create a learning organization are successful in improving productivity and student empowerment. Jones (2010) argues that the leadership characterizes influence how decisions are made and how leaders perceive organizational problems. Little planning and training is to facilitate change. Clarity within the details can decrease problems that may arise during the implementation of changes

to structure as well as processes [11].

The major point is implicit in the leadership behavior. Educators at all levels must gain comfort in dealing with the insights and implications of diverse perspectives. The adaptive capacity of any system depends on its ability to embrace the complexity of the environment being faced. In being open to the insights of different metaphors, and in learning to use metaphor to create new insights, we enrich our capacities for generating innovative ways of dealing with new challenges and of forging new evolutionary patterns [15].

The organizations leadership directly influences the implications of organizational structures. To improve an empowerment structure that develops new values and ideals that aligns with the company's mission. This structure makes so friendly to each other among members and develops new social environments. New culture within the organization and leadership and management training develop a learning organization that uses groups to create change and synergy. However, creating a structure, which balances both processes, can help improve the organizations dynamics in achieving the mission of the organization. Furthermore, the organizational leaders and educator can incorporate their mission statement, hierarchy support for ethical behavior, to act as a guide for students in making ethical decisions [11].

The holographic approach is best suited to the imagery of our interior design education field because if a trainer and coach do not understand the multidimensional influence of the external society, the student's individual skill sets and his or her ultimate goal the level of education is compromised. Education had presented itself as an organization that would coach guide and empower students. We need to present in a more professional polished manner and where the initiators of new approaches to empowering our students. The more innovative approaches to training and natural speaking style to be more accepted. The members of my organization are affected by the opportunity to accept a new mythology about them, one that is in alignment with their deep values and strengths.

Therefore, Educators at all levels must gain comfort in dealing with the insights and implications of diverse perspectives. The adaptive capacity of any system depends on its ability to embrace the complexity of the environment being faced. In being open to the insights of different metaphors, and in learning to use metaphor to create new insights, we enrich our capacities for generating innovative ways of dealing with new challenges and of forging new evolutionary patterns (p. 365) [15].

4.2. A communications paradigm

The key element to any organizational structure and changes is communications. The organization could be failing or a wild success but in either case staff and managers want to know what is happening and how they are personally impacted. The good communication skills are essential for success in virtually any organization. Clear communication that unambiguously conveys one's meaning, however, is not a simple task and can be hampered by numerous barriers including different perceptions of a situation, filtering, language, jargon, and ambiguity [22]. Through such techniques

as active listening, disclosure, and feedback, employees can learn to become better communicators and improve their own effectiveness [22].

In addition, change involves people and must not be imposed on people to achieve long-term success. According to Mohrman, (1989), change is a continuing organizational process and not something that is intermittent. The communication must create a learning organization that is capable of adapting to changes in the environment [14].

In detail, using a metaphor to describe the depth and impact of the course will best express the insights. Understanding the approaches to organizational systems and to identify them by name has enabled empowerment. I find myself looking at organizations in a very different way. I now have a new lens that enables me to understand the intricacies of an organization. The complexity of the interaction of all the components of an organization is much like the human body.

4.3. An interior design life's flow paradigm

This research has provided with better lenses with which to view organization. Human ability to adapt consistently and evolve would ultimately create an organic transformation of any organizational design. We sense that by acting in concert we may overcome our individual limitations [9]. As an organization grows, be sensitive to the need to change a functional structure to improve the control of organizational activities [11]. We also have new insight that poorly managed design can result in an organization with an organizational culture marked by denial, mistrust, illusion and a fear/blame cycle. The design challenge is to create the optimal pattern of vertical and horizontal relationships among roles, functions or departments, teams, and divisions that will enable an organization to best coordinate and motivate people and other resources to achieve its goals [11].

Developing the time to ask open-ended questions is critical when we educate. Open-ended questions may allow that communications better than the structured form question. According to Schultz (2010), "The best way we can serve our clients is by knowing what's going on in their worlds. And the best way to find out what's going on in their worlds is to ask them open ended questions" [11].

Understanding the complexity of organizational life is most important. The "reading" of a situation always implies a degree of authorship as well. In reading our organizations it is important to place ourselves in an active mode. We are not passive observers interpreting and responding to the events and situations that we see. We play an important role in shaping those interpretations, and thus the way events unfold [15].

The self-leadership in an interior design education will continue to show impressive potential for application in today's fast and highly technical competitive environments characterized by flexible and decentralized organizational types. As self-leadership strategies are acknowledged as having value beyond-related psychological concepts, empirical research in the self-leadership domain may be advanced and our understanding and application of this useful self-influence concept will continue to expand in the context of twenty-first century organizational settings [16].

In a design organization, the word 'team' appears to have been always signified. However, synergy within the team, essential for a design work, was often achieved at the expense of lack of synergy with other parts of the organization. Ideas and visions were restricted because members of the team always kept the same company, being pinned into their positions by restrictive job descriptions. As these formal structures are increasingly falling into disrepute, new dynamic concepts are beginning to take their place. First, it is being recognized as dysfunctional that membership of any given team should remain static. Second, perspectives within the team need to be widened.

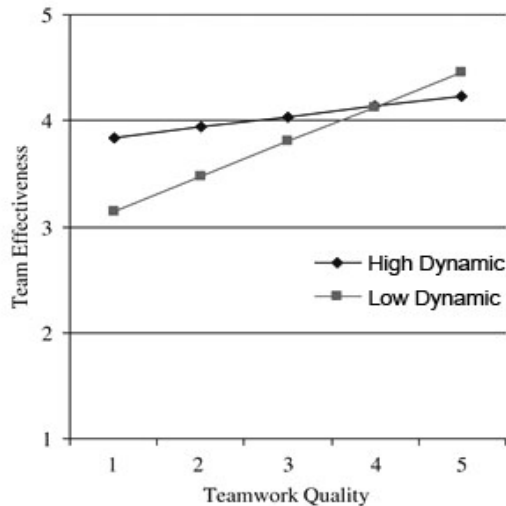


Fig. 3. Illustration of the effect of team member dynamic relationship between teamwork quality and team effectiveness in an interior design education

Moreover, the concept of appreciative inquiry, distinctions between organic and mechanical organizations, the use of images and metaphor helped to increase understanding of organization. Finally, we need to recognize that despite its roots in mechanistic thinking, organization is a creative process of imagination. We organize as we imagine, and it is always possible to imagine in new ways. In appreciating this, we open the way to numerous possibilities and to a key competence for managing in turbulent times [15].



Fig. 4. Illustration of an interior design life's flow paradigm

5. THE ETHICAL CONSIDRATIONS

The organizational ethics consists of the moral values, beliefs, and rules established within the organization. The

cultural values must be reinforced through educators who determine the right or appropriate thing to do within the decision-making process [11]. Training on ethics may make a difference in how educators at all levels act. Ethics training could help educators decide the ethical implications of their decisions and actions. The ethics training program should be such that it strengthens the education organization's stand on ethics, gives the educators guidelines regarding bringing to light wrong behavior and also makes the educators aware of the likely penalties for wrongdoing [3].

Harvey (2000) suggested the constituent elements of a firm's different organizational structure affect the ethical behavior of workers. When combined with a strong culture, however; the new framework of organizational structure may be sufficient in promoting ethical conduct. Although helpful, ethics training and corporate codes are neither necessary nor sufficient in promoting ethical behavior within firms. Further, the organizational leaders can incorporate their mission statement, hierarchy support for ethical behavior, to act as a guide for employees in making ethical decisions [8].

6. CONCLUSION

A new paradigm of systems thinking based on views of the ideal future will show various features. First, there will be a need for information literacy [19]. With all of the differing theories and information available to management, these leaders will have to know what and how to discern all what is available to them. Second, teamwork is something that must give high priority in a 21st century interior design organization. As companies have more projects that need worked on for expansion or integration, project teams will continue to need to be a major part of an interior design education organization. Third, we may need the flexibility as both a managerial and an organizational design task. The educational task is to provide dynamic capabilities for organizational flexibility and change, whereas the organizational design task is to configure technology, structure, and culture for preservation and control.

In a leadership paradigm in action, leaders as educators in interior design organization who have more flexibility and willingness to create a learning organization are successful in improving productivity and employee empowerment. The organizations leadership directly influences the implications of organizational structures. The holographic approach is best suited to the imagery of my education field because if a trainer and coach do not understand the multidimensional influence of the external society, the student's individual skill sets and his or her ultimate goal the level of education is compromised. Therefore, educators at all levels must gain comfort in dealing with the insights and implications of diverse perspectives.

The key element to any organizational structure and changes is communications. Through such techniques as active listening, disclosure, and feedback, employees can learn to become better communicators and improve their own effectiveness and that of the interior education organization. In addition, change involves people and must not be imposed on people to achieve long- term success. In detail, using a

metaphor to describe the depth and impact of the course will best express the insights in education organization.

As an organization grows, be sensitive to the need to change a functional structure to improve the control of organizational activities [11]. In an interior design life's flow paradigms in action, developing the time to ask open-ended questions is critical when we educate. Understanding the complexity of organizational life is most important. The self-leadership will continue to show impressive potential for application in today's fast and highly technical competitive environments characterized by flexible and decentralized organizational types. Finally, we need to recognize that despite its roots in mechanistic thinking, organization is a creative process of imagination. We organize as we imagine, and it is always possible to imagine in new ways.

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