The Change Management Toolbook

A collection of tools, methods and strategies

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Contents

WELCOME!

Are you personally ready for change? Is your team in serious need of new ways of working together? How can your organisation deal with a change project that lacks focus or direction? Do you want to know why change is inevitable but often difficult to realise? Do you want to surf on the waves of change? Read on, you may find answers to your questions here...

The Change Management Toolbook is a collection of more than 120 tools, methods and strategies that you can apply during different stages of personal, team and organisational development, in training, facilitation and consulting. It is divided into three principal sections (if you like, you can jump straight to each section by clicking on the links below):

- **Self**
  Change Management starts and ends with individuals. As system theory says, you cannot really predict how a person reacts to a certain stimulus. So, if you want to introduce change into a system, you will most likely need to think about what skills, behaviours and belief systems the members of the system will need to be part of the change effort ...more
- **Team**
  At the heart of modern organisations are teams that share the responsibility and the resources for getting things done. Most projects are too complex to be implemented by one person, most services need different specialists and support staff to be delivered, and most products are the result of the work of a larger resources team or supply chain. We know that teams can either perform at their peak, or can be terribly inefficient …more
- **Larger Systems**
  Change processes are mostly initiated by either individuals or small teams, but the focus of change is one which goes beyond that small unit. It is directed towards the entire organisation, or towards other organisations. A change project might be related to a community, a region or an entire society (and, yes: to the world as a whole)…more.

INTRODUCTION TO CHANGE MANAGEMENT

As in the Renaissance, it will be an exciting time, a time of great opportunities for those who can see and seize them, but of a great threat and fear for many. It will be more difficult to hold organizations and societies together. The softer words of leadership and vision and common purpose will replace the tougher words of control and authority because the tough words won't bite anymore. Organizations will have to become communities rather than properties, with members, not employees, because few will be content to be owned by others. Societies will break down into smaller units but will also regroup into even larger ones than now for particular purposes.

Charles Handy – Beyond Certainty: The Changing Worlds of Organizations, 1995

Change Management is a process and a utilisation of tools and techniques to manage the people side of change processes to achieve the required outcomes and to realise the change effectively within the individual change agent, the inner team, and the wider system

There are a multitude of concepts relating to Change Management and it is very difficult to distil a common denominator from all the sources that are applying the phrase to their understanding of organisational development. However, common amongst these varying concepts is the notion of a learning organisation.

Only when organisations and individuals who make up the organisations learn, will they be able to master positive change. In other words, change is the result of organisational learning processes that engage the following questions:

"In order to sustain and grow as an organisation and as individuals within; what are the procedures, what is the know-how we need to maintain and where do we need to change?", and, "How can we manage change that is in harmony with the values we hold as individuals and as organisations?"

Change Management has to be viewed in relation to Knowledge Management, which took several turns during the nineties. When the establishment of an intranet was suddenly feasible to any large organisation, IT and management scientists declared the beginning of the "knowledge society". The premature anticipation of knowledge management was that every member of an organisation would be highly motivated to share information through a common platform and a quality improvement process would be enabled more or less by itself. It only took a couple of years to realise that this assumption was false. To date there are no examples of companies which transformational learning is facilitated by an IT system only, because the early protagonists forgot that information does not equal knowledge and that human knowledge is in hands of the people who make-up the larger system.

Back to square one. How (and whether at all) can change be "managed" or facilitated? In essence, change takes place on three levels (Figure 1): The self, the team or the (small) organisation and the wider system that surrounds the team or the small organisation or the organisational unit - depending how you define the system borders. In a process, learning needs to be facilitated on all three levels to become sustainable.

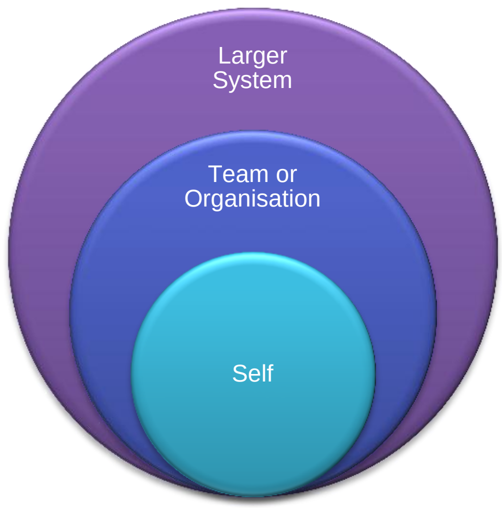

Figure 1: Levels of Change

There are many schools of thoughts and tools related to Change Management; however most of them have two principles in common: The constructivist paradigm ("The map is not the territory") and the systems approach ("The whole has a different dynamic than its parts."). However, I mainly draw my tools from the following schools of thought:

- Learning Organisation s (Peter Senge)
- Theme Centred Interaction (Ruth Cohn)
- Transactional Analysis
- Gestalt Therapy (Fritz Pearls)
- Systems Thinking / Family Therapy (Virginia Satir and all the new thinkers, including Bert Hellinger, Fritz Simon, etc.)
- Neurolinguistic Programming / NLP (Richard Bandler, John Grinder, Robert Dilts)
- Chaos Theory (Santa Fé Institute)
- Communication Theory (Paul Watzlawik)
- Whole Systems Change (Harrison Owen, Marvin Weisbord, David Cooperrider)
- Neuro-Biology
- Quantum Physics (Heissenberg)
- Human Resource Development

- Total Quality Management

WHAT SKILLS ARE REQUIRED FOR CHANGE FACILITATION?

Table 1 gives an overview of the different skills related to the three levels of change (self, team and system). It is by no means exhaustive.

	Related to…		
Skills the Change Agent needs to acquire	Self	Team	System
Technical Skills of the Specific Sector		X	X
Quality Management		X	X
Listening and Inquiry Skills		X	X
Defining Objectives / Visioning	X	X	X
Understanding Mental Maps / Shifting Perspectives	X	X	X
Resource Orientation	X	X	X
Dealing with Complexity	(X)	(X)	X
Learning from Mistakes / Feedback	X	X	X
Coaching		X	X
Leadership		X	X
Training Skills		X	X

Facilitation Skills		(X)	X
Large System Change Tools		(X)	X

Table 1: Skills of Change Agents (X = strongly needed, (X) = partly needed)

If we relate these skills to the schools of thought previously mentioned, they provide different methodologies which can be associated with the development of the specific skills (see Table 2 below).

Roots and Schools of Change Management	
Skills	**Appropriate Methodologies**
Listening and Inquiry Skills	NLP, Family Therapy, Communication Theory, Learning Organisations
Defining Objectives / Visioning	NLP, Systems Thinking, Learning Organisations
Understanding Mental Maps / Shifting Perspectives	Gestalt, NLP, Learning Organisations, Communication Theory
Resource Orientation / Solution Focus	Appreciative Inquiry, Family Therapy, NLP
Dealing with Complexity	Systems Thinking, Family Therapy, Chaos Theory
Learning from Mistakes / Feed Back	NLP, Family Therapy, TCI
Coaching	Family Therapy, NLP, Gestalt, TA
Leadership	NLP, Family Therapy, Gestalt, TA, Human Resource Development
Large System Change Tools Understanding and Catalysing Self-Organisation	Open Space Technology, Appreciative Inquiry, Future Search Conferences

Table 2: Roots and schools applicable to change processes

Finally, all the methodologies, besides providing a general framework which helps to familiarise yourself and act appropriately in a given situation, provide a wealth of applicable tools (always keeping in mind that only fools worship their tools). I try to collect these tools and through my work aim to maintain an overview, using the simple assumption: "If something does not work, try something else". I am not in the position (and I will never be) to list them all. But if you browse through our website and the old newsletters, you might find most of the tools mentioned in Table 3. Below, I have related different tools to the various steps in a change process, grouped into micro and macro tools.

Micro tools are usually applied as a one shot interventions, they are circumscribed and used to serve a specific purpose (such as the Walt-Disney Circle). Macro tools consist of several micro tools - you might also call them methodologies. Look at Future Search conferences: there is the time line, the mind map, the group work on "prouds" and "sorries", etc. This is an example of an authentic macro tool.

SOME EXAMPLES FOR MICRO AND MACRO CHANGE MANAGEMENT TOOLS		
Basic Processes	**Micro Tools**	**Macro Tools**
Diagnosis Processes	Different kind of questionnaires, Organisational Constellations, active listening tools, Time Lines, Organisational History/ Mapping	Open Space Technology, Future Search, Appreciative Inquiry
Concept Building Processes	Visioning, creativity techniques (e.g. Walt-Disney-Cycle), Mindmapping	Project Cycle Management, Appreciative Inquiry, Scenario Technique
Psychosocial Change Processes	Various coaching techniques, Peer Mentoring, Meta-Mirror, working with hidden agendas, 6 Thinking Hats, Working with Limiting Beliefs	Open Space Technology, Future Search Conferences
Learning Processes	Dialogue, tools for self-reflection, mentoring	Formal training or on-the-job, Open Space Technology, Appreciative Inquiry
Information Processes	Tools for recognising and utilizing different thinking styles, Pacing and Leading	Public Relations Campaigns, Intranets, Stakeholder Forums
Implementation Processes	General management techniques	General management techniques, Real Time Strategic

		Change (RTSC)
Management of all Change Processes	General management techniques	General management techniques (e.g. participatory monitoring), TQM

Table 3: Some tools for different steps of the change process

SELF

Change Management starts and ends with individuals. Systems theory asserts that you cannot really predict how a person reacts to a stimulus. As a result, if you want to introduce change into a system, you will most likely need to think about the skills, behaviours and belief systems the members of a system will need to be part of the change effort. An idea worth considering would be to start with yourself. Read more about concepts and tools of personal change in this section, which are divided in two parts:

Goals and Creativity - Tools that help you think outside of the box and to think about your personal goals in the process ...more

Personal Growth - These tools help you to define your personal vision, goals as well as remove the barriers that may hinder your achievement of these goals ... more

CREATIVITY APPLIED: DEFINING YOUR GOALS

The precondition for personal planning is creativity - one of the main characteristics that distinguishes mankind from animals. Everything around us exists because someone had a dream, which was later on realised.

We know about the creativity of our great masters, like, for example, Leonardo Da Vinci, who could imagine/conceptualise technical innovations, which at this time were not based on any common knowledge. 500 years later, the helicopter, which had been imagined/conceptualised by Leonardo, was invented. Or look at Albert Einstein, who was sitting in his (boring) math classes, imagining himself sitting on a light beam traveling through space. This was once the birth of the general theory of relativity. If you want to know more about these creative geniuses, I recommend you the series of **R. Dilts (Strategies of Genius I-III).**

The famous contemporary German artist Joseph Beuys often was cited with his quote:

"Everybody is an artist!"

(Please check my favourite website on Beuys, who says, "To make people free is the aim of art, therefore art for me is the science of freedom."!)

In essence, it means that each of us can be creative. In fact, each of us is creative in some parts of our lives. We may be artists when furnishing our house, when playing an instrument or when formatting computer documents. But we rarely consider applying this creativity to other sectors. I'm of the opinion that creativity is a congenital characteristic. Not being creative in a particular sense (e.g. in painting, or speaking to public) is not a matter of skills, but a matter of belief. Of course, we won't become a Rubinstein on the piano within 5 days, but we have the ability to learn an instrument. Mind you - I myself for 38 years had the ingrained belief that I couldn't draw or paint. Then I changed my belief - and you should see my dynamic sketches now. I confess, it resembles more to Beuys than to Rembrandt, but my workshop participants regularly are delighted. Below you see one of my favourites - a volleyball team as a metaphor for team spirit.

Figure 2: Team Spirit

Creativity can also be a team process. Have you ever experienced the power of a team connected through the desire of developing a new project? This power can be stimulated through creative techniques, which are described under this section. But this part of the toolbook goes further. It gives you some tools, which you can apply for your personal projects:

Defining personal targets: Test-Operate-Test-Exit (T.O.T.E):

This tool helps you to define your goal and the evidence you need to know that you have achieved your goal.

Refining Personal Targets: The Walt-Disney-Circle:

A tool which you will also find in the section on creative planning. By separating a dreamer, a realist and a critique state, the exercise leads you step by step to refining personal goals.

Mind Mapping:

Doing brainstorming in a different way - you will discover your creative part.

TOOL: GOAL ORIENTATION - T.O.T.E. MODEL

Test-Operate-Test-Exit (T.O.T.E.) is one of the older NLP models, developed by Miller, G.A.; Galanter, E. und Pribram, K., 1960: Plans and the Structure of Behavior, Holt, Rinehart & Winston, New York), and further developed by Robert Dilts.

It is a cybernetic model of problem solving through self-correcting feedback loops. An example for an artefact based on the T.O.T.E. is thermostat that regulates central heating. The temperature of a room is constantly tested and adjusted until the actual result is in line with the expected result (see Figure 1). The idea is to constantly adapt your behaviour (or that of your team, or that of your organisation) to the changing environment, until the objective is reached. It requires all stakeholders to be flexible.

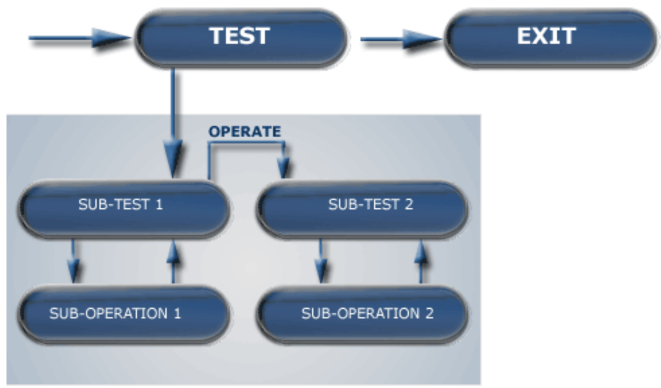

Figure 3: The T.O.T.E. model

As Robert Dilts describes, the model has neurological consequences, which can be compared to deeper processes that are behind the effectiveness of Appreciative Inquiry. The more evidence people have that shows that they are getting closer to their goal, the more motivated and inspired they are. The strength of the model is that it provides alternative options.

The model can be used in personal, team and organisational development. It resembles parts of the Walt-Disney-Circle. The process has the following steps:

1. Describe your goal/objectives in positive, affirmative terms instead of expressing what you want to get rid of. "What is your goal? What do you want to achieve?"
2. Describe your goal with as much detail as possible - use your different senses. "What would you see, hear, smell, taste, feel when you reached your goal? What is a concrete example?"
3. Establish the evidence that would show the progress on your way towards achieving the goal (process indicators): "How exactly would you know that you are getting closer or further away from your goal? How exactly would somebody else know that you are getting closer or further away from your goal?"
4. Establish actions that would lead you towards your goal. "What will you do to achieve your goal? What is your plan?"
5. Establish the anticipated impact of the achievement of your goal. "What benefit would the achievement of your goal give to you? What is the long-term effect of the achievement? What is it good for?"
6. Ecology check "Who else will be affected and how? How will other persons (or parts of yourself) perceive the achievement of the goal or your plans and operations?"
7. Specify all anticipated problems and limitations, and what you will do about it. "What could prevent you from achieving the goal? Is there something you would lose when you achieve the

goal (or during the operation)? Which resources do you have to mobilize to deal with these barriers and limitations?"

This process can be even more refined by relating each of the questions 2-7 to SELF and to OTHERS, e.g. "What would you see, hear, smell, taste, feel when you reached your goal? What is a concrete example?" (SELF) and "What would others see, hear, smell, taste, feel when you reached your goal? What is a concrete example for others?" (OTHERS). The questions can also be rephrased for a team exercise or the analysis of an organisational strategy.

Your task as a consultant in carrying out a T.O.T.E. interview is to adapt the idea to the language of the client and to take an outside perspective, particularly when the client is unable to develop alternative options for changing behaviour.

TOOL: THE WALT DISNEY CIRCLE - REFINING PERSONAL AND CORPORATE GOALS

(Adapted from: R. Dilts)

Walt Disney has been known as one of the most outstanding and most successful business leaders of the 20th century. Like Bill Gates, the founder of Microsoft, he has not only influenced our way of processing information he has also changed the way we perceive reality. The secret of his nearly unlimited creativity - unconscious to him - has been moulded into a model that can be applied to any personal and organisational planning operation.

The Circle of Creativity was developed by R. Dilts based on the successful strategies of Walt Disney. The approach was developed through individual interviews with friends and colleagues of Disney. It is a model for effective and creative development of personal and professional plans. It also helps in the transformation of an idea to a plan.

The model is based on the idea that we can separate any planning process into three stages - the DREAMER, the REALIST and the CRITIC. The dreamer is the part in any person or the person in any planning team that is able to creatively develop new ideas, whether they are realistic or not. Without the dreamer, there would be no innovation. The realist is the actual planner, or the technocrat. He knows all procedures and is able to make a detailed plan out of a dream. The critic looks for what could go wrong with the plan and cares about risks. He provides input for new dreams.

What we usually do is to mix all three stages once we start planning. That means, we often prevent the creativity of the dreamer to develop by immediately engaging the critic. Or, we never come to grips with the risks of the project by staying in the dreamer phase.

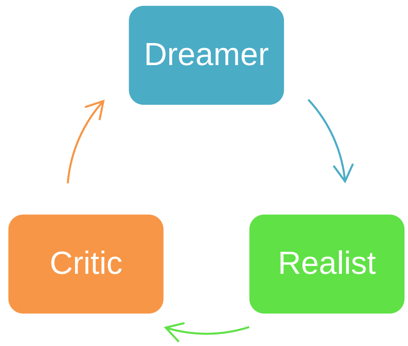

Figure 4: The Walt-Disney-Circle

The exercise can be used for refining personal as well as for corporate goals. The questions remain the same but only shift in their focus

This model of Walt Disney's unconscious creativity processes has been described by Robert Dilts in his book "Strategies of Genius - Part I". He tells the story of a business leader who was able to step into different states according to the needs of the moment. In the DREAMER state he was able to develop his visions, in the REALIST state; he translated his visions into realistic steps ("story-board"). And as a CRITIC, he was able to identify constraints and limits to his (and his staff's) plans.

Phase 1: Dreamer ("What Do I/We Want To Do?")

The attitude of the dreamer is: "Anything is possible". In this phase of the planning, it is not necessary to look for the realisibility of the goal, neither do we need to look for constraints.

Questions:

What do you want to do?

The goal is to: ______________________________

____

____

Why do you want to do it?

The purpose is: ______________________________

____

____

What are the benefits?

The beneficial effects of this will be: ______________________________

____

____

How will you know that you have achieved the benefits?

Evidence of the benefits will be:

When can you expect to get them?

The benefits can be expected when:

Where do you want this idea to get you in the future?

This idea will lead to:

Phase 2: Realist ("How Do I/We Want To Do It?")

The attitude of the realist is: "As if the dream was realisable". In this phase of the planning, don't look for constraints.

Questions:

When will the overall goal be completed?

The overall timeframe for reaching the goal is:

Who will be involved (assign responsibility and secure commitment from people who will carry out the plan.)?

The chief actors:

How - specifically - will the idea be implemented?

The first step will be:

The second step will be:

The third step will be:

What will provide on-going feedback to show you whether you are moving toward or away from the goal?

An effective source for on-going feedback will be:

How will you know that the goal is achieved?

I/We will know that the goal has been reached when:

Phase 3: Critic ("What Could Go Wrong?")

The attitude of the critic is to consider: "What problems may occur, and how do we deal with this?"

Questions:

Who will this new idea affect and who will make or break the effectiveness of the idea?

The people most affected by this plan are:

What are their needs?

Their needs are:

Why might someone object to this plan or idea?

Someone might object to this plan if:

What positive gains are there in the present way(s) of doing things?

The present way of doing things has the following positive effects:

How can you keep those things when you implement the new idea?

These positive gains will be preserved by:

When and where would you NOT want to implement the new idea?

I/We would not want to implement this plan if:

What is currently needed or missing from the plan?

What is currently needed or missing from the plan is:

Phase 4: Going through the Circle Again

From each of the three perspectives, what is a “How” question you could ask in relation to what is needed or missing?

For example, the critic may have formulated:

"I/We have not enough information to know whether the achievement of the plan is realistic".

Dreamer

How can we get the information we need?

We can get the information by: ________________________________

____

____

Realist

How would we specifically go about doing this?

We would need to: ________________________________

____

____

Critic

How will we know if we have enough information?

We will know by: ________________________________

____

____

You might go the circle several times, until you are satisfied with the results. Usually, by doing several rounds, the original goal gets broken down into realisable steps. As Robert Dilts put it, if your strongest critics say "Go for it!", then you know that your plan has a real chance.

TOOL: MINDMAPPING

In our world which mainly concentrates on the spoken and written word we tend to limit ourselves to rationality, forgetting that intuition has always been a great source of creativity. Although the knowledge of the differences between the left and the right hemispheres of our brain is still insufficient in fully understanding how rationality and intuition work together, we all have experienced in our life the power of inspiration through graphical art? We adore the craftsmanship of the Islamic calligraphy, and we enjoy visiting art galleries and museums. Each of us has had the experience that during a long and boring telephone conversation or during a meeting, the pen in our hand suddenly takes on a life of its own, composing sketches and patterns on the notepad which obviously come from our deeper consciousness. They are never planned or designed, they are spontaneous. After ending the telephone conversation, we are often surprised at our artistic skills.

These skills can be utilised for creative planning. A method now widely applied to awaken the artist in ourselves is called Mindmapping. Take some coloured pens, markers, or crayons. You can do this exercise on your own, you might only need small sheets of paper. I do it regularly when I start to plan a new project. But it is fun to do it in groups! You may then need large sheets of paper such as those used for flip-charts or for pin-boards.

Any one of the group starts to write a word in the center of the paper and circles it (some people draw clouds around, and others don't circle at all, while others write the key-words along the branches of the tree; it is not really important, which geometric forms you choose). This is the central concept you want to explore. Do not think about it too seriously whether the first expression is really the central issue - we are embracing a creative process, and we do not want to rank concepts now, in terms of importance or not. Please leave your critic outside the room for the next hour. Structure is the death of creativity.

Figure 5.1: Mindmapping

Now any other person who has an association and puts it onto the board, connecting it with a line to the center keyword.

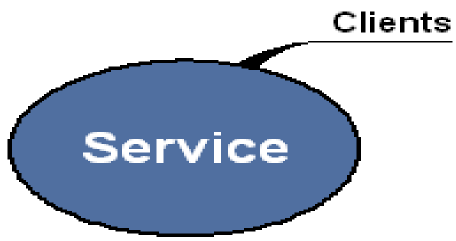

Figure 5.2: Mindmapping

The next person continues. She could put new categories on the board or elaborate on the word "clients". She could also add some drawings. There are no rules for Mindmapping.

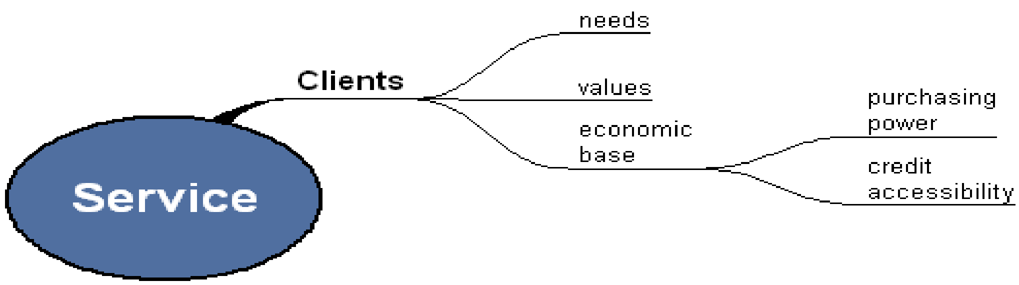

Figure 5.3: Mindmapping

Eventually, the group writes down all its associations and intuitions. Some people might form a sub-group and start a second Mindmap.

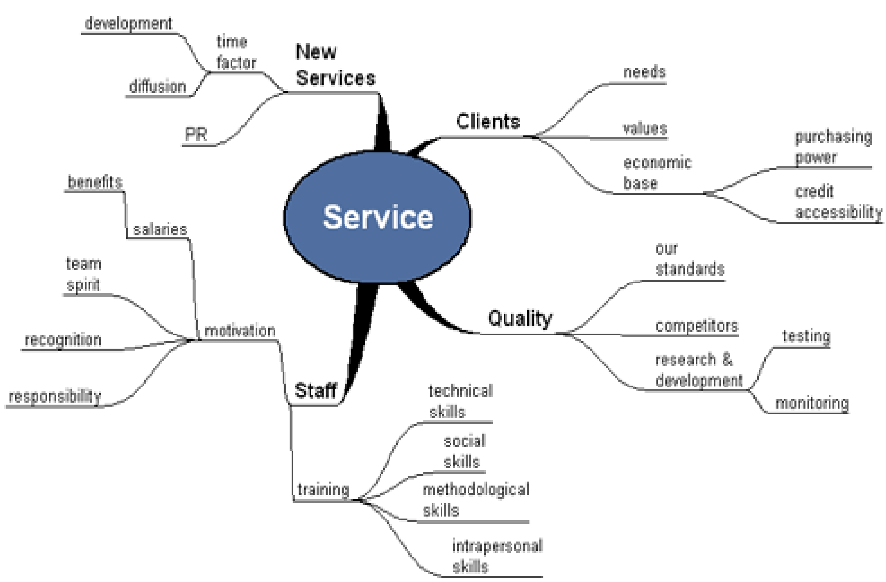

Figure 5.4: Mindmapping

PERSONAL DEVELOPMENT: A PATH TO INDIVIDUAL GROWTH

When working as an adviser in organisations, I often wonder why people go to work each day in an environment which they dislike. They know they have to work to earn their living, but they also know that they would rather spend the time with their family or go fishing. They suffer from **gastritis**, believing that they are paid far below their real value, aren't trusting of their colleagues and they are of the opinion that their boss is there to make their lives' impossible. Although they do their job they try to escape from this hostile world as much as possible? Their family suffers, and their health deteriorates.

The funny thing is that from the outside it seems very obvious: an organisation full of people developing their capacities, which can reconcile work and home life, and enjoy the progress made by their organisation must be much more effective than an organisation full of frustrated staff. Why is it so difficult to create an environment to which people want to belong?

I am sure that the desire for personal development has no cultural bias. People want to do a good job everywhere, in France, in Nigeria, in Thailand, - but they believe that they are held back by their boss or their colleagues, and by the system. Have you ever realised that your colleagues or even your boss feels the same? Mind you, your colleagues or your subordinates might consider themselves fooled by you.

Personal development starts with developing integrity and competence for yourself. That is the essence of this section. Without acknowledging your own capacities and your own personality (including weaknesses and strengths) you won't do it. As the great dame of family therapy; Virginia Satir, put it: "I am me". There is nobody in the whole world that is exactly like me... Everything belongs to me - my body and everything that it does, my spirit and all its thoughts and ideas, my eyes, and all images that they see, my feelings, whatever they might be: anger, joy, frustration, love , disappointment and excitement; my mouth and all words that it produces... All my victories and my successes belong to me as well as my defeats and my failures. I am certain that sufficient room for personal growth is the most important precondition for a learning organisation and offers an invaluable competitive advantage. Without having a staff full of passion, effective teamwork (or, as Peter Senge puts it: teamlearning) is not achievable. The Toolbook offers a series of exercises which help you to analyse your personal goals and values, and connect your personal vision with the purpose of your organisation:

Drawing forth your personal vision:

In my view, this exercise is an essential first step for a change management. Defining your personal goals and your future plans gives you a kick-off. It also helps to understand that recognising your values and distinguishing them from others values, this is important for your growth

Changing limiting beliefs:

We refrain from doing many things not because we are unable to do them, but because we believe that we don't have the ability. Apart from real physiological handicaps, we are in principle able to do everything, or we at least have the capacity to learn. This exercise is the essence of Robert Dilts' work on beliefs and is a way to start to rid oneself of limiting beliefs.

S.C.O.R.E:

This is a tool that you can find in the section on systems thinking. By separating a problem or symptom and its cause from the expected outcome and its effects, you start to understand your own systemic approach to problem solving. By doing this exercise, you will identify resources that help you get from the symptom state to the outcome state and you will consider systemic influences on problem solving strategies.

Logical level alignment - defining your own identity:

This is a wonderful exercise for refining your personal vision. You will find it in the section on creating a corporate vision. It starts by defining the future environment and incrementally defines future behaviours, skills, values, identities and relationships with the outside world. It's one of my favourites!

Personal Scenarios:

A couple of key questions must be asked to help you to identify some additional factors that might influence the achievement of your goals. It is just a start, there is a more detailed introduction into scenario analysis in this toolbook.

DRAWING FORTH YOUR PERSONAL VISION

(adopted from: Peter Senge (1994) and R. Dilts)

Step 1: What do I really want?

To start with, it is important that you bring yourself to a state of self-reflection. Maybe you should close your eyes for a moment. Breathe in, and try to find your centre. Think about an experience or a place that has been of significance in your life, a moment in time where you felt important. Open your eyes and start to answer the following questions:

Imagine you have achieved in your life, what would you really want to achieve, e.g. where you would like to live, or what relationships you want to have. Don't think whether this vision is "realistic" or "achievable".

Please give a short description of your vision?

If you are the person in your vision, where would you be?

What material things would you possess?

What personal relationships would you have?

What would be your working conditions?

What would be a typical behaviour of yours?

What skills would you have (that you do not have now)?

What would be your values?

What would be your identity (you might use a metaphor, e.g. "I am like an ocean")?

What would your contribution to the world around you be?

Step 2: What are my values now?

Look at the following list of values. If something that is important to you are missing, feel free to add them. Select the ten values that are most important to you.

Then wipe out five of the selected values, leaving the five that are most important to you.

Wipe out another two, leaving three.

Accountability	Home	Ecology
Freedom	Personal Relationships	Job Security
Nature	Time Freedom	Quality of Relations
Skills	Community	Economic Stability
Adventure	Honor	Joy
Freedom from Fear	Power	Quality of what I do
Openness	Truth	Education
Spirituality	Competence	Knowledge

Beauty	Independence	Recognition
Friendship	Privacy	Efficiency
Order	Wealth	Leadership
Stability	Creativity	Religion
Challenge	Influence	Ethical Behaviour
Health	Professional Growth	Love and Affection
Peace	Wisdom	Responsibility
Status	Culture	Fame
Change	Inner Harmony	Loyalty
Hobbies	Public Service	Security
Personal Growth	Democracy	Family

Team Work	Intellectual Status	Masculinity
Charity	Purity	Self-Respect
Self-Esteem	Fast Living	Meaningfulness
Femininity	Money	Serenity

Step 3: Look at the remaining three values and answer the following questions for each value:

What do they mean to you?

How would your life change if you practiced this value?

Does the organisation you are working in support this value?

YES/NO

If no, how should it change?

Are you ready to choose a life that is based on these values?

YES/NO

ASSESSMENT AND CHANGE OF LIMITING BELIEFS

(adapted from R. Dilts)

This is a trigger exercise that helps you to identify the beliefs that limit you from changing something or achieving your personal goals. You can do it alone or together with a coach. It works a little bit like Appreciative Inquiry ("Change at the speed of imagination").

Step 1: Define Your Goal

Describe a goal you want to achieve: ______________________________

____

____

Describe the present plan you have for achieving the goal: ______________________________

____

____

Rank your beliefs concerning the achievability of the goal at a scale from 1 to 5, 1 being the lowest and 5 the highest rank:

The goal is desirable?

(1) (2) (3) (4) (5)

It is possible to achieve the goal?

(1) (2) (3) (4) (5)

What has to be done to achieve the goal is clear and ecological?

(1) (2) (3) (4) (5)

I have the capacity to achieve the goal?

(1) (2) (3) (4) (5)

Do I deserve to achieve the goal?

(1) (2) (3) (4) (5)

Step 2: Identify limiting Beliefs

Find a limiting belief which hinders you from achieving the goal (e.g, “I will not have the persistence” or “Everybody will be against me”, etc.) You will find an example at the end of the exercise.

Connect the limiting belief with the following words and complete the sentence, e.g. “I will not have the persistence, because I get easily frustrated”, etc.

,because

,therefore

,after

,while

,if

,so that

,although

Step 3: Change Your Beliefs

What was your goal like (maybe it has changed)?

Do something about your motivation and complete the following sentence.

I have the capacity to achieve my goal, (write the goal here):

,because

I have the capacity to achieve my goal,

,therefore

I have the capacity to achieve my goal,

,after

I have the capacity to achieve my goal,

,while

I have the capacity to achieve my goal,

,if

I have the capacity to achieve my goal,

,so that

I have the capacity to achieve my goal,

,although

My goal is to write a toolbook for change management.

The plan is to start collecting ideas and material, than commence writing. When I have a preliminary yet presentable result, I will publish it on the Internet. While waiting for feedback, I will continue to improve the Toolbook. I will look for partners who will support and review the edition. And there will be a lot of international exchange.

The goal is desirable?

(1) (2) (3) (4) (X)

It is possible to achieve the goal ?

(1) (2) (3) (X) (5)

What has to be done to achieve the goal is clear and ecological?

(1) (2) (X) (4) (5)

I have the capacity to achieve the goal?

(1) (X) (3) (4) (5)

I deserve to achieve the goal?

(1) (2) (3) (X) (5)

Example:

The form and the content of the Toolbook might not generate sufficient interest. Finally, the idea will die.

The form and the content of the Toolbook might not generate sufficient interest, because it does not meet an actual demand.

The form and the content of the Toolbook might not generate sufficient interest therefore it will not be used by many people.

The form and the content of the Toolbook might not generate sufficient interest; after visiting it, it will be forgotten.

The form and the content of the Toolbook might not generate sufficient interest, while other specialists in change management can sell themselves in a better way.

The form and the content of the Toolbook might not generate sufficient interest, if the idea is not well advocated.

The form and the content of the Toolbook might not generate sufficient interest, so that eventually I will have spent a lot of effort for nothing.

The form and the content of the Toolbook might not generate sufficient interest, although it really creates a valuable resource. What was my goal? My goal is to write an inspiring Toolbook for Change Management.

I have the capacity to write an inspiring Toolbook for Change Management, because I am very creative.

I have the capacity to write an inspiring Toolbook for Change Management, therefore I just do it.

I have the capacity to write an inspiring Toolbook for Change Management, after really having evaluated the demand.

I have the capacity to write an inspiring Toolbook for Change Management, while I continue to enter the arena of practice.

I have the capacity to write an inspiring Toolbook for Change Management, if I focus on my vision - to contribute to a world to which people want to belong.

I have the capacity to write an inspiring Toolbook for Change Management, so that people will react and support continuous improvement.

I have the capacity to write an inspiring Toolbook for Change Management, although I should critically assess and evaluate failures. Summary:

My goal is to write an inspiring Toolbook for Change Management. I am very creative and I just do it. It will be successful, after I have evaluated the demand and I continue to enter arenas of practice. It will be based on my vision, to contribute to a world to which people want to belong, so that others will react and support continuous improvement. I should not forget to critically assess and evaluate failures.

S.C.O.R.E.

A TOOL FOR IDENTIFYING SYSTEMIC CAUSE-EFFECT RELATIONSHIPS

(adopted from R. Dilts)

The S.C.O.R.E. model (Symptoms - Causes - Output - Resources - Effects) is a tool for comprehension of systemic cause-effect relationships. It distinguishes between present and future states. The present state is characterised by symptoms that describe the prevailing problem and by the causes of symptoms. The future state is characterised by the outcome (goal) and by the long-term effects expected as a result of the outcome. The unique feature of S.C.O.R.E. is the way it looks at the relationship between the five variables. It is the cause that makes the persistence maintenance of the symptom more important than the outcome. At the same time, it is the effect that makes the achievement of the outcome more important than the symptom. The keys for the transition from symptom to outcome are the resources to be applied. The anticipated positive effects provide feedback to the present (problem) state and support the elimination of existing constraints.

The systemic approach of the S.C.O.R.E. model supports the efficient allocation of existing resources and the identification of required resources. The analysis of effects can aid in eliminating existing barriers to effective corporate change.

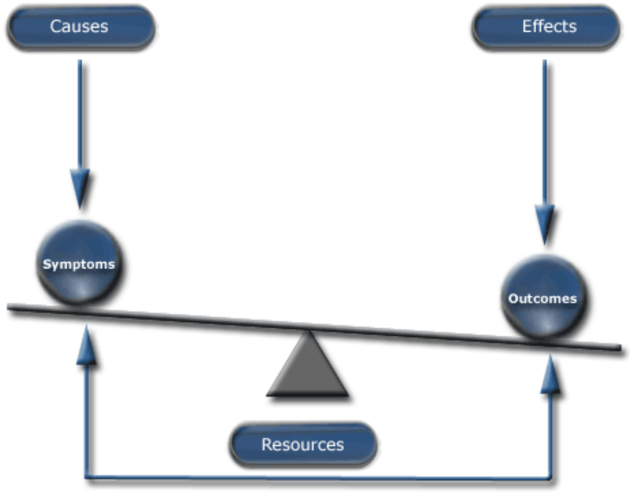

Figure 6: The SCORE Model (adapted from R. Dilts)

Step 1: Symptom

Identify the evident symptoms of the current problem state of your organisation. It is recommended to use the tool; The Five Why's first, which helps to structure the solution process. Ask the following questions:

What is the existing problem?

How do we know that it is a problem?

Write the symptom on a board.

Step 2: Outcome

Identify the outcome?

What would be the desired state?

What would the outcome be if we cure our symptom?

Write the cause under the symptom, linking both with an arrow.

Step 3: Cause

Identify the deeper cause of the symptom (maybe you have identified it in The Five Why's)?

What makes the symptom more important than the outcome?

What is the good intention of doing things the old-fashioned way?

What is more important than the outcome?

Write the cause under the symptom, linking both with an arrow.

Step 4: Effect

Identify the long-term effect of the outcome?

Why do we want to achieve the outcome?

What would make the outcome more important than the cause?

What will be the long-term benefits?

Write the effect above the outcome, linking both with an arrow.

Step 5: Resources

Identify the resources needed to get from the symptom to the outcome?

What capabilities do we need to overcome the symptom?

What assumptions are required as a base for overcoming the symptom?

Where can we get the resources within our organisation? What additional efforts are required?

Write the resources in the space between symptom and outcome.

Step 6: Systemic Relationships

Identify systemic impacts of the effects?

If we had the outcome and the effects today, how would that change the cause and the relative significance of the symptom?

What, if the problem (cause-symptom) would be a solution?

LOGICAL LEVEL ALIGNMENT - DEFINING YOUR IDENTITY

(adapted from R. DILTS)

Based on the work of Gregory Bateson, Robert Dilts has delineated a model of human behaviour, which is called the Model of the Logical Levels. It assumes that human processes can be described along a ladder of categories that influence each other. The lowest level is the environment, followed by behaviour, capabilities, beliefs/values and identity. Beyond identity, the model opens up to "the other", i.e. systems that include other human beings - the family, the community, and the world.

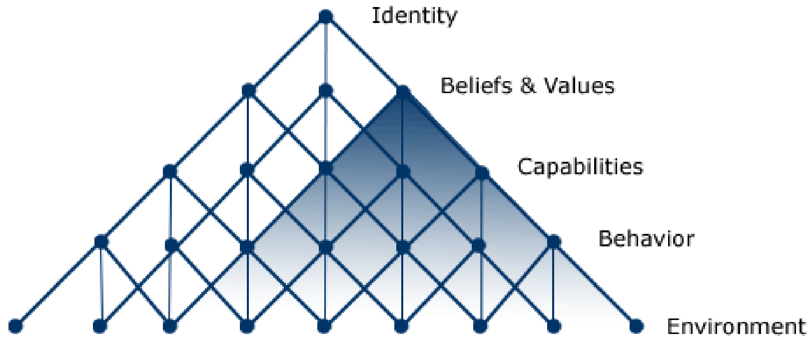

Figure 7: Levels of Change

According to the model, the levels influence each other in both directions, but a change on a higher level will have a greater impact on the lower levels than vice versa. E.g. learning a new skill at first instance (capability level), e.g. a language, might open up to the importance of other cultures (values level) and my identity - I belong to the world (identity level). It certainly changes my behaviour - suddenly I able to talk to people to whom I would not have talked to before. There might even be a dramatic change in my environment - I might move to another country.

If, on the other hand, the belief level is changed first, e.g. from: I do not have the capacity to learn foreign languages to: It's easy for me to learn languages; the consequences for the lower levels are tremendous!

Before this exercise, you should have worked on defining your goals, e.g. with the T.O.T.E. or The Walt-Disney Circle.

Step 1: Identifying the future Environment

Start with the future environment in which you want to achieve the goal. This is a creative exercise, there are no limits! Choose the nicest offices or houses, in which you really would love to work or live.

Step 2: Identifying Future Behaviours

Imagine you got filmed performing in that wonderful environment you have just described. What would an outsider observe on the video? What are people doing there? Are they writing, talking, wandering around, dancing etc.? Again, do not describe content, but behaviour.

Step 3: Identifying Future Capabilities

In the environment you have described, and with the behaviours one could identify on a video film, what new capabilities and skills would you need to get closer to your goal? Try to think in different categories. Certainly, technical skills might be necessary. Do you need new capabilities of communication and collaboration?

Step 4: Identifying your Future Values and Beliefs

You have managed to live and work in a pleasant environment, exercising new behaviours and learning new skills and capabilities, what new values would you need to realise your vision? What must you believe to be motivated to go for your goal? What values do you need as a human being?

Step 5: What´s your Identity?

Often, people find it difficult to put their own identity into words. It helps very much to find a metaphor that describes your identity. If you look for it, it will be very easy to make out an appropriate image. (e.g., I am a mountain which stands solid and still, or, I am a tiger, ready to attack everything that wants to approach me). Try to visualize the metaphor. In your inner eye, try to listen for sounds, and recognise the deep feelings in yourself.

Step 6: Is there anything else? How do you serve the community?

If you agree that every individual has a responsibility to the outer world - our families, our communities, our state, the earth and the universe - you will find it very satisfying to continue this step. Take on the metaphor you have found in STEP 5 and ask yourself: What else is around us? How do we contribute? Answer the questions by spinning the metaphor, i.e. people can rest on me, or we I can protect the weakest...

Step 7: Check the image by going down the ladder:

You have now reached the top of the logical levels, and you have written your vision. You might now follow the way back, checking every single step of ladder. While doing so, you take the metaphor you have found for expressing your identity. Go back to the identity level. By taking into account the effects the metaphor has on the outer world, would the identity change? By taking the - maybe strengthened identity - what about your values? How would the capacities and skills be affected? What other behaviours would a video camera register by observing you? Does the environment look different?

Step 8: Write down your vision and enjoy it

Goal ____

____

____

Environment ____

____

____

Behaviour ____

____

____

Capabilities

Beliefs

Identify (Metaphor)

Community

Identity

Beliefs

Capabilities

Behaviour

Environment

An example I completed many years ago:

Goal	My goal is to publish a toolbook on change management on the Internet.
Environment	I am writing it in my office. There is a big desk with a lot of paper on it, books, and small notes everywhere. The big computer screen displays text and graphics, and there are a lot of hyperlinks that lead to other interesting pages.
Behaviour	I am typing something on my computer. From time to time I consult one of the numerous books. I stand up and walk around, obviously thinking deeply (one can see wrinkles on my forehead.
Capabilities	I need to be highly focused - I need to reflect on my knowledge and my experience. I need endurance and I should be able to take criticism.
Beliefs	I believe that a toolbook of this nature toolbook would be considered and consulted by many people.
Identity (Metaphor)	I am like an irrigation channel, bringing fresh water to the fields
Community	The water will contribute to the growth of many plants (i.e. people) and it will help to nurture the world.
Identity	Because the world is receiving my water, my self-respect is preserved and grows.
Beliefs	I can contribute to something that improves human relations!

Capabilities	Because there is a real demand for my water (= my book), I will be able to produce the good quality that is expected. And I never stop flowing.
Behaviour	I am doing more and more other things that put me into connection with the outer world; writing takes less and less time.
Environment	There is much more around me than the small cramped office. I am surrounded by others.

PERSONAL SCENARIOS

(from P. Senge)

This trigger exercise is a start for personal planning. It helps you to identify some potential outcomes of the plans you are about to develop. Take some time to go through the questions, one by one.

1. Which two questions (concerning your future) would you be most likely to ask an oracle.
2. What is a good scenario? How would the oracle answer your own questions?
3. What is a bad scenario? What if the world would turn into your worst nightmare?
4. If you look back two years, what would have been a useful scenario then?
5. What would have been good to foresee?
6. By contrast, what did you actually think was going to happen?
7. What are the most important decisions you are facing right now?
8. What constraints do you feel in making these decisions?

TEAM

At the heart of modern organisations are teams that share the responsibility and the resources for "getting things done". Most projects are too complex to be implemented by one person; most services need different specialists and support staff to be delivered as well as most products being the result of the work of large teams. We know that teams can either perform at their peak, or can be terribly inefficient. Teams are also the second smallest unit of a change process. Read more about concepts of how teams can learn and change together in this section, which we have also divided into two parts:

Maps

The map is not the territory - how to deal with different perceptions of reality within social relationships ....more

Team Learning

For a quantum leap of their performance, teams need to learn from what they are doing. These tools help your team to create a spirit in which such learning processes are possible. ...more

EUROBIOLOGY APPLIED - HOW INDIVIDUAL MENTAL MAPS INFLUENCE OUR BEHAVIOUR

To know more about the scientific background of the abovementioned concept and its consequences for management, please read:

Mental Maps - how the Individual Perceives Reality:

These tools help you understand your own mental maps and other's mental maps. They also provide you with the skills to deal.

Meta Model:

The Meta Model of language was developed 30 years ago by Bandler and Grinder. It was a founding source and the first methodology of NLP (long before NLP received its name). It describes how human beings delete, distort and generalize information through language. Further, it helps you to discover lost information in a communication process. The relevance of this linguistic model for human communication cannot be underestimated.

Milton Model:

The Milton-Model turns the Meta-Model upside down. While the objective of the Meta-Model is to increase the specificity of language use and to collect specific and precise information, the Milton-Model leads to a more varied use of language. Here, the listener has to find the missing information by and in himself.

Wonder Question:

The wonder question, which comes from family therapy, helps the consultant/coach accelerate projects which are struggling to take off.

The Wheel of Multiple Perspectives:

An exercise that helps you to identify and understand the mental maps of others.

Conflict Solving Exercise (Belief Outframing Pattern):

A questionnaire which analyses the beliefs that are behind a conflict and shows alternative perspectives for conflict solving.

The Prisoners" Dilemma:

This exercise demonstrates alternative strategies to solve competitive situations through collaboration. It supports the strengthening of teams.

MENTAL MAPS - HOW THE INDIVIDUAL PERCEIVES REALITY

When individuals or social systems are confronted with new experiences, they need to bring these experiences in line with their concept of self (identity). They might

- Explore the new experience, categorise and accept it, and then relate it to their concept of self (accommodation),
- Ignore the new experience or part of it, because it may conflict with their concept of self (deletion, self-deception), or
- Alter the new experience until it fits into their concept of self (assimilation, distortion, generalization). [Richard Bandler and John Grinder (1975): the structure of magic 1. A book about language & therapy. Palo Alto, California: Science and Behavior Books.]

These mechanisms of information processing (simplification, categorisation, deletion, distortion, generalization) can be observed on a day-to-day basis. "The map is not the reality", the famous quote of Alfred Korsybski is now supported by the results of neurobiological research on cognition and neuronal data processing. Peter Senge has described the "Ladder of Inference" which is based on the inner confidence that "our map of the reality is the truth", and "the truth is obvious" as a sequence of cognitive steps [Peter Senge et.al. (1994),p.243]:

- We receive data through our senses (observation).
- We select data from what we observe (filter, subtraction).
- We add meaning to the data (colour, augmentation).
- We draw assumptions on base of the selected data and the meaning we added.
- We adopt beliefs (mental models) about the reality and continue to select data (as per step 2) that correspond to these beliefs.
- We act upon our beliefs.

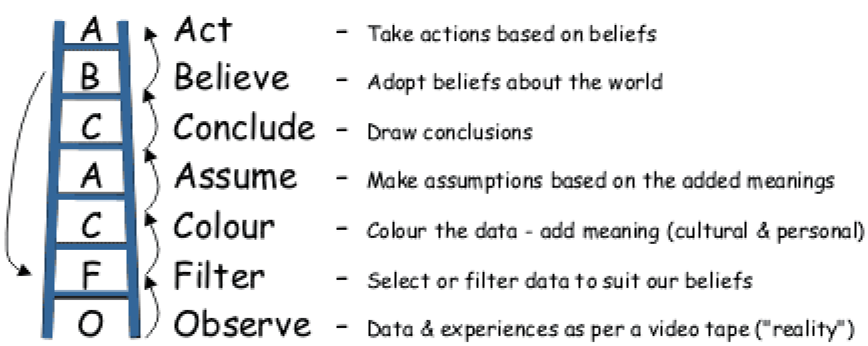

Figure 8: How we shape our mental maps (from Senge, 1994, adapted by Ian Metcalf)

Our understanding of mental models and the underlying processes that shape them is drawn from various research disciplines. Mainly, geographers, epistemologists, communication scientists, cognitive psychologists and neurobiologists have contributed to a holistic concept which is one of the basic principles in understanding the successful management of knowledge and change.

Paul Watzlawick's books are full of anecdotal evidence for the process of mental mapping. In his book "How Real Is Real? : Confusion, Disinformation, Communication" he describes a phenomenon which occurred in Seattle at the end of the 1950"s. Many owners of vehicles realised, that their windscreens were full of small scratches. A commission sent by President Eisenhower investigated the phenomenon and found out that among the citizens of Seattle there were two persisting theories about the causes of that phenomenon: one theory attributed the damage to a suspected Russian nuclear test, and the other to a chemical reaction of the fresh tarmac which had been put on the State of Washington's highways. After the investigation was completed, the commission concluded that there was no significant increase of scratched windscreens in Seattle. [Paul Watzlawick: How Real Is Real? : Confusion, Disinformation, Communication" (1977). Vintage Books.]

From a **neurobiological** perspective, the constructivist paradigm that the brain creates its own version of reality seems obvious. In our neurological processes, the retained information is constantly mixed in a never ending number of different cocktails and complemented with meaning. Each time we reflect on an experience or remember something, the cocktail has a different colour. There is no constancy in our brain, no static files that are filled with stacks of objective facts - all our collected wisdom is constantly altered, depending on our emotional state and the current task we are following.

There is nothing like an image in the brain (like the projection of a slide) and the taste of a good Bordeaux is nothing but a certain flow of electricity. Among all different scientists, neurobiologists are probably the only group that has no doubt about the insight image that cognitions is generate in the brain and that two world exists - the world of things outside and the world of cognition inside our brain. If the neuronal code of all senses is neutral, how do we distinguish a visual from an aural perception? It is the different areas of the neo-cortex, which receive electrical impulses that originate from the senses, which interpret the signal as visual or aural. If, for example, during a brain surgery the respective areas are stimulated with electrodes, the patient might have a sensual experience, such as an image or a sound. The quality and intensity of a cognitive process is not encoded in the singular neuronal impulses, but rather an interpretative performance of the neo-cortex. Gerhard Roth, by education philosopher, but as the Director of the Bremer Institute for Brain Research one of the leading neurobiologists says that the shift from the physical and chemical environment is a radical one. The complexity of the environment is "destroyed" by chunking it down to singular neuronal impulses of the receptors in the senses. From this, the brain has to regenerate - through a multitude of processes - the complexity of the environment, as far as it is relevant for the survival. Through new combinations on different levels of the cognitive system, new information and meaning is produced.

The product of the cognitive process is different from the original, like the image reproduced by a digital camera is a compression of the data that only represents the original. As we know, the human senses are only sensitive for a certain spectrum of the offered information, e.g. a certain wavelength of the entire spectrum of light. Some information packages do not elicit a neuronal reaction in the senses, because they do not exceed a certain critical threshold potential. Finally, the senses and the descriptive parts of the brain have a limited capacity to process information - like a digital camera - and the data available to the senses are reduced by a factor of at least 10[Daniel L. Schacter (1996): Searching for Memory. The Brain; the Mind and the Past. New York, HarperCollins].

We are entering the field of **cognitive psychologists**, who are able to ascertain the core information that is retained and how the amount of data is reduced in cognitive processes. A comprehensive account of cognitive processes is provided by Daniel L. Schacter; professor of psychology at the Harvard University. He explains how our past experiences determine, what information we select from the continuous flow of data reaching our senses and which we memorize.

There is no equivalent of a fixed disk in the brain; memories are singular constructions made in accordance with present needs, desires, and influences. No two memories of the same episode or subject are identical, because the brain synthesises each reminiscence just-in-time, from an ever-changing mix of images, meanings and emotions. Memory is more like a collage or a jigsaw puzzle than a “tape recordings, “pictures” or “video clips” stored as wholes. Most sense data is not stored at all. We have to dispel the notion that memories are ready made packages of related information that are waiting for retrieval. Rather, it is a complicated construction process which depends on the quality of the encoded engram and the type of the retrieval cue.

"When we memorize, we complete a pattern with the best approximation that is available in the brain. But we do not focus a head light on a stored image." [Daniel L. Schacter (1996)]

In recent years, researchers have documented in detail how the processes of social influence shape our mental maps.

"The impact of a message depends both on its content and style and on the individual motivations and characteristics of those exposed to it. Experimental studies have revealed, for example, that persuasive efforts that present thoughtful, detailed arguments can be very effective in changing people’s attitudes but only if the audience has the knowledge and motivation to comprehend, scrutinize, and evaluate the message... People consciously and unconsciously process their experiences in accord with pre-existing views (or filters) of reality. Because these views are unique to individual social histories, each person interprets reality in a distinct way and responds differently to events."[National Institute of Mental Health (1999): Social Influence and Social Cognition. [WWW document]. URL: http://www.nimh.nih.gov]

THE META MODEL OF LANGUAGE

"With false hope of a firm foundation gone, with the world displaced by words that are but versions, with substance dissolved into function, and with the given acknowledged as taken, we face the questions of how worlds are made, tested, and known."

(Nelson Goodman Ways of Worldmaking)

Neurobiological and linguistic evidence has recently opened a new path to understanding how people shape their perception of reality and consequently the way they think and act:

The map is not the reality

(Alfred Korzybski)

This statement implies that human beings do not react to reality, but build their own mental model of reality. The human brain can be seen as a black box, which constantly stores terabytes of information from the five senses. Only small quantities of this information actually reach the neo-cortex, where it is filtered and altered. The final consequence of this process can't be determined a priori, because it is mixed with experiences, knowledge and emotions -- like a cocktail in which you cannot identify the original ingredients. It is naive to believe that you can understand somebody only because of your ability to repeat the same words. Because these words internally recall different experiences, there is always a different meaning attached to them.

Accepting this scientific fact has fundamental consequences: the mental models of individuals who meet and try to exchange information never match - virtually never! But people have the ability to widen their mental models through an understanding of other people's.

Social systems seek to maintain a balance (homoeostasis), which optimises energy consumption. Consequently, systems might resist change. New information or proposals for change might be neglected or altered in order to fit into the existing system. If individuals or social systems are confronted with new experiences, they need to bring these experiences in line with their concept of self (identity). They might

- Accept the new experience and relate it to their concept of self,
- Ignore the new experience or part of it, because it does not relate to their concept of self (deletion), or
- Alter the new experience until it fits into their concept of self (distortion, generalization).

The three mechanisms of information processing (deletion, distortion, generalisation) can be observed on a day-to-day basis. They occur on a deep structure level (cognition) and on a surface level (language).

THE SURFACE: THE META MODEL OF LANGUAGE

If you are concerned with change management processes, you need to know more about the mental models of the people you are working with and you need to make implicit information explicit. This can be done with the help of the Meta Model of Language. It was developed by the psychologist Richard Bandler and the linguist John Grinder and it is described in their wonderful book, Structure of Magic.

We might, for the purpose of understanding, draw the analogy between brains and computers (which, as we know, does not reflect current neuro-biological wisdom). In line with analogy, we can assume that the brain "saves" human experience in different "files": emotions and feelings, images, sounds, smells and tastes. This is already the end of the analogy: in our neurological processes, these different kinds of information are constantly mixed in a never ending number of different cocktails and complemented with meaning. Each time we reflect on an experience or remember something, the cocktail has a different colour. There is no constancy in our brain, no static files that are filled with volumes of objective facts.

Our experiences are continuously altered, depending on our emotional state, and the current task we are undertaking. There might be also a process that produces random mixtures of information.

Consequently, we communicate through language patterns that mirror the individual mix of experience. The information intake through the senses is analogue, but language is digital - we do not only delete information in the input but also in the output phase. To draw another analogy from technology, a recording of an orchestra can never exactly represent the original sound. Both the process of recording as well as playing the record delete information. Additionally, our brain adds meaning and distorts information and it generalizes other information (we will reflect on this in other issues of this newsletter).

The objective of the Meta Model is to recover some of the information which gets lost during the transformation processes. Recovery of deleted information can be done through analysis of the surface structure of language and through asking specific questions which look at the deeper structures.

INFORMATION GATHERING (DELETIONS)

We are not able to process all the information that reaches our senses. It is said that each second our senses are exposed to 10 MBytes of information, but the brain is only able to process 40 Bytes per second. (If any of my readers have information that is contradictory, please let me know). We filter out an enormous amount of information, even before it reaches the cognitive areas of our brain. This process is called deletion, and it is continuous in the brain. There are only a few people in the world who can memorize the entire telephone book of Greater London after having read it once. Just try to remember all sounds or noises that were around you for the last 10 minutes.

One of the most useful ways to use the Meta Model is to recover more information that is linguistically being left out. Sometimes just having more information can make us better communicators. Knowledge of the Meta Model helps to understand better the assumptions people have when change takes place.

The deletion is the first category of the Meta Model. We will report on generalisations and distortions later.

1. **Simple Deletion**

   In a simple deletion, the speaker omits some important information without the full context of which the statement can't be understood.

   Some examples:

   "There is a problem."

   The following information is missing:

WHO has a problem?

WHAT is the problem?

"I have talked it over."

The following information is missing:

About WHAT have you talked?

With WHOM have you talked?

WHEN have you talked?

"We cannot do anything."

The following information is missing:

You cannot do anything related to WHAT?

WHO exactly cannot do anything

2. Deleted Comparison

Sometimes, a comparison is deleted (big, older, lower, the smallest, etc.)

For example:

"Our output is too small."

The following information is missing:

Small compared to what/whom/when?

"This is the best strategy."

The following information is missing:

Better compared to WHICH OTHER strategies?

3. Nominalisations

Nominalisations are process verbs that have been turned into nouns hence the process character is deleted. Think about a simple word like "relationship". The original process word is "related to" (in German: "bezogen auf", in Spanish "relacionado con", etc.)

Nominalisations are common in our modern world, most of the mega buzz words are in fact Nominalisations. Think about words like "sustainability" (What exactly is to be sustained?), "participation" (Who is exactly participating in what?), "ownership" (Who owns what?). We usually accept Nominalisations without questioning them, but if you turn them back into their original process, you will immediately understand, how different the concepts of people differ.

Think about a sentence like

"We don't have leadership."

If you return the nominalisation into the original word, it becomes "leading". Then, you can ask the following questions:

"What is it that should be led?"

"Who is to be led?"

or,

"I can't arrive at a decision?"

Challenge: "How, specifically are you deciding?"

"What are you supposed to decide?"

4. Unspecified Referential Index

In this case, the noun of object is not specified, e.g.

"People just don't learn"

You can challenge this statement by clarifying to whom the statement is referring, e.g.

"Which people, specifically?"

Semantically Ill-formed (Distortion)

Neurobiologists have found out that every time we recall a particular event in our life the recognition differs. We mix our sensual perceptions with our assumptions of reality and in doing so distort the reality.

The following terms are a collection of processes that we as humans engage in to distort reality. This does not mean it is bad. There is no truth, just perceptions of reality, which through our filters defines truth.

The main distortions are:

Nominalisation (verbs, changed into nouns).

For example:

"He is a loser"

What did he LOSE?

"We are stuck with our decision."

What hinders in DECIDING?

Assumptions (patterns of other persons accepted without cross checking).

For example:

"*My boss does not know that we are in big trouble."*

How do you know THAT YOUR BOSS DOES NOT KNOW that you are in big trouble?

Mind reading (One person pretending to read the mind of the other)

For example:

"You know what I want to say."

How do you know THAT I KNOW?

Complex Equivalence (Cause and Effect are connected without proof)

For example:

"The new boss is incapable of performing his job. That's why our programme is halted."

How do you know that the halt of your programme is connected to the capacity of the boss? (There is also a deletion: WHAT is it exactly the boss is incapable of doing?)

LIMITATIONS OF THE SPEAKER"S MODEL (GENERALISATIONS)

Generalisations are important strategies for the brain to reduction of complexity. We draw conclusions and we learn based on our generalisations. For example, we recognise a particular chair as a chair, even when we have never seen its shape. We identify a person as French by her accent, although we don't know her. We decide to change to the other side of the road to prevent an encounter with a big dog, although we don't know anything about this particular dog. Generalisations are strategies people need in order to make quick decisions.

It goes without saying that many generalisations result in incorrect/erroneous judgments. This is one of the major traps of thinking. We are ready to accept information given to us without crosschecking, if it fits into our mental model. It is even more serious if we select the information we want to process further on the basis of those generalisations.

It is easy to recognise generalisations from one's language. For example, statements without concrete reference are often the results of generalisations. They are often paired with expressions like never, always, nobody, all, etc. (universal quantifiers). Recognising generalisations helps us to expand our model. If we do not pay attention we can linguistically limit ourselves.

For example:

"Nobody loves me."

WHO EXACTLY does not love you?

Has there never been a single person who loved you?

"It is impossible to get promoted in this organisation."

Has there never been somebody in this organisation who has been promoted?

"Everybody in this organisation is just interested in his personal benefit."

Really? Everybody?

"This organisation has never had such a good boss."

Really? Never?

Another form of generalisation can be recognised by the lack of referential index. This is characterised by the limitations set by the speaker, expressed through certain verbs, which determine other verbs of the sentence: can/cannot, want to, must/must not, should/should not, etc.

A sentence like

"I can't do it."

(which already has a simple deletion - WHAT is it that you can't do?), usually evokes a question started with WHY? In the sense of the Meta Model, WHY is not an appropriate question, because it does not challenge the mental model on which the question was phrased. To get more information hidden by the missing referential index, you need a different approach.

For example:

"I can't do it."

What would happen, if you did it?

What exactly hinders you to do it?

"I need to change something."

What would happen, if you didn't change anything?

"In this organisation, it is not possible to speak out frankly."

Who stops you from speaking out frankly?

A FEW WORDS ON DEEP STRUCTURES

The described processes of deletion, distortion and generalization happen on a surface level (language) as well as a deep structure level (Cognitive). Language can give some hints to cognition, but it does not provide a correct representation of the cognitive processes. The following example is given by Seana Coulson 1:

Schank & Abelson (1977), for example, points to the somewhat surprising difficulty of constructing a computational model capable of understanding simple stories like this one:

Seana went to a restaurant.

She ordered chicken.

She left a large tip.

Although one might conceivably build a model that could construct meanings for each individual sentence, Schank & Abelson argued that such a model would fail to compute a number of things human readers would naturally assume to have transpired.

Seana went to a restaurant.

(She sat down.)

She ordered chicken.

(She ate the chicken.)

(She paid the check.)

She left a large tip.

(She left the restaurant.)

The problem by now is a familiar one: the interpretation of the combined utterances is much richer than that one might derive from formal composition of its components. Moreover, it arises because the literal content of the sentences underspecify Seana"s adventures in the restaurant. Because understanding what happened to Seana in this story seems to require a more general understanding of what goes on in restaurants.1

THE MILTON MODEL

Werner Krejny

The Milton-Model turns the Meta-Model upside down. While the objective of the Meta-Model is to increase the specificity of language use and to collect specific and precise information, the Milton-Model leads to a more varied use of language. The deletions, distortions and generalisations that are analysed and questioned with the Meta-Model are exactly those language patterns that are utilised in the Milton-Model. Here, the listener is to find the missing information by and in himself.

In earlier newsletters, we had reported on the Meta Model which can be useful in increasing complexity within communication through enriching the joint experience of the communicators with more information (Meta Model). The Milton-Model turns the Meta-Model upside down. While the objective of the Meta-Model is to increase the specificity of language use and to collect specific and precise information, the Milton-Model leads to a more unspecific use of language. The deletions, distortions and generalisations that are analysed and questioned with the Meta-Model are exactly those language patterns that are utilised in the Milton-Model. Here, the listener has to find the missing information by and in himself.

Both models help to revive lost or forgotten experiences and bring to them into everyday life. Only the strategies are different.

[1] (Coulson, Seana. 2001. Semantic Leaps: Frame-shifting and Conceptual Blending in Meaning Construction. New York and Cambridge: Cambridge University Press.)

BACKGROUND

Research in psycho-neuro-immunology has shown that all conscious processes, emotions and behaviour are a result of the focus of attention. A modern, systemic idea of consulting is guided by so called solution, competence and systemic driven models. The objective should be to gain support of all group members to form a goal oriented team.

This is in contrast to classic concepts, which usually focus on a problem analysis. A modern and systemic focus is solution driven and centred on the resources and goals of individuals and groups. At the start of a consultancy assignment, the client usually focuses on his problems, often having deficit orientated perceptions of his working environment (such as team problems, etc.). As a result, adaptive behavioural patterns aren't explored. This is an automatic process, which in a reflective loop supports the conservation of the original problem process. This is well explained by modern concepts of hypnosis.

An analysis of group processes reveals that hypnotic patterns are self-generating and that on an unconscious level all actors contribute to the problem state: they hypnotize themselves.

CONCEPTS OF HYPNOSIS

Hypnosis and systemic based consulting is focused on the inner (psychic) structure and organisation of human beings and their effects on others. These concepts are mainly derived from the work of Milton Erickson. He introduced hypnosis as a special form of therapy (and consulting), under his motto:

"Unique consultants do unique interventions with unique clients in unique situations."

A basic principle of this approach is the concept of "focusing of attention."

IMPLICATIONS FOR COMMUNICATION

Hypnotic experiences and hypnotic communication can be understood and described as a prototype of every-day communication. What one perceives as "real" depends very much on his focus. In communication, the quality of focus can differ in the following respects:

- How do you categorise it?
- How do you label it?
- How do you match it with your mental map?
- How do you evaluate it?

If clients focus is on their problems and therefore deficits (usually accompanied with a lot of generalisations), theirs and even the consultant's consciousness tend to drift more and more into the problem pattern. Again, this is a self-sustaining mechanism. In such a state, it is difficult to refocus on the available competencies and solutions that might be successful or have already proven successful. This is what we call a "trance".

TRANCE

Trance inductions are used to stimulate special phenomena in consulting. The trance experience and the behaviour exhibited in trance can be utilised to establish resource based solutions.

In brief: What is trance?

Trance is the use of behavioural patterns that deviate from the usual perception of reality and which therefore are perceived as a condition which is not controllable by the conscious mind.

Examples for trance phenomena

- Dissociations
- Age related regression / progression
- Time distortion
- Amnesia
- Self-identification
- Positive and negative hallucinations
- Catalepsies
- Tunnel vision
- Anaesthesia
- Inner picture, inner sentences (uncontrolled loops)
- Ideo-motoric patterns (i.e. Body-coordination)
- Ideo-sensoric patterns (spontaneous perceptions)
- Uncontrolled focus on special feelings, emotions
- Day-dream experiences

The tasks of a consultant are to help the client refocusing or to apply trance phenomena in a goal-oriented manner. One essential approach is to induce solution-experiences. One good way of doing this is to utilise language patterns of the Milton-Model.

APPLICATION OF THE MILTON MODEL

The use of language is essential in directing a person's experience and attention. The Milton Model, named after Milton Erickson, lists the key parts of speech and key patterns that are useful in subtly and effectively directing another person's line of thinking. Useful in sales, therapy, family relations and in gaining rapport in general, the principles of the Milton Model basically state that larger chunks (more general use of language) can lead to more rapport, which smaller chunks, (more specific language) is more limiting and has a greater chance of excluding concepts from a person's experience. By applying unspecific language patterns, a state of trance is induced in the listener, opening a path to hidden (i.e., unconscious) content of their personality.

MILTON-MODEL-CATEGORIES

A. Deletions

Nominalization

To nominalise something means to make a noun out of something intangible, which doesn't exist in a concrete sense. Our world is full of Nominalisations, e.g. "ownership", instead of "owning something", "participation", instead of "participating". It is much easier for people to agree on Nominalisations.

"We know that there are difficulties in your project, which are in need of a solution. And we don't know which resources could be used to clarify this - but your team is able to go through your experiences to find the source of possibilities."

Unspecified Verbs

Thinking, knowing, perceiving, noticing, explore, to be aware, experiencing, understanding, learning, to try out, to change, to forget...

"People can learn more easily under a supportive environment".

"You will be aware of your experience."

When phrases like these are used, the listener is forced to use his or her imagination to fill in who and the how's. Again, these types of phrases are useful for pacing and leading when the speaker becoming too specific could mismatch the listener and break rapport or minimise influence.

Comparative und Superlative

"And the more we focus on our strengths; the better will be the results. We don't know yet what is the best solution, but we will find out."

Missing reference: "clear" and "apparently"

Someone, you, somehow, -where, -when…

"And you can pay attention for this specific perception. It is learning. One can be glad about certain memories and experience all somehow different."

Modal operators of necessity and possibility

"And you are allowed to take the time, that you need for it … and you may think about which approach works best."

"Perhaps you should take rest and sleep one night; then you will be able to decide."

"…everyone has to learn and has to make certain experiences at the right time..."

B. Generalisation

Universal Quantors

All, everybody, nobody, always, never, no-one, nothing...

"Everyone can do that, it is so easy - and chose among all of these possibilities. No-one can know the result in advance - but yet with the help of everybody you will be able to find all the answers. Never give up!"

Lost Performatives

It is wrong, it is good, it is bad, it is crazy, it is right, it is important. The speaker doesn't state exactly who thinks these things are good, bad or important.

"It is good, that you are here. Obviously there has been a slightly wrong perception and it is right to clarify this misunderstanding."

"It is important that we find a solution today."

Imputation and prejudices

The speaker puts a side effect into the focus. The actual message, oriented on a process becomes cloudy and unverifiable. There are adverbs and adjectives...

Imputations of time

Already, still, before, after, furthermore, initiating, determining, to continue, anymore, not before...

"Are you already prepared for the implementation of the project? When you continue with your activities, you will get deeper and deeper into the subject and you will understand more about the stakeholders" demands."

Imputations as a comment

"Fortunately, necessarily, interestingly you can ..."

"Enjoyable, comprehensible, interestedly, regrettably, that you..."

Imputations as comparison

"Which part of the project will be more successful and which part less?"

Imputations of perception

"Did you already notice that something has changed? Did you know how easily you were able to adopt the new strategy? When will you discover that the solution is very close?"

Imputations of Order

"Which part of your strategy will you implement first?"

Faked alternatives

"Will you start with the training courses or with the institutional development? Are you going to open your office first or will you first create the steering committee?"

"One day you will determine with real satisfaction, that you did everything right."

C. Distortions

Cause and effect

"While you are sitting here you can already imagine how this will change the way you are working … and while you practice the new skills with your colleagues, you can get an idea of how that translates into your reality."

Mind reading

"You are curious what your will get out of this learning. And you didn't know yet, what the next minute will bring … but at the same time you know, that you are going to learn still more."

"You know what I mean."

D. Further Milton-Model patterns

Embedded Questions

"Somewhat will become clearer to you?"

Indirect questions

"And I am asking myself, what are you going to do next - and I am presume what solution you have found to our problem."

Casual invitations

"Would you like to realise what else is important? Do you mind to summarise it briefly?

You don't have something against my proposal, don't you?"

Negation

"You don't have to remember, what I have told you and it is not required that you study at home. One doesn't need a collection of books on Change Management."

Unawareness

"I don't know for whether you need further information. I still do not understand it very well."

Inability

"I do not find an appropriate solution for this problem!"

Ambiguity/ double meaning

"Potentially you are already on the right track."

Metaphors, commonplaces, puns, citations

"Never change a winning team!"

"I know you will be examining the project's performance with a vulture's eye."

"Einstein said: Never try to solve problems on the level they were created."

THE WONDER QUESTION

Have you found yourself in a consultancy or coaching situation in which your client just had a "There is no way out of here" feeling? Whenever you face a situation in which you want to switch your client's attention from problem to the solution state, there are a couple of questions that offer help. Try this one:

"Imagine that you woke up tomorrow morning, and everything had changed in the best way that you could imagine. The solution to your problem would be readily available. What exactly would you see, hear, feel? How would you recognise that something significant had changed?"

More systemic approaches to problem solving can be found in the book:

Furman, B. and Ahola, T., 1992: Pickpockets in a Nudist Camp. The Systemic Revolution in Psychotherapy. Adelaide, Dulwich Centre Publications.

This book offers a good selection of systemic techniques used in psychotherapy, many of them applicable in business coaching.

THE WHEEL OF MULTIPLE PERSPECTIVES

(adopted from: P. Senge)

This approach will enable you to develop a profile of each team member or contributor so as to ensure their maximum input within a decision making model. As a team or discussion leader your knowledge of the particular strengths and weaknesses of each team member or participant will give you a significant advantage in effectively synthesizing collective wisdom of the group and an ability to gain a complete range of perspectives that will reflect the collective intelligence of the group. Under these circumstances buy-in and ownership will lead to a focused approach for problem solving and decision-making. There is an increasing need to collaborate, form partnerships and fuzzy alliances, while understanding and including expectations and needs of individuals and groups i.e. seeing the world through their eyes. Initiatives such as these have become critical when the success and failure of an initiative is considered.

When starting a project, we tend to forget that people have different understandings of the initiative they are involved in. The magic of efficient teamwork is to understand the different perspectives of team members and stakeholder groups involved in a project. The more perspectives on an issue that can be considered by a team, the more possibilities emerge for effective action. The point is not just to look at one or two extremely different perspectives, but also to capture as many nuances as possible.

Step 1:

Prepare a wheel about 50cm in diameter out of thick paper or card box. Write the name of the project, or the task in the center and, by drawing lines, divide the wheel into equal portions of a cake, one for each member of the team. Write the name of one of the team members present in each of the portions. Fix the wheel to the centre of a pin board in a way that it can be moved. If no pin board is available, you can place the wheel on a table. Write cards with the titles of the major stakeholders; e.g. director, PR officer, controller, client, supplier, competitor, etc. Place the name cards around the wheel. If possible, find as many stakeholders as persons are present in the group.

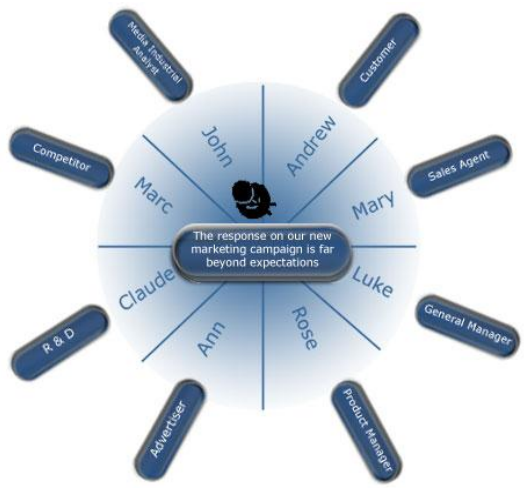

Figure 9: Wheel 3

Step 2:

Turn the wheel. After it stops, each team member will be related to one of the stakeholders. Each team member should develop a perspective for the stakeholder to which they have been assigned.

In developing the stakeholder's perspective the focus should be on the questions:

"What are the main constraints we have to solve and how can we solve them?"

Each team member should start their comment with:

"From my perspective as sales agent (customer, etc.), the constraints we face, are .... We should look for a solution in ..."

The limit of each contribution's should be 3 minutes.

To help to understand this stakeholder's perspective, ask yourself these questions, from the stakeholder's point of view:

Time: What is the time frame I am relating to? When did I become aware of the problem? When will it, effectively, be a non-issue for me?

Expectation: What do I expect to happen, if the project continues as expected? What do I hope to happen? Who expects me to deal with this? What do they want me to do?

Examination: How closely am I willing to examine the problem? From how far away do I see it? What else is connected with this problem as I see it?

Understanding: What do I see about the problem that no-one else sees? What is my understanding of the problem? What data is my understanding of the problem based upon?

Visualize all inputs; you might want to use them later or come back to them in the discussion. You can then ask yourself: What do the different perspectives mean for our work? How can we utilise the differences for improving our effectiveness?"

CONFLICT SOLVING - BELIEF OUTFRAMING PATTERN

(adapted from R. Dilts)

The following model assumes that most inter-personal conflicts are based on assumptions people make about the conflict partner. These assumptions are, as long as they are not proven, nothing other than beliefs. We assume that the other person has a particular frame of mind about us, which limits our freedom of choice ("limiting belief"). Furthermore, when we experience the behaviour of the other person, we consider the behaviour to be false, wrong, or sometimes simply egoistic or bad - this is a "colliding belief". However, the conflict is not based on these conflicting beliefs, but on a third belief that the people in conflict together, the "colluding belief". Without this colluding belief we would be able to ignore the other person. N.B. all three categories are in your mind - it is your mental map of the conflict.

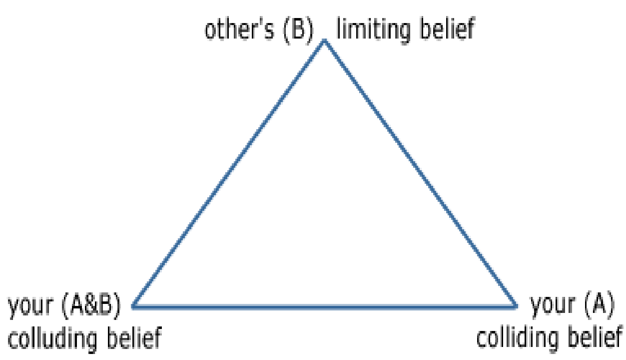

Figure 10: Triangle

A classic example can be found in many relationships:

Person A is in conflict with person B.

Person A assumes that Person B believes:

"A does not care for me." (other's limiting belief)

Person A also thinks:

"B is so dependent" (your colliding belief), and

"We ought to be a couple" (your colluding belief)

Without the colluding belief, the conflict would not have any base, e.g. in the given example, A and B would not care about the other person and the limiting belief.

The following exercise is not an exercise that you do together with the person you are in conflict with, it is meant to help identify solutions for yourself (person A). It could be done individually. However, it is helpful to employ a coach or an intervisor interviewer (which can be a peer), to ask the questions and support A in finding alternative behaviours.

Step 1: Identifying the system

Identify a person (B) who is in conflict with you (A). Describe the conflict.

What does this person believe about you (limiting belief of B)?

B believes that I

What do you believe about B that brings you in conflict with her/his limiting belief (colliding belief)?

I believe that B

What do you both believe, i.e. what makes the conflict a conflict (colluding belief)?

We both think that

Step 2: META-Position

Try to step back for a moment and to watch the conflict from "outside". Try to see you (A) and the other (B) as if they acting on a stage

What are your observations about the behaviour of the two?

Step 3: Answer the following questions:

What is the good intention behind the behaviour of B? I.e. what is the behaviour good for?

What is the good intention behind your behaviour? I.e. what is your behaviour good for?

What is the good intention behind your common (colluding) belief? What is it good for that you communicate at all?

What could be the other's "map" of the situation? If you could see the other through his eyes, how would you see the situation?

If the other would see the world through your eyes, how would he see the situation?

If a third, neutral person would see you both with his eyes, how would he see the situation?

What additional resources (mental, intellectual, emotional, etc.) would B need to solve the conflict?

What additional resources would you (A) need to solve the conflict?

In which way could you change your behaviour and try a different one?

In which way could B change his behaviour and try a different one?

How would you have seen the relations with B one year ago?

How will you see the relations with B in one year from now?

What if the problem would be the solution?

How could you become more open with each other?

How could you both introduce a new viewpoint by concentrating on your common (colluding) belief?

THE PRISONER"S DILEMMA

(Taken from Pretty et al.,1995. Original source: Pfeiffer and Jones: Structured Experiences for Human Relations Training)

This game helps participants to see how different strategies can solve competitive situations through collaboration. It aids in the strengthening of teams.

Step 1:

Participants are divided into two equal groups, the A and the B group. The groups cannot communicate with each other team except when specifically advised by the instructor (see Step3 below).

The groups are instructed that they can play the RED or the BLUE strategy. The words RED and BLUE are written on cards and each team gets one of each. They are told that the objective of the exercise is to get maximum points.

Step 2:

In each round, the groups discuss amongst themselves whether they will play the RED or the BLUE strategy. After a sign from the instructor, each team will hold up the card they have agreed on.

Step 3:

After a round the scores are recorded for each team:

both teams choose red: *both score 2 points*

both teams choose blue: *both score 1 point*

one chooses blue and other choose red: *blue gets three and red 0*

The game is played over ten rounds. After round five, the teams can meet to negotiate (optional).

Step 4:

After round ten, the final score is counted and a debriefing session is held.

Comment:

There are different scenarios for the outcome of the game. At the beginning, both teams may decide to choose red to maximize scoring, until one group decides blue. In a next phase, teams might try to trust each other and both play red until one group tries the blue. The maximum number of points team can get is 30 points, if the other gets nil. The maximum aggregate score of both groups is 40, if both play red each time.

TEAMWORK AND TEAM LEARNING:

Expressed in a more popular way, we consist of an accumulation of emotional crooks, who hide their real identity, play hazardous games and call everything society. (V. Satir)

We cannot not communicate. Whenever two people come into contact, they will exchange information, consciously or unconsciously, verbally or non-verbally. The tricky thing though is that in a communication process there is a transmitter and a receiver and the meaning of the message is not controlled by the intent transmitter, but the reaction it elicits at the receiver. At breakfast, a mother might ask her adolescent son: "Where were you yesterday night?" with the intention of partaking in her son's life . The son might understand a different message, like: "As long as you live in my house, I would like to have control of your movements." The son perceives this statement negatively and sulks. You think this scenario is negative, well consider the following scenario. A director of an organisation calls a meeting for the entire staff. He tells them: "We have developed a new vision for the future. We want to be the first company in our sector, the brightest star among all others. We would like you to come on board and share this bright future with us." Three quarters of the staff understand: "I want you to work harder, and those who do not come on board as far as the new vision is concerned w will be left behind." Who is right, the boss or the staff? Or is it a tricky question?

The map is not the reality. This famous quote from Gregory Bateson, now equivocally used by psychologists and neuro-biologists, means that we all create our own reality in our minds informed by our experiences and maybe even according to our genes (nobody knows that exactly) - we form our own maps. No single map is truer or better than any other - like the city plan of New York is not better than the Michelin map of East Africa. But try to find the Empire State Building on the Michelin. The problem is that if people's maps do not overlap, they will have a communication problem. Have you tried to step into the shoes of your colleague, whose favourite task brings you displeasure?

Team learning is more than a simple training of strategies for collaboration. It includes communication skills, sharing visions, acceptance of mental models and recognition of the unique contribution of the individual actors. Team learning facilitates future planning through the continuous processing of feedback information.

Key questions

How can we give feedback to colleagues in a constructive way? How can we improve our communication structures? Which resources do we need as a team to increase our effectiveness? What would I see/hear/feel being in the shoes of the other? What is the good intention of her behaviour?

Enriching individual maps is the key for successful cooperation and communication. Yes, communication patterns can be improved substantially, and I am offering you a set of tools that will enhance teamwork and create synergy.

Positive Feedback:

An exercise that helps you to give feedback and critique in a pleasant and constructive way.

Working with diversity:

Utilizing the power of diversity for team building.

Fishbowl:

A tool for introducing skilful dialogue to a group. It is usually a pain for groups that are in the norming and forming stage, but it helps them to get into the performing stage.

Creative Solutions - Intervision with Drawings:

Got into the stuck state with your project? This is a creative way to get a new view on your problems.

After Action Review:

A tool that helps your team to quickly review the outcome of your activities. Applying IT, it can be used for knowledge management in your organisation.

Expectation Matrix:

A powerful tool for revealing different mental maps between sub-groups of a team (or individuals) and for negotiating what the different parties can contribute to a successful outcome.

Gentle Evaluation:

A nice way of closing a training workshop, particularly if participants will not instantly meet again after the training. It helps to sustain the training impact.

Peer Mentoring:

Peer Mentoring is a tool that is widely used for team development and creative problem solving.

The Art of Dividing a Pumpkin:

The exercise offers a tool that tries to induce quality in change processes by fostering a deeper understanding of what democratic decision making processes entail. It assists the participants in gaining insights into dealing with the needs of all stakeholders in such a way that the principle of equal rights for everybody involved is respected.

A Matrix for Training Needs Analysis:

This tool provides a systematic approach to conceptualisation of training by combining different stages and methods of training needs analysis.

FEEDBACK EXERCISE

Giving and receiving feedback is a tricky. We may need to criticize others, particularly our subordinates, but it's often difficult to find the right words. We have to strike a balance between the critic, who needs to express their feelings, and, the needs of the person being criticized, who has to receive criticism without losing confidence. This tool helps you to reframe your criticism into acceptable and positive feedback. Because of the indirect nature of the feedback it is easier for them to hear and act on the feedback.

The feedback exercise needs to be referred to a particular event; I regularly ask participants in training after a presentation round or individual performances to give feedback. After a group assignment, each of the participants in the group gives and receives feedback from everybody.

The feedback exercise usually is introduced after a presentation or a round of group work. Each of the group members gives and receives feedback. The following description gives an overview of the process and an example of the tool being used.

Step 1: Writing down the Feedback

Put the chairs into a circle, remove all tables. Everybody in the group prepares feedback for all the other people in the group. On an individual sheet for each participant write a statement, answering the following questions:

1. What did I like about (Name) performance/collaboration?
2. Of the things that I like what would I like to see more of?
3. What features / behaviours / application of skills did I miss?

Step 2: Giving the Feedback

One participant starts by standing up behind his chair. He calls on one of the group members, who also stands behind his chair. The "giver" presents his feedback by addressing the empty chair, using the third person singular.

Let us assume, the giver is Charles, and the recipient is Peter: "Charles particularly liked the way Peter collaborated by making sure everybody in the team could bring in their ideas. He also liked the creative way, Peter solved the problem with our client X.

Charles would like to see even more of this creativity, maybe extended to other group problems.

Charles would have liked to have seen more documentation on Peter's activities in the development of the project."

After giving the feedback orally, the "giver" hands over the feedback sheet to the recipient. The rest of the group then continues providing feedback to the same person. This should continue until everybody has given feedback to everybody.

WORKING WITH DIVERSITY

(from: M. Pedler et al.)

"Diversity is one of the most vital aspects of the Learning Company. How a company manages to work with the diversity it has is one of the keys to learning and productivity. For many years companies have tried to suppress diversity, preferring sameness and uniformity because this is easier to manage. ... How can we positively use the differences between us to create power in the Learning Company?"

(M. Pedler et al.)

This exercise is a powerful tool for recognising diversity. It lays the groundwork for other tools that deal with different mental maps.

Step 1: Find out the Diversity that exists in the group

In a plenary session, identify categories that apply to group members; e.g. gender, age, nationality, education, position, etc. Write them down on a flip chart.

Select one of the categories e.g. gender, and identify the possible options i.e. in our example it would be men and women. The group should then be split to reflect the options identified. (e.g. women and men, national and expatriate staff; technical and administrative staff, managers and employees, nationalities, etc.).

Step 2: Recognise the importance of Differences

The sub-groups reflect the options within the category and then split into pairs. In the pairs, each of the participants answers the following four questions as fully as they can:

"What's important to me about being a

,is

"As a

,I bring to this organisation

"Our organisation empowers me to live out my special character as a ____________________

____

____

,by ____

____

____

"What I value about those who are different, is ____________________

____

____

Step 3:

The sub-groups reconvene and summarise the results from the pairs. Going back into a plenary session, the groups read their answers to the other groups.

Step 4:

Repeat STEP 1-3 several times, focusing on other differences - until all major categories of diversity are explored.

FISH BOWL

(adopted from Peter Senge)

I love the fish bowl. It is a problem solver, particularly for strong opposing views. Although people do not always instantly see the benefit of it - there is often a moment of awareness that comes sometimes even days after people had been exposed to Fish Bowl. It is the task of the trainer to emphasise this moment of awareness. In my experience as a facilitator, I've learned that you need to introduce this tool carefully and explain the objectives and benefits.

Fish Bowl can be a part of leadership training. I would love to see it utilised more often in practice, because it works wonderfully. It originates from the theory and practice of dialogue and is described in the Fifth Discipline Fieldbook of Peter Senge.

The objective of the tool is to find common ground for a controversial issue, to learn how structures determine outcome, and to learn how to give and receive feedback.

Step 1:

Announce that there will be dialogue around a controversial issue.

Ask each participant of in to select a coach from the group. If your number of participants is odd, nominate one as an independent observer of discussion culture.

In real life, you would start a fish bowl when there is a controversial issue amongst team members and there's no agreement is in sight. In a training workshop you would select a topic which you expect the participants to hold conflicting views over.

Step 2:

The pairs retreat for 10 minutes. They prepare for the first round for the following dialogue in which one of the participants will take part actively, the other will be the observer and coach. In the preparation phase the coaches ask their partners about their views on the chosen topic, on their intended discussion strategy. Are they prepared to change their view? What are their expectations for a good outcome of the dialogue?

Step 3:

Form two concentric circles of chairs. The team members who have been chosen to participate in the first round of the dialogue take a seat in the inner circle, opposite to their coaches who will sit in the outer circle, facing their partner. Give the start signal for the dialogue. Do not intervene for the next 20 minutes and then stop the dialogue.

Step 4:

The partners retreat again. The coaches give their feed-back about what they had observed during the dialogue - with emphasis on the communication culture of their coaches.

Step 5:

Depending on the time and the outcome achieved so far, you have two choices; either the same round meets again and continues their dialogue for another 20 minutes - then you would look for changes in communication styles; or, the roles change and the coach becomes the coaches and then sit in the inner circle. Or, you do both steps subsequently.

Step 6:

Debrief. In a training course, focus on the meta-level and discuss the change in communication culture. In a real life situation, the way you continue the process depends on the outcome of the fish bowl.

CREATIVE SOLUTIONS - INTERVISON WITH DRAWINGS

Intervision is a word which cannot be found in the dictionary. I learned it from my teacher, Ulrike Harlander (who died prematurely in 2001), and she in turn had probably learned the word from Robert Dilts. Compared to supervision, it refers to a feedback mechanism between peers.

The exercise is particularly useful after a session in which several constraints of a project have been identified (e.g. SWOT). It can be integrated as part of Strategic Planning Workshops. The Intervision Exercise can also be applied for personal project planning.

Material: you need flip-chart paper, and pens or crayons in different colours.

Step 1: Open the problem space

One member of the group is the presenter, while the others act as intervisors. The presenter describes in her/his words how a particular problem appears to her.

Step 2: Drawing the Map

The presenter and the intervisors each draw a picture of the problem. The drawings might be realistic, symbolic, metaphoric, abstract - however you like it.

Step 3: Presenting the Maps- Opening the solution space

The presenter and the intervisors present their drawings and, if necessary, give a short explanation. Each of the intervisors ends her presentation with a question that indicates a possible solution or that opens a new space for possible solutions.

An example: The problem of the presenter was: *The contact between staff in the provinces has deteriorated during the last years due to our lack of transport. We only meet occasionally*. After the presentation of the drawings, one intervisor might ask: How could you increase the motivation of the field staff, so that they want to exchange ideas with you?

Step 4: Enriching the map

Each intervisor and the presenter now enrich the map of the presenter by indicating a solution through either:

1. Making a new drawing, or
2. Adding a new feature to the first drawing, or
3. Adding something to the drawing of the presenter.

Finally, the new maps are shown and explained and the roles change in turn.

AFTER ACTION REVIEW (AAR)

It is not surprising that organisational development practitioners can learn from the army. I am not totally sure whether this tool has actually been developed by the American Army, but obviously it is applied by them - you can read more about it at the Centre for Army Lessons Learned (CALL: http://call.army.mil).

The method of AAR is also applied by more peaceful organisation s such as a Christian NGO called Tearfund (http://www.tearfund.org/) which works against poverty. It is a part of their very interesting organisational learning set-up. They say:

"We aspire to get to a place where we:

The AAR is done on a regular base - every day, shift or other significant action, immediately, before leaving the job. It takes about 15 minutes, makes learning conscious and explicit. It is the actual piece of work which is reviewed. Because it is documented, it can feed into the learning system of an organisation. It is done by individuals, or better, by the team.

The After Action Review process is shaped around 4 questions:

1. *What was supposed to happen?*
   - What was the objective of this task?
   - Was there a clear objective?
   - Was it measurable?
   - Does everyone agree? Maybe there were different understandings.
   - You could try asking people to write down what they thought the objective was
2. *What actually happened?*
   - What was the result?
   - Was it measurable?
   - Does everyone agree? What is “ground truth”?

- You are not looking for blame or praise. This is not finger pointing.
- It will help if there was some sort of record of the proceedings.

3. *What were the positive and negative factors here?*
   - Was there a difference between the supposed and the actual?
   - Did you do better/worse than expected?
   - What helped the success, or caused the failure?
   - You may need to question quite deeply to find out the facts. Ask the "Five why's"

(Note: The "5 whys" are in response to the theory that you need to ask "why" a maximum of five times to find out the real tangible reason behind something. If asking the question "why" repeatedly is causing irritation, re-phrase as "what were the reasons for...." instead).

4. *What have we learned?*
   - This is where you express your learning, considering what you would do in the future - specific actionable recommendations (SARs).
   - If any actions arise, make sure they are adopted

a) **Learn Before -** Before we tackle any sizeable project we ask ourselves who has done it before, and what can we learn from them?
b) **Learn During** - At intervals during the project we pause, check we are on course and ask what have we learnt?
c) **Learn After** - At the end of the project, we take time to stop and capture our learning and present it in a way that a future user could find it and re-use it."

EXPECTATION MATRIX

If you had different stakeholder groups involved in planning a project, you might share the experience of finding out that what works well on paper can look very different during implementation. Often, it turns out that some stakeholder groups or individual players have quite different perceptions of who is supposed to do what in the implementation. This is often leads to conflict , which leads to a decline in the efficiency and effectiveness of the project.

You should use this tool at the end of a workshop - or you could organize a special event for this - and you might prevent some of the conflicts described above.

There is a long and a short version of this tool. The long one takes about an afternoon, the short one can be done in about one to one and one-half hours.

List the main groups involved in the project implementation. If it turns out that key players are missing, you'd better get them involved or represented in your workshop. Draw a matrix on one or two pin boards, where the columns as well as the rows represent the titles of the groups. Cross out those boxes of the matrix which match. If you have five groups, consequently you will have five columns and five rows, i.e. 25 fields of which 5 are crossed out.

	Project Management Staff	NGOs	Ministry of...	Trade Unions	Consultants
Project Management Staff			Work this direction first		
NGOs					
Ministry of...	This is the second step				
Trade Unions					
Consultants					

Table 1: Step 1

Now, start with the group, which represents the first row, i.e. "project management team". Proceed in a horizontal sequence and ask the representatives of that respective group, what they expect from the other groups in terms of roles and responsibilities during project implementation. Go column by column and write the answers into the respective boxes. At that stage of the exercise, the group is not supposed to comment on what role they want to assume by themselves, and the other groups are not supposed to make remarks either.

Once you finished the first group, continue with the second row, and repeat the process.

	Project Management Staff	NGOs	Ministry of...	Trade Unions	Consultants
Project Management Staff		to cooperate in the implementation to show transparency	to commit resources to allocate staff permanently	to express concerns timely	to involve all partners in steering of the project
NGOs	to release funds in time to invite NGOs into steering committee		to initiate a dialogue with NGOs	... (continued)	X
Ministry of...	X	X		X	X
Trade Unions	X	X	X		X
Consultants	X	X	X	X	

Table 2: Step 2

After having filled all the squares, you go back to the first group. Now are working in a vertical sequence. Read all the statements in column 1 aloud and ask the representatives of group number one (in this example, the project management team) for their reaction to what is expected from them. Are they willing to comply with these expectations? If not, mark disagreements. Finally, ask the representatives of group 1 to add additional tasks and responsibilities they want to assume for themselves.

Continue the process for the other groups. Debrief thoroughly. If there are any disagreements left, you might need to add an additional negotiation process until there is a consensus of all participants. Summarise and debrief.

Long version:

Instead of doing the entire process in the plenary, you might send the respective stakeholders into working groups, in which they discuss what they expect from the others. They write their statements on paper cards and present them in the subsequent plenary session. The paper cards are traded and the groups again retreat. In the following working session they discuss, with which of the expectations they want or can comply. These results again are presented in the plenary, and the process continues as described above.

GENTLE EVALUATION

This is a nice way to evaluate workshops and training courses and to boost the motivation of the outgoing participants to apply what they have learned in the course. I liked it in particular because it encourages the participants to reflect on their experience after the seminar ends and also because the trainer has a chance to learn about this reflection.

This is the tool:

1. When preparing for the seminar, print small cards, which should have the size of business cards. On the front side write: "My Name" (and a space where participants can put their names) and "My E-Mail" (and a space where participants can put their e-mail address). On the back side, write the following text:
   - Sometime during next week, write an email note to your partner.
   - In this note, describe how you plan to apply your new skills and knowledge to your workplace.
   - If you have already begun applying the new skills and knowledge, briefly describe how you have done so.
   - Add information about your experiences in the training sessions. Specify what you enjoyed and what you disliked during the session.
   - Send the email note to your partner. Send a copy of this note to the trainer
   - If you don't hear from your partner after three or four days, send them a gentle reminder.
2. At the end of the seminar, distribute the cards. Ask every participant to write their names and e-mails on the card and to find a partner, with whom they do not interact with on a daily basis. Ask

them to exchange cards, to keep the cards either in their wallet or stick it to their computer and to act according to what is written on the back of the card.

3. The exchange of cards could be also utilised for a small intimate chat on what they liked in particular and what they want to apply.

Sometime during next week, write an email note to your partner. In this note, describe how you plan to apply your new skills and knowledge to your workplace. If you have already begun applying the new skills and knowledge, briefly describe how you have done so. Add information about your experiences in the training sessions. Specify what you enjoyed and what you disliked during the session. Send the email note to your partner. Send a copy of this note to the trainer If you don't hear from your partner after three or four days, send them a gentle reminder.	Title of Seminar
	Name
	Email-Address

Figure 11: Template for Gentle Evaluation

PEER MENTORING

Peer Mentoring is a tool widely utilised for team development and creative problem solving. The German name is "Kollegiale Beratung" and I have not really found the appropriate English term (some people call it "collegiate counselling" or "colleague counselling").

This is the procedure

The procedure works best in groups of 4-7 persons. One of participants is the client, the others are the counsellors. If there are more people, identify additional client(s) and separate not multiple groups.

1. The "client" selects one issue which he/she wants to be coached on and explains the background of his/her case to the counsellors. No questions by the counsellors are allowed at this stage. (15 min.)
2. If necessary, counsellors can ask additional questions for clarification (no comments, no leading questions!) (10 min.)

3. The counsellors split up into two groups and retreat (if the no. of counsellors are less than 4, do not them split up). Each group analyses the story they just have been told and develops a hypothesis about the underlying problems. (Alternatively, the group does not retreat and the client listens to the group discussion without commenting - but I prefer the other version) (30 min.)
4. The counsellors present their hypothesis to the client, who listens carefully. He/she is allowed to ask questions for better understanding, and accepts or rejects the hypothesis. (10 min.)
5. If accepted, the counsellor retreat again in their two groups and work out possible solutions for the problem of the client. (30 min.)
6. The counsellors present their ideas for solutions/interventions to the client, who listens carefully.(10 min.)
7. The client reacts to the solutions. (5 min.)
8. Joint feedback of the mentoring session (10 min.)

Total (120 min.)

WAYS OF DEMOCRATIC DECISION MAKING OR "THE ART OF DIVIDING A PUMPKIN"

(by Stefan Meister (http://www.intercultures.de/)

DESCRIPTION

This exercise is derived from a similar exercise from the "Betzavta" ("together") Program developed by the Adam Institute for Democracy and Peace in Jerusalem, Israel (http://www.adaminstitute.org.il/), which was adopted by the Centre for Applied Political Science (CAP) of the Ludwig Maximilian University in Munich, Germany (German speakers can check under http://www.intercultures.de/, Dienste / Toleranz und Antirassimus).

The exercise offers a tool that tries to induce quality in change processes by fostering a deeper understanding of what democratic decision making processes entail. It assists the participants in gaining insights into dealing with the needs of all stakeholders in such a way that the principle of equal rights for everybody involved is respected.

GOALS

Possible realizations by participants during or after the exercise are:

- Decisions are often made on the basis of silent assumptions
- Many times, "acting in a democratic way" is understood as the readiness to accept compromises or majority decisions
- Problems are often approached from a solutions orientation and not with a needs orientation
- The acknowledgement of "equal right to freedom of the other" is a stance which not only serves the advancement of the individual, but also of society

- For democratic decision making not only the result but, more importantly, the process is relevant

EXERCISE SET UP

Starting the exercise, the facilitator should ask for three volunteers. The volunteers are placed in the middle of the circle of participants, seated around a still hidden object. Drawing the cover away, the object is revealed as a pumpkin.

The situation is described as follows: the three volunteers are three people who have found the pumpkin at the same time. They all claim the pumpkin for themselves. How can this situation be solved in a democratic way?

In the next steps, the facilitator always asks questions of the volunteers first and then the other participants. All comments and suggestions should be written on a flipchart or board. It is good to facilitate in a pair, so one can write and the other concentrate on the process.

EXERCISE FACILITATION

Four steps of democratic decision making

1. *Determining whether a conflict is real / assessing the needs involved*

   Some participants normally suggest dividing the pumpkin in three equal parts for the three persons. The facilitator asks whether everybody agrees with this suggestion. Here some participants may already ask whether that is truly democratic. One important aspect might be what to assess what the three volunteers need with the pumpkin.

The facilitator should pursue this particular path further or introduce the question herself/himself. It involves the assessment of needs before decision making. It could i.e. be possible in the example that

- One person needs the pumpkin to make a Halloween mask out of it,
- The second the fruit fibre to prepare a meal,
- And the third the seeds to roast them.

Thus, in this case, the pumpkin can be divided in such a way that nobody needs to accept any restrictions. No conflict can be determined and all parties involved will be satisfied with the result.

2. *Changing the situation as a creative solution to the problem*

The facilitator now asks what advice could be given if after the assessment of the needs it becomes clear that all three persons need the fruit fibre. Some participants will suggest that now the pumpkin definitely needs to be split in three even pieces. The facilitator now has to ask participants to name and challenge all possible assumptions involved in this situation. Possible examples could be:

Assumption 1:

There is only one pumpkin.

Counterassumption:

Maybe there is an easy way to get two other pumpkins. If this is the case, the conflict is solved. If not, then...

Assumption 2:

There is money available for one pumpkin.

Counterassumption:

Maybe we have the money to buy two other pumpkins. If this is the case, the conflict is solved. If not, then...

Assumption 3:

All three participants need the pumpkin at the same time.

Counterassumption:

Maybe only one of the three participants needs the pumpkin immediately and the other two could wait for another pumpkin at a later time.

These examples aim to illustrate that situations are often judged and solved on the basis of hidden assumptions and with the prevailing idea that "time is money". This may result in decisions which at first sight appear "democratic" but are not satisfactory because they leave out the real needs of stakeholders, thus leading to new conflicts.

3. *Equal restriction of all stakeholders (compromise) and/or*

4. *Majority decision*

The facilitator now suggests that after the critical evaluation of all hidden assumptions, they are all valid and that all three persons are really claiming the same pumpkin at the same time. Participants now usually suggest (again) slicing the pumpkin into three equal parts. The facilitator explains that this might be a valid solution in this case. But what happens if the desired object to is a car In this case a car could still be shared accommodate the needs of people sharing.

But what if it is something that is difficult to divide (i.e. a job)? Only if a compromise cannot be reached will the majority decision becomes an option.

Dealing with the actual problems of the stakeholders

After this introductory exercise, the stakeholders are asked to choose one or two so as to chunk it down into small processes that participants can handle) conflict situations that they want to deal with and that under normal circumstances would be solved through a majority vote.

They are then asked to work in subgroups (4-6 participants), describe the conflict as detailed as possible and take it through the four steps. The goal here is not complete all four steps, but by going through step one or two making a compromise or a majority vote superfluous. Afterwards; the group's report on their processes to each other.

Here are the four steps again:

1. Determining whether a conflict is real / assessing the needs involved
2. Changing the situation as a creative solution of the problem
3. Equal restriction of all stakeholders (compromise) and/or
4. Majority decision

Taking decision making processes through these steps is a powerful tool to ensure the satisfaction of all stakeholders involved in the process, thus reaching a sustainable and democratic result.

For questions or comments:

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A MATRIX FOR TRAINING NEEDS ANALYSIS

I've searched long and hard for a good and simplified model for Training Needs Analysis (TNA). For trainers' training that I developed together with two colleagues from Lebanon and Jordan, I did some research and I came up with two models which were calling for a combination of both:

a) Different components (stages) of TNA, which I found at the website of the UK based THE HRD GROUP LTD,
B) Different methods for TNA, from http://www.hr-guide.com. In our training workshop we combined both, and the result was an instrument for decisions on the tools to be applied in different stages of the TNA:

Training Needs Analysis – Components and Instruments

Components \ Instruments	Direct observation	Questionnaires	Standardized/ Semi-standardized interviews	Consultations with int./ext. resource persons	Focus groups	Tests	Work samples	External refer-ences (Internet, literature, reports, etc.)	Trainer's/ training planner's experience
Context Analysis	✓	✓	✓✓	✓✓	(✓)			✓	✓
Beneficiaries Analysis	✓✓	✓✓	✓✓	✓	✓	✓✓	✓	✓	✓
Work Flow Analysis	✓✓			✓✓	✓✓	(✓)		✓✓	✓
Content Analysis	✓	✓	✓✓	✓	✓✓	✓		✓✓	✓
Suitability Analysis		✓	✓	✓✓	✓	✓			✓
Cost/Benefit Analysis				✓			✓	✓	✓

Figure 12: Training Need Analysis

What are the types of TNA?

Context Analysis

The context analysis looks at the institutional background of your client (decision makers, commitment, preferred learning methods, other contextual information).

Beneficiaries Analysis

The beneficiaries' analysis looks at the knowledge level, the expectations, and learning styles of the intended target group.

Work Flow Analysis

The work flow analysis looks at the processes that need to be improved, and the existing skills levels.

Content Analysis

The content analysis is the first sketch of the training programme, the building blocks of the training, the intended methods, tools and exercises, the content.

Suitability Analysis

The suitability analysis looks at whether the intended training programme will serve the objectives of the training (i.e. the improvement of certain work flows, and the enhancement of knowledge, skills and attitudes of the beneficiaries), and whether the intended training style fits into the organisational culture and learning patterns of your host.

Cost/Benefit Analysis

The cost-benefit analysis looks at whether the costs of the training will produce a tangible outcome and analysis whether the planned costs of the training programme will be justified by the short and long term economic benefits of the training.

These are the tools and methods of TNA

- Direct Observation
- Questionnaires
- Standardised/Semi-standardised interviews
- Consultations with internal /external resource persons
- Focus groups
- Tests
- Work samples
- External references (Internet, literature, reports, etc.)
- Trainer’s/training planner’s experience

Combine both, stages and tools, and you have a good indication of what to do in a TNA.

LARGER SYSTEMS

Change processes are mostly initiated by either individuals or small teams, but the focus of change is one which goes beyond that small unit. It is directed towards the entire organisation or towards other organisations. A change project might be related to a community, a region or an entire society (and, yes: to the world as a whole). How do you understand such social systems which have their own principles? how do you to plan and implement change? This section engages these questions. The subdivisions are:

Organisation al Analysis

Tools for understanding the core principles and resources which a larger social system is based. ...more

Vision, Values and Goals

The beginning of the change process: What do we want to achieve, and why? ...more

Planning and Project Management

Linear planning has reached its limits. The real world is much more complex than plans make us believe. How can you make plans in a non-linear reality? ...more

Clients and Stakeholders

Without clients and stakeholders, your organisation would not have any justification to exist. How can you please your clients and how can you understand your stakeholder's demands? ...more

Systems Thinking

It is hard, or maybe impossible, to really understand what drives larger social systems. These tools help you to reduce (or increase) the complexity of a system, in order to understand better and to find leverage for change. ...more

Large Systems Change

Bringing the Whole System into the Room - approaches to work with systems that consist of a large number of actors ...more

ANALYSIS OF AN ORGANISATION 'S LEARNING CLIMATE

ASPECTS OF ORGANISATIONAL DEVELOPMENT

Analysis of an organisation's learning climate allows for a fertile learning environment that helps organisations to grow. Systemic analysis helps to identify constraints for growth of your organisation and its employees. It is an invitation to people to take interest in their organisation.

There is no blueprint for a successful structure of an organisation - and no generalized approach to organisational development. To a large extent, communication structures in an organisation mirror cultural patterns. How you react on the patterns is up to you. But once you start to analyse your organisation and involve your staff, you have to tell them about the results, and listen to their comments. Then, it is up to the management to decide whether they continue the path and become a learning organisation or not. You might adopt only a few ideas of the concept. But if you want to start a real process of change, you need the full support of your staff - otherwise it will inevitably fail.

The Toolbook offers a series of exercises which help you to analyse and visualize structures of your organisation.

Scoping:

This is a systemic tool that gives you a structure for the first analysis of your consulting assignment. A questionnaire that applies is for any kind of situation where your task is to advise an individual or an organisation.

SWOT:

Strength, weaknesses, opportunities and threats has meanwhile become a standard tool for organisational analysis. It works as a Change Management tool if applied in the right setting.

Questionnaires for Satisfaction at the Workplace:

An introduction into classical motivation theory and two questionnaires for analysing the satisfaction of your staff.

Timeline:

A tool which is used in Future Search conferences. I found it helpful also in other settings to create a common understanding of a group about where they come from.

Exploring the conscious and the unconscious of your organisation :

A questionnaire that looks behind the obvious structures and tries to explore the hidden agendas of organisations.

Systemic Constellations:

Systemic constellations' is the newest kid on the block. Although its foundation dates back 30 years to the work of Virginia Satir, just recently it has been applied to analysis and change of organisations. It is disputed and criticized; however, I found a lot of situations where constellation really helped my clients to understand what is going wrong and to conceive some alternative options.

Analyse Change Drivers on Different Levels of Change:

A tool that helps people to realise the change drivers they are affected by.

Ralph Stacey's Agreement & Certainty Matrix:

In management and organisational consulting, we are faced with different levels of complexity, uncertainty and agreement of stakeholders to what should be done. This analytical tool helps you to select the relevant instruments to intervene into a system.

SCOPING - DELINEATING THE SYSTEMIC CONTEXT OF CONSULTING ASSIGNMENTS

This is a wonderful tool not only for professional consultants but for anybody who is concerned with analysing others" problems in counselling, consulting or team learning (in what follows, the term "adviser" also stands for "consultant", "team member" etc.). I apply this tool regularly at the start of any consulting assignment. The idea is taken from the enlightening book of Fritz Simon "Zirkuläres Fragen" (Circular Interviews) which unfortunately is not yet available in English. For those who are interested in the theory of constructivism, I strongly recommend his book.

My Psychosis, My Bicycle, and I : The Self-Organisation of Madness

by Fritz B. Simon, translated by Sally Hofmeister and Bernd Hofmeister

I have adapted the interview, which comes from psychiatry, to the needs of consultants. Delegates who attend my course particularly like this tool. It is not meant as a list which should to be followed strictly but rather a guideline on which you can develop your own thoughts. I also helps to post hum analyse consulting assignments.

The tool is divided into 9 phases.

Phase 1: Analyse the context

1. When was the idea of asking somebody for advice born? What is the general situation of the client?
2. Who had the idea? How was the decision to ask an external adviser arrived at/achieved? What do the clients expect?
3. How was the adviser chosen? Why particularly that adviser? Which information do the clients have about him/her?
4. Is there anybody who is against the process of consulting/counselling? What are the objections?
5. Any previous experience with external advice? If so, are there any parallels? Anything the adviser should do in the same way that the previous adviser did? Anything he/she should do definitely in a different way?

Phase 2: Specify Objectives

1. Who will recognise that the goal is achieved? How will somebody recognise that the goal is achieved?
2. What exactly is to be changed?
3. Who is affected positively or negatively by the change that is expected?
4. What exactly is the positive or negative impact of the change?

Phase 3: Analyse Previous Strategies to Solve the Problem

1. What has been proven successfully?
2. Has the goal already been achieved at an earlier stage?
3. If so, what were the conditions? What had those concerned done to achieve the goal?
4. If not, how do the clients know that the objectives are realistic at all?

Phase 4: Look at Leverage

1. Who could prevent the change? Or even reverse the change (in case the objective was achieved)? What could he/she do?
2. Who could increase the existing problems?

Phase 5: Be Aware about Expectations and Fears

1. What can the adviser do to increase the chance of achieving the goal?
2. What can the adviser do to decrease the chance of achieving the goal?
3. Does the client make an implicit offer that would influence the adviser to leave his/her neutrality?
4. Is the function assigned to the adviser geared towards others (employees, customers, management, beneficiaries, etc.)?

Phase 6: Look at Leverage

1. Without the adviser, how would things proceed? How would goals be achieved?
2. If the goal will not be achieved (with or without adviser), how will things proceed?

Phase 7: Delineate Time Perspectives

1. How long will it take (according to the clients" views) to achieve the goal?
2. What is the difference in terms of time between achieving the goal with or without the adviser? What is the economic difference?

Phase 8: Look at Your Position

1. According to the perspective of the clients, has the adviser been perceived as neutral?
2. If not, did he/she loose his/her neutrality with regard to people or with regard to strategies? .

Phase 9: Ask any Final Question

1. Any issue that has not been raised yet?
2. If, in the course of the process, the adviser has developed an idea for continuation of the process, who would react on such a proposal and how would he/she react?
3. Who could increase the existing problems?

SWOT-ANALYSIS

(more information: Pedler, et al.)

	Definition	**Typical examples**
Strengths	Any internal asset (know-how, motivation, technology, finance, business links) which will help to meet demands and to fight off threats. Key Questions: • What are we good at? • How are we doing competitively? • What are our resources?	• well-trained man-power • well established knowledge base • good contact to target group • technology, etc.
Weaknesses	Internal deficits hindering the organisation in meeting demands Key Questions: • What are we doing badly? • What annoys our customers most?	• lack of motivation • lack of transport facilities • problems in distribution of services or products • low reputation • (the lack of a particular strength)
Opportunities	Any external circumstance or trend that favours the demand for an organisation's specific competence Key Questions: • What changes of demand do you expect to see over the next years?	• increasing purchasing power • development of new markets for high quality products • new technologies that favour our product
Threats	any external circumstance or trend which will decrease the demand for the organisation's	• establishment of strong competitors • lack of cash at household level.

	competence Key Questions: • What do other people do that we don't do? • What future changes will affect our organisation ?	• governmental regulations that limit free distribution of our product.

Table 1: SWOT Analysis

SWOT-Analysis focuses on the following questions:

- What are our objectives?
- What do our customers want?
- How do we distinguish ourselves from competitors?
- How can we improve our services?
- How can we distinguish internal framework conditions (strengths and weaknesses) from external framework conditions (opportunities and threats)

As a precondition for a SWOT session, the organisation's vision or the project's objective should have been outlined. People should share a common understanding of what are the medium and long term purposes.

Step 1:

Start a brainstorming on the strengths of the organisation. Distribute paper cards and ask participants to write one idea per card on what they consider as strengths. Everybody can give as many inputs as possible. Collect the cards, and display them on a board. Cluster ideas and remove redundant inputs. Make sure that all ideas are real strengths, i.e. internal conditions of the project/organisation as opposed to opportunities.

Step 2:

Repeat step 1 and collect inputs on weaknesses. Some participants might bring up weaknesses that contradict strengths which have been identified in step 1 (e.g., one participant might have written "high motivation of staff" as strength, and another "low motivation" as a weakness. In this case, you should start a discussion either in the plenary or in working groups. If you are not able to solve the contradictions by consensus of all participants, you should leave the question open and ask for new information. It may be necessary to break the workshop and meet again after a few weeks. You might use other analytic tools, which you will find under Analysing your company's learning climate. At this point you can also go deeper into detail by applying The Five Why's or S.C.O.R.E.

Step 3:

Repeat step 1 by moving to the analysis of opportunities. Look for real opportunities and not idealistic ones. While it is necessary to identify indicators for all steps, it is particularly important for the analysis of opportunities. How do we know that the assumed opportunities are real ones?

Step 4:

Repeat step 1 by analysing the threats. If you find that step particularly difficult, you might first do a session on creating scenarios, or you go to the systemic exercises, such as applying **"The Five Why's"** or **S.C.O.R.E.** and then come back to this exercise.

QUESTIONNAIRES FOR SATISFACTION AT THE WORKPLACE

These tools are about measuring employee satisfaction. We would like to know how you are dealing with this issue in your organisation. Please send us questionnaires and approaches you use or have used, maybe with some details on how it worked, what are the myths, advantages etc. We would like to compile those tests and questionnaires and make available on our website.

The essential assumption of Learning Organisation s is that people perform at higher level if they are working in an empowering and motivating environment. It goes back to Abraham Maslow's hierarchy of needs (see figure 1). A good summary of his theory can be found at http://en.wikipedia.org/wiki/Maslow"s_hierarchy_of_needs.

Figure 13: A. Maslow's Hierarchy of Need

I did some research on questionnaires for employee motivation and satisfaction, which is presented below:

Probably the best approach is Appreciative Inquiry (AI), and after having learned this methodology, I am not sure whether I would need other formats at all. AI reveals what gives life to an organisation and the features employees and other stakeholder value most. It focuses on stories, less on ranking or scoring of traits. The advantage of this methodology is not only the wealth of information that is revealed, but also the instant kick for the mental models of people - what Bernard Mohr calls "Change at the Speed of Imagination." For those who are not familiar with AI (probably most of you are), I will write some notes on it in the next issue of this newsletter.

However, to be fair there are more approaches, but we are only interested in those which facilitate the learning organisation.

The Gallup organisation (http://gmj.gallup.com/) has undertaken research on the importance of feedback in facilitating high performance at work. The results are not surprising - some of the things we’ve always known but we needed scientific evidence to certify them. They conducted hundreds of international focus groups and many thousands of worker interviews from across all industries, in all types of organisation s, at all levels. From these groups they developed twelve questions which mattered most to the people they interviewed. Interestingly, they found a high correlation between the scores people would give to these questions and the workers performance. It is not only a litmus test for the staff orientation of the company, but it can also provide a basis for productive discussions on organisational development. These can be used to initiate a dialogue within an organisation and easily combined with other tools such as fishbowl, etc.

Unfortunately, we cannot publish the 12 Questions in this newsletter. They are trademarked and their copyright is protected. We encourage you to look them up on the website of Gallup. Together with a full review of the research you can find them at http://gmj.gallup.com/content/default.asp?ci=811.

Another method measures the learning climate of an organisation (Table 1). It is taken from Pedler, M. et al, 1991: The Learning Company.

Measuring the Learning Climate

1. The extent to which people felt encouraged to have ideas, take risks, experiment and learn new ways of doing old tasks.

Little encouragement to learn; there are low expectations of people in	1	2	3	4	5	6	People are encouraged to learn at all times and to extend themselves and their knowledge

2. How open and how free is the flow of information in your organisation? Do people express their ideas and opinions easily and openly?

Feelings kept to self; secretive; information is covered	1	2	3	4	5	6	People are usually ready to give their views and pass on information

3. How well rewarded are people for their effort? Is recognition given for good work or are people punished and blamed?

People are generally ignored, but blamed when things go wrong	1	2	3	4	5	6	People are recognized for good work and rewarded for effort and learning.

4. How much are ideas, opinions and suggestions sought out, encouraged and valued?

People are 'not paid to think'; their ideas are not valued	1	2	3	4	5	6	Efforts are made to get people to put ideas forward; there is a view that the future rests on their ideas

5. The extent to which people are expected to conform to rules, norms, regulations, policies rather than to think for themselves

There is conformity to rules and standards	1	2	3	4	5	6	People manage themselves and do their work as they see fit; great emphasis on taking personal responsibility

Another questionnaire which I have been using for a while (unfortunately I don't know the original source anymore) measures the atmosphere and how reward and punishment are applied and utilised in an organisation (Table 2).

Profile of Organisatio al Characteristics				
1. How much confidence and trust is shown to subordinates?	Virtually none	Some	Substantial amount	A great deal
2. How free do they feel to talk to superiors about their job?	Not very free	Somewhat free	Quite free	Very free
3. How often are subordinate's ideas sought and used constructively?	Seldom	Sometimes	Often	Very frequently
4. Is predominant use made of 1 fear, 2 threats, 3 punishment, 4 rewards, 5 involvement?	1, 2, 3, occasionally 4	4, sometimes 3	4, sometimes 3 and 5	5, 4 based on group
5. Where is responsibility felt for achieving organisational goals?	Mostly at top	Top and middle	Fairly general	At all levels
6. How much cooperative teamwork exists?	Very little	Relatively little	Moderate amount	Great deal
7. What is the usual direction of information flow?	Downward	Mostly downward	Down and up	Down, up and sideways

8. How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With a receptive mind
9. How accurate is upward communication?	Usually inaccurate	Often inaccurate	Often accurate	Almost always accurate
10. How well do superiors know problems faced by subordinates?	Not very well	Rather well Quite	well	Very well
11. At what level are decisions made?	Mostly at top	Policy at top, some delegation	Broad policy at top, more delegation	Throughout but well integrated
12. Are subordinates involved in decisions related to their work?	Almost never	Occasionally consulted	Generally consulted	Fully involved
13. What does the decision-making process contribute to motivation?	Not very much	Relatively little	Some contribution	Substantial contribution
14. How are the organisational goals established?	Orders issued	Orders, some comments invited	After discussion, by orders	By group action (except in crisis)
15. How much covered resistance to goals is present?	Strong resistance	Moderate resistance	Some resistance at times	Little or none
16. How concentrated are review and control functions?	Very highly at top	Quite highly at top	Moderate delegation to lower levels	Wisely shared
Is there any informal organisation resisting the formal one?	Yes	Usually	Sometimes	No - same goals as formal

What are cost, productivity, and other control data used for?	Punishment	Reward and punishment	Reward, sometimes self-guidance	Self-guidance, problem - solving

You probably have seen a variation of this on our website. However, looking at it from today's perspective we find it rather static and rigid and we don't apply it often. In general, we have shifted our focus to open questions which allow people to tell their story (like AI). Whatever you do, it matters how you put it into a process. There is no blueprint And questionnaires can do more harm than good when administered in environments that aren't conducive.

ORGANISATION AL TIMELINE: WRITING THE HISTORY OF YOUR ORGANISATION

The objective of the Tool is to appreciate our history, trends we have experienced, as well as what the past means to us.

In an institution, it is important to create a common body of history in a participatory way. Historians accept, to a growing extent, the findings of cognitive psychology and neuro-biology. As Wolf Singer, the director of a private German research organisation for brain sciences puts it: "We just perceive what we expect anyhow." That means that history, in particular the recording of oral history, is always related to the construction of reality that people make-up in their minds. Whoever is recording the history of the organisation will be selective, often over generalize, and sometimes distort information. The more views on organisational history are collected, the more people are involved in the selection of relevant issues to be interpreted and recorded, the greater the chance for successful organisational change.

Time lines are a part of an organisation's history. They encourage people to tell their own stories and to compare them with those of colleagues. Overall, they help to identify trends and important events that changed the of the organisation's history.

Worksheet for participants to be used in a workshop:

Step 1: Drawing the time line
1. Alone, think about events that represent notable milestones and/or turning points in your personal life, globally and in the history of your organisation. Try to identify a couple of assumptions that you made at certain times of the history. There are some sheets attached that will help you to focus on important events.   2. Use a marker to write (or draw) your milestones on the time line which is displayed on the pin-boards. Use black markers for the "facts" that happened and red markers for the "assumptions".

Step 2: Analysing the time line
3. The participants form groups of 6-8 persons. Each group will analyse one of the three different time lines with the following questions: • What were important trends are noticed at different times? • What assumptions did/do people make on the future? • How did the trends and assumptions shape what happened next? • Are there important lessons for the future? • What does the personal time line say about the people working within your organisation? • What does the global time line say about the position of your organisation in the world and • How the organisation has reacted to global trends? • What does the institutional time line say about the learning processes within the organisation? 4. The group should prepare one flip chart that summarises their main findings. We have prepared templates for the preparation of individual time lines, which you can download as PDF.
PERSONAL: *What you did and what happened to you?*
1974-1984 (what happened) what did you expect to happen next?) 1984-1994 (what happened) what did you expect to happen next?) 1994 to 2004 (what happened) what did you expect to happen next?) 2004-2014 (what do you expect to happen next) Table 1: Template for Personal Timeline
GLOBAL TRENDS: *What outside influences shaped the work you are doing?*
1974-1984 (what happened) what did you expect to happen next?) 1984-1994 (what happened) what did you expect to happen next?) 1994 to 2004 (what happened) what did you expect to happen next?) 2004-2014 (what do you expect to happen next)

Table 2: Template for Global Timeline
***YOUR ORGANISATION What happened in your organisation* ?**
1974-1984 (what happened)   what did you expect to happen next?) 1984-1994 (what happened)   what did you expect to happen next?) 1994 to 2004 (what happened)   what did you expect to happen next?) 2004-2014 (what do you expect to happen next) Table 3: Template for Organisation al Timeline

EXPLORING THE CONSCIOUS AND THE UNCONSCIOUS MIND OF ORGANISATION S

The theory of complex systems has shown that the components of a complex system share characteristics of the whole system. A metaphor for this relation has been given by Mandelbrot"s appletree, a mathematical model, of which each smaller unit consists of the same design like the larger ones. The structure and the behaviour of organisations and groups mirrors the structure of human behaviour. Like mankind has universal inherent features and other, acquired characteristics, organisations have fixed and flexible qualities. For example, the need for a legal structure of a profit or non-profit-organisation in most countries is a fixed quality. Like different ethnic groups, organisations differ in their legal structure. The internal organisation is much more flexible. Part of it might be predetermined by the "genetic" (legal) structure, e.g. the need for an executive director, others might be self-determined. The way, different parts of the organisation interact, is an acquired - or "learned" quality. However, we know how difficult it is to de-learn something once we have acquired it.

Organisations and groups - like human beings - have a conscious and an unconscious "mind". Conscious elements are all the written regulations, the way communication between parts of the organisation are organized officially, reporting formats, etc. Unconscious elements are all the rules that everybody adheres to but aren't express verbally or in writing. They might, for example, refer to how you address superiors (or inferiors). Or, how to adopt goals established by the higher management. Clothing rules are conscious (i.e., explicit) in some organisations while they're unconscious in others. People don't usually talk about these about these unconscious rules; it's as if these unconscious rules are hot potatoes.

It's clear that unconscious rules an organisation exist for a reason. Like the unconsciousness processes of humans, they help us to navigate through day-to-day life without having to be concerned about too many things. Without them we would not be able to focus on important things. When we drive a manual vehicle, our unconscious navigates us through the process of pressing the clutch and the acceleration at the right time. But, when we drive automatic we have to unlearn the unconscious behaviour of shifting gears, this is also true for societies. For example, many countries still have problems when it comes to integrating foreign nationalities into their communities. The law of citizenship, which would allow immigrants to become legal residents, can be amended in parliament. But people will still resist against integration of the "aliens" into their society for many years, if not decades. Recent work in family therapy has shown how social groups inherit belief systems from their forefathers / ancestors.

In the same way, if the focus, task or the official structure of an organisation changes, new behaviours have to be learned. For that to place it may be helpful to bring the unconscious rules of the group to the surface. It is highly recommended that you employ an unbiased outsider to facilitate a session of this nature and people should be prepared that they will feel a lot of resistance. It is always easier to change written rules and structures than the collective knowledge of a group.

The following model helps to structure the consciousness and the unconsciousness of organisations. It can be applied together with other tools, were there other people responsible for initiating organisational change. It introduces different levels of identity.

Each individual member of the organisation has his own identity, his own values, capabilities and typical behaviours. He or she has a personal motivation to work for the organisation. As well, he or she might have other priorities in life, which can be in conflict with the interest of the organisation.

The organisation has also a common identity which is defined through the way people interact. It is the social roles. Besides, the organisation is predetermined by its task (sometimes also called “mission”). Furthermore, there is the client of the organisation (if it is not exclusively focused on its interior, like social clubs that are just producing value for their own members). Finally, the organisation is influenced by social, political, economic and cultural f conditions and has to interact with the “outside” society, its representatives or other groups and organisations i.e. "The Universe".

The direct relations to the outer world are called the environment, but there is something more. According to chaos theory, every action of an individual or a group of individuals elicits an effect, or a chain of reactions. Like the famous flapping of a butterfly’s wing in America, which might change the state of the atmosphere and cause a tornado in the Indonesian coast. Obviously; the bigger the action, the greater the probability of a strong reaction. Some organisations were explicitly created to change the world (e.g., Greenpeace, Amnesty International). Other organisations’ targets, particularly those of enterprises, seem to be directed towards increasing shareholders’ values. But still, every organisation has a spiritual value. That’s what I call the level of the universe. The tool Companies that belong to the planet elaborates more on this subject.

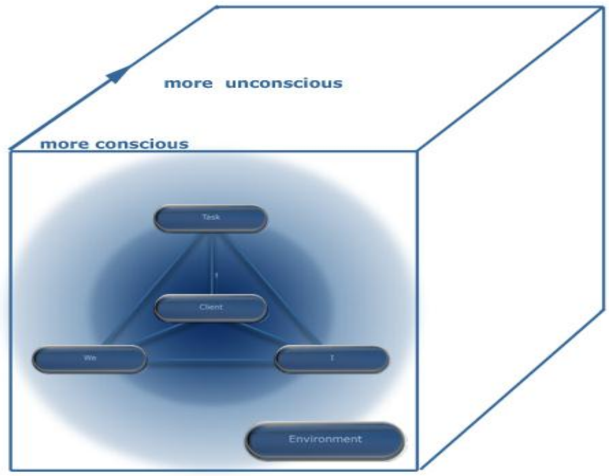

Figure 14: Unconscious

Sphere	Conscious	Unconscious
I	What is my intention to work for this organisation?	What do I not want to know?
We	What is allowed to be known about our organisation?	What is not allowed to be known in our organisation?
Task	How do we produce value for our clients	How do we maintain ecology and at what cost?
Client	What do our clients expect from us?	What is the identity, what are the beliefs of our clients?
Environment	What are the obvious trends in our business?	What two questions would we most like to ask an oracle?
Universe	Is there anything more important than success of the organisation?	Is there anything we will never know?

Table: Guiding Questions

SYSTEMIC CONSTELLATIONS

Systemic constellations have been introduced into family therapy by Virginia Satir (described in her book "New Peoplemaking) and further developed by Bert Hellinger (described in many of his books, e.g. "Love's Hidden Symmetry: What Makes Love Work in Relationships"). This development was based on the philosophy that conflict/deviance in families cannot be attributed to a single member only but to the entire system. The method has been further adapted to other social systems such as organisations, and is now widely used in organisational development. The efficiency and effectiveness of this method in finding adequate solutions for institutional problems is impressive.

Organisations, like families, follow systemic principles and violation of these (extrinsic or intrinsic) principles lead to disturbances, which affect members of an organisation. The objective of Systemic Constellations is to "put things in order", e.g. to find the best conceivable constellation of the system which is under consideration.

Systemic constellations have only recently received a growing attention in a corporate context. They are perceived as highly effective in supporting the human resources of an organisation. People, teams and organisations, like soccer players, are successful when they have the "right position on the field." (However, the last world championship has shown; that soccer needs a good constellation as well as perfect individual players - the leaders of the pack). The better the relative positions in a system, the higher the synergy.

Some examples for application areas of systemic constellations:

* Information for personnel decisions:

    Which applicant fits more in our system?

    How can our team perform better?

    Do we have the right number of people in our system?

    How can we improve our core competencies?

    Am I (as an individual) at the right position?

* The dynamics of an organisation:

    What are the reasons for problems in our information flow?

    Why do people leave our team?

    Do we have leadership in our system?

    Which kind of leadership do we need?

* The culture:

How can we focus on our goal?

Are we attractive to other people?

What is the reason for the lacking support for our programme?

What about loyalty and trust?

* The approach:

The principle of representation as the core of systemic constellations

Displaying the inner picture of the client into the room

Systemic constellations need to be done under the guidance of an experienced facilitator who has the ability to create a safe environment in case problems arise, as well as having the knack for asking right questions at the right time. The starting point of a systemic constellation is the expression of an institutional issue or problem by one participant of the group, who in following will be called "The Star".

The Star gives a very brief explanation of the "problem space", without going into further details. Then he selects, from the other participants, representatives for the various elements of the system. The elements of the system could be individuals or groups in the organisation. Individuals who are part of the problem space should not be included as players and they should not represent themselves (however, in a group that has developed a certain degree of trust, the constellation could also be established with the characters involved in real life).

The Star places the representatives in the room according to his understanding of the problem space. He would particularly look for

* Distance / closeness of the elements
* Relative position between the elements (are they looking at each other, etc.)
* Body posture

The result of this first step is a draft picture of the problem space that symbolizes the mental map of the Star. The sculpture can reveal structures and dynamics within social systems that had been covered for a long time. The Star would then be encouraged to review the whole picture and adjust the individual positions.

Moving the problem space towards a solution

There are several options for continuing the exercise. The facilitator who is able to analyse what action would help to improve what the system makes with a selection of the appropriate process. Systemic constellations have rules and principles, but also involve a lot of intuition.

A first option is to ask the players how they feel about their position. They may raise concerns like "I feel very isolated from the rest of the group." or they might express satisfaction with their position.

The next step is decisive. The sculpture will be rearranged until a better constellation is achieved; in which all have their appropriate position relative to the rest of the system. The rearrangement is made by The Star, but could be supported by other players. At the same time, a facilitator who is trained in systemic coaching techniques will, by asking appropriate questions, initiate change processes.

The Practice of Systemic Constellations

In 2001, I was invited to support a horticulture project in a country of South Asia. The project was supported by an external donor organisation and intended to contribute to higher income of the rural population by introduction of improved fruit and vegetable orchards. One aspect of the project was to create a small profit-oriented extension service organisation that would give advice to the farmers on a cost-recovery base. (For the sake of this example, let’s call them "VEGGIES CONSULT").

When I came, the team of VEGGIES CONSULT had already started their operations, but they were still dependent on the financial support of the project. The European project adviser had contracted a national consultant who was supposed to help in the management development of VEGGIES CONSULT. I was called in to do a one-day team training with the entire team, consisting of consisting of more than 7 consultants.

Since I did not know the group and I had only one day to conduct training, I started with a "classical" team building approach, doing some soft exercises on values, communication, brainstorming on issues and so on (you all know this stuff). During the lunch break, one participant took me aside and said: "Well, Holger, what you are doing with us is really nice, but we need something else." When I asked her what she was referring to, she told me that the team had a real problem, which needed to be fixed now.

I hesitated, bearing in mind that I had only three hours left for the workshop. Not knowing the exact subject of the conflict (although I had an idea), I feared that I was about to open a Pandora’s box which I would not be able to close again (in fact, my departure was scheduled for the following day).

After the break, I addressed the entire group and presented my dilemma. I asked everybody what their opinion was - to continue the course as planned or to work on the problem. A strong minority suggested to work on the problem, and I felt that most of the others were just too polite to tell me what really mattered. I took a ten minute break and then decided to do a constellation with them.

My next problem was that I had only the real life actors involved in the problematic situation and no other representatives whom I could have engaged for the constellation (the theory says, always take representatives!). Together with the group we chose one lady to actually do the constellation on the basis that her position in the problem space was marginal (according to herself and the group).

Still not knowing the problem, I asked her to position individuals in the room, taking into account their respective distance from each other and their direction. Were they facing each other? Who was close together and who was detached from the rest of the group? The others were told not to comment, while she was doing her work. The last to be positioned was the consultant he was placed in the inner circle of the management team of VEGGIES CONSULT.

Consequently, I asked everybody to talk about their feelings. We quickly identified two problems: the isolation of the outpost staff from the centre and the position of the consultant. While appreciating the problem of the outpost staff, we then proceeded and concentrated on the consultant. It became clear that he had been appointed and placed by the international team leader (who was not present at the session) and through this support he had partly adopted a management role rather than a consultant role. This is a classic consultant conflict: The client (whom you work with) differs from the customer (who pays you). This might work, but often find conflicting interests

Finding a solution to the system was easy, the team (including the consultant himself) proposed that the consultant, rather than standing in the middle of the management team, should circle the team, i.e. movie around and by this be able to change his perspective permanently. Everybody was happy with this solution (even the customer, who came later), and we were able to continue our workshop, dealing with other issues in a straightforward way.

A couple of weeks later I came back. Although the team was far from having solved all their problems, the relation between management of VEGGIES CONSULT and the consultant had taken a different shape and was acceptable to all stakeholders. He had taken a more advisory approach without interfering into the decision processes.

During the exercise, we did not talk much, and afterwards we did not analyse the constellation and its consequences in detail. The solution that had emerged was instantly clear to everybody and helped the system to heal by itself.

ANALYZE CHANGE DRIVERS ON DIFFERENT LEVELS OF CHANGE

In the daily activities of an organisation individuals identify themselves on three levels. As the individual self, as part of a team or unit and as part of the organisation or a larger system. In essence, sustainable change requires a transformation on all three levels. Through various learning processes, the consultant or facilitator assists the individual, unit and organisation to comprehend and reflect the various aspects affecting them and to realise positive opportunities for change.

Figure 15: Levels of Change

Group Exercise: Change Drivers and Change Levels (45 minutes)

Step 1: Get together in groups of 7-8. Identify a facilitator, a time keeper and a presenter. (5 minutes)

Step 2: Each group member identifies one change driver that affects them in person, their core team, or organisation as a whole. Write those change drivers on paper cards and fix them at the pin board (column 1). Do not discuss these change drivers, all opinions are valid. Contradictions are appreciated! (10 minutes)

Step 3: Having completed step one, each member of the group marks those change drivers that affect her/him personally, her/his team, or the organisation as a whole. Use the sticky dots for marking those in column 2. Again, do not discuss this step. Differences are appreciated! (10 minutes)

Step 4: Discuss with the other group members, whether those change drivers affect individuals, teams, and/or the organisation as a whole, and make corresponding remarks in column 3 (I= individual; T=Team; O=Organisation). A change driver might affect only one of the three levels, or two, or all three. If you cannot agree, mark the respective field with a red arrow (10 minutes)

Step 5: Together as a group, identify one consequence for the organisation as a result of the change driver. The facilitator writes them on a paper cards and fixes them at column 4. (10 minutes)

Step 6: Present your results in the plenary.

Change Drivers	Does that driver affect you, your team, or the organization?	Which level is affected?	Consequences for the organization
New vision of central management		I,T,O	Vision has to be translated into executable actions
Pressure of society to ethical performance		O,I	Need for int. and ext. communication strategies
Dissatisfaction of staff with new promotion roles		I,O	Support of middle mgt. in leadership roles

Figure 16: Example

RALPH STACEY"S AGREEMENT & CERTAINTY MATRIX

In the last ten years, complexity science had a strong impact on the theory and practice of change facilitation. Tools like Open Space Technology, Appreciative Inquiry and others are based on the assumption that highly complex social systems like organisations follow certain generic principles and resemble other systems such as the body, colonies of ants, swarms of fish or birds, etc. Also, cybernetic models have been applied, for example for the description of systems archetypes by Peter Senge. Searching for a model that gives a simple road map for dealing with complexity, I found the model of Ralph Stacey.

As seen in Figure 1, Stacey has proposed a matrix that introduces two dimensions with regards to the management of organisation s: Certainty and Agreement:

Certainty depends on the quality of the information base that facilitates individual and joint decisions in organisations. Rational management has tried hard to increase uncertainty by introducing tools like fishbone analysis, the Boston Matrix, customer research, etc. And, in fact there are many day-to-day decisions in management, where analytical decision making is highly successful. There are, however, many situations in which decision is made on assumptions. Depending on the number of stakeholders involved, the projected time frame, the susceptibility of the project to external influence factors, etc., projects might become very complex and it becomes impossible to realistically predict outcomes.

Modern social systems such as organisations are mainly self-organised on the basis of negotiation processes. The degree of agreement among the people directly involved on what should be done ("the truth") with respect to the implementation methodology of a project is an important factor determining success.

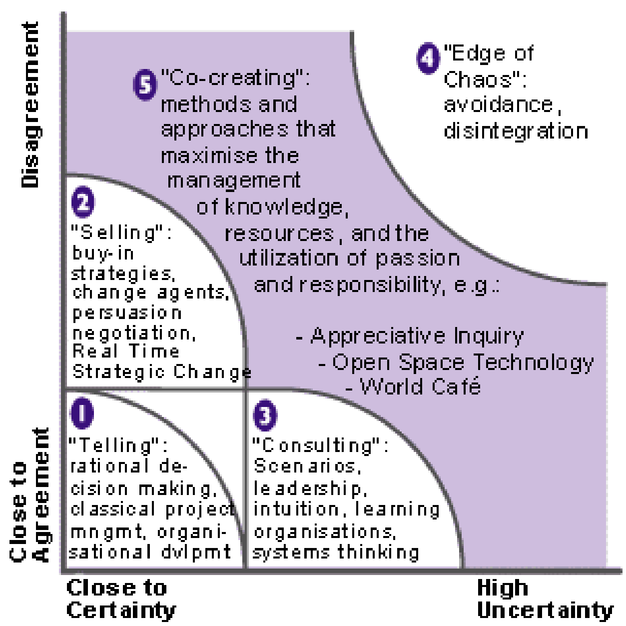

Figure 17: Ralph Stacey's Agreement & Certainty Matrix - (modified from: Brenda Zimmerman)

1. Many simple business processes are situated at a level in which it is certain what needs to be done and people involved agree on that. Here, traditional management approaches, e.g. management by objectives apply and work well. However, leaders should always question themselves, "How do we know that we know?", "Have we assessed all the critical variables?" and, "What have we done to assure that people in our organisation share a common perspective?" Often, managers are blinded by their own vision. A tool to assess different perspectives is a participatory risk analysis (see Risk Assessment for Projects).
2. Very often, strategic analyses show a strategy that is most likely to lead to a better business performance. What has to be done, and what will be the outcome, is quite obvious to analysts. However, members of the organisation might not agree or for some reason show resistance to the planned changes. Take, for example, the implementation of companywide software platforms that facilitates management of business processes. There are hundreds of examples where such projects have faced severe problems during the implementation phase. A case study how Nestlé has learned this the hard way can be found at http://www.cio.com/archive/051502/nestle.html.
   So, what should be done in a situations characterised by certainty but disagreement and resistance? If you can't (or don't want) to fire all that are blocking your plans, there is no other way than selling your project. This takes time and resources but will save you a lot of money in the end. Of the modern Change Management approaches, Real Time Strategic Change (RTSC) is certainly one methodological framework to be applied in such situations.
3. The other extreme in which managers find themselves and their organisations is characterised by a high agreement of stakeholders - what Senge calls "shared vision", but a high degree of uncertainty. "How will our business sector evolve?", "What new technologies will be available tomorrow?", "Which political decisions will influence our future?", etc. are just some key questions that apply. This is the area of scenario design, see Scenario Analysis.
4. Also, the current theories of Otto Scharmer (http://www.ottoscharmer.com/) provide leverage to navigate through such environments. Also, participatory approaches for defining strategies apply very well in such situations.
5. You wouldn't want to be in the hot seat of a manager who faces a situation in which the future is highly uncertain and the stakeholders are far beyond any agreement. However, many political leaders are operating in exactly such an environment. In an organisation you would do everything to avoid that situation, because it is what complexity scientists call "The Edge of Chaos". The fall of the Berlin wall, one of my favourite stories that illustrate complexity, is such a story, where a system that had been stable for 40 years, collapsed in one night of freedom celebration.
6. Most contemporary management processes are situated in a field that fluctuates between the extremes that have been delineated above. Characterised by a medium to high level of uncertainty and by stakeholders with highly diversified perspectives on what should be done. Here, laws of complexity science and neurobiology apply to change in organisations, because change is the norm. In such environments, the main task of management is to facilitate the co-creation of the organisation's future, to provide room for self-organisation and to let people decide themselves about their own and their organisation's issues. I firmly believe that such strategies are the only way to lead out of the political crisis of the world, and that more profit and non-profit

organisations will adapt management tools for co-creation, such as Open Space Technology, Appreciative Inquiry, World Café, and other tools to come.

CREATING AN ORGANISATION ”S VISION:

How to create a corporate identity to which people like to subscribe

"Every organisation has a destiny: a deep purpose that expresses the organisation's reason for existence. Visions exist on different levels of the organisation's identity. Every telephone organisation , for example, is tied to the original vision of Graham Bell - to provide a tool for universal communication. Many members of the organisation have a collective sense of its underlying purpose - but in day-to-day operations those visions are often obscured. To become more aware of an organisation's vision, one must ask the members and learn to listen for their answers.

People sometimes say that it is pointless to develop a sense of purpose for a company. There already is a purpose: "To maximize return on investment to shareholders." Obviously, making money is important. But to confuse the essential requirement for advancing in the game with the deeper rationale, is a profound confusion. Focusing on the purpose of making money at the expense of other purposes, will naturally distract an organisation's competitive advantage."

(P. Senge)

In the last 10 years, defining corporate or organisation al visions and missions became have become "flavours of the month" in organisation al development. To my knowledge, the idea mainly comes from the US, but has been widely accepted and adapted by profit and non-profit organisation s.

Obviously, the idea behind defining an organisation al vision is three-fold:

Firstly, to have a tool for aligning members of the organisation and to increase their motivation to cooperate.

Secondly, to attract customers, in particular growing the share of environmentally or ethically conscious consumers.

Thirdly, to address the concerns of shareholders who are monitoring the companies" expenditures so capital is not wasted.

Here comes the trick: If you are not an NGO, I don't believe that it is always possible to achieve all three objectives with one hit. Employees of a company or a government organisation might first look at working conditions and not be so interested in, let's say, the environmental record of the organisation . The shareholders" view is obviously directed towards short- or medium-term return-on-investment. To have a vision that satisfies all is, so to say, a little bit naive (at least in times of recession).

In a nutshell: I believe that organisation s need to ask first: Why do we need a vision? What is the objective for it? Whom do we want to attract with the vision? Can we achieve our objective by other means?

An example: I had the management of a social welfare organisation ask me to organize a workshop with all their staff which sought to define their vision. I found out, that the main objectives were

1. To get more ideas for new services that the organisation could offer and
2. the alignment of the staff with the new management. They were not in the position to pay for a longer and moderated OD process, just a 2day event.

I convinced them not to focus on the vision but to hold a 2 day Open Space on the future of the organisation . The outcome was (1) a variety of practical and implementable proposals which are now put into practice and (2) a boost for the motivation of the staff. Maybe the vision comes next year...

Don't get me wrong - I still believe in visions and that co-creating a vision is an important step in an organisation al development process. But I recognise that organisation s are more cautious when spending money for an OD process. So we all have to think of when, where and with whom it is appropriate to define a vision. A vision shared by the members of an organisation helps people set goals to advance the organisation and is key for motivation and empowerment. Without an understanding of the organisation's purpose, its actions are confined to management by objectives, i.e. the goals that have been set by the higher management level or often in the case of public institutions, by outsiders. Consequently, members of an organisation that doesn't have a vision are not able to really take part in creating their own professional future - and the future of their working environment.

Visions can be created at different levels of an organisation . They can be developed by the CEO of the director and then published in the organisation's newsletter or by other communication methods. The message to the staff is, "That is the view of our future, and we want you to come on board." Or they can be developed in a process that involves every member of the staff, from the driver to the boss. Of course, there are many shades between both extremes. Visions can be created at a higher level of the organisation and then developed by working groups of the staff. Or the other way around. The management could also consult the members of the organisation before creating the actual vision. There is no right or wrong way, but there are appropriate or inappropriate approaches. Members of an organisation who have been traditionally managed autocratically might not be able to describe their vision of the future freely at first. Cultural values might impede equal sharing of visions. You have to assess the degree of participation that is specific for your environment. The exercise "Is your organisation a participatory one?" might help you in the assessment.

From those who subscribe to of our newsletter we have collected vision and mission statements that allow us to compare cultural and industry specific visions.

The tools that are provided for the development of visions can be used in different settings. They can be applied by individuals, by a confined group of decision makers, or they can be adapted to serve as a base for a company-wide co-creation process. The Toolbook offers a series of exercises which help you to analyse and visualize structures of your organisation :

Logical level alignment - defining the organisation's identity:

is another wonderful exercise for vision sharing. It starts by delineating the future environment, and then sequentially defines future behaviours, skills, values, identities and relations to the outside world. It is one of my favourites!

LOGICAL LEVEL ALIGNMENT - DEFINING YOUR IDENTITY

(adapted from R. DILTS)

Based on the work of Gregory Bateson, Robert Dilts has delineated a model of human behaviour, which is called the Model of the Logical Levels. It assumes that human processes can be described along a ladder of categories that influence each other. The lowest level is the environment, followed by behaviour, capabilities, beliefs/values and identity. Beyond identity, the model opens up to "the other", i.e. systems that include other human beings - the family, the community, and the world.

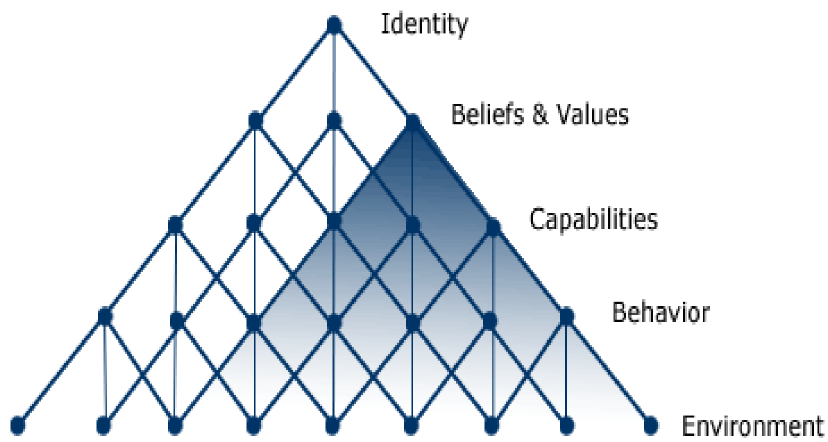

Figure 18: Levels of Change

According to the model, the levels influence each other in both directions but changes on the higher level will have a greater impact on the lower levels than the opposite. For example, learning a new skill at first instance (capability level), might open me up both to the importance of other cultures (values level) and my identity - I belong to the world (identity level). It certainly changes my behaviour -suddenly I can talk to people whom I would not have talked before. There might even be a dramatic change in my environment - I might move to another country.

If on the other side, the belief level is changed first, e.g., from: I do not have the capacity to learn foreign languages to: It's easy for me to learn languages, the consequences for the lower levels are tremendous!

Before this exercise, you should have worked on defining your goals, e.g. with the T.O.T.E. or The Walt-Disney Circle.

Step 1: Identifying the future Environment

Start with the future environment in which you want to achieve the goal. This is a creative exercise, there are no limits! Choose the nicest offices or houses, in which you really would love to work or live.

Step 2: Identifying Future Behaviours

Imagine, a video camera filmed you performing in that wonderful environment you have just described. What would an outsider observe on the video? What are people doing there? Are they writing, talking, wandering around, dancing etc.? Again, do not describe content but behaviour.

Step 3: Identifying Future Capabilities

In the environment you have described, and with the behaviour one could identify on a video film, what new capabilities and skills would you need to get closer to your goal? Try to think in different categories. Certainly, technical skills might be necessary. Do you need new capabilities of communication and collaboration?

Step 4: Identifying your Future Values and Beliefs

You have managed to live and work in a pleasant environment, exercising new behaviours and learning new skills and capabilities, what new values would you need to realise your vision? What must you believe to be motivated to go for your goal? What values do you need as a human being?

Step 5: What´s your Identity?

Often, people find it difficult to put their own identity into words. It helps very much to find a metaphor that describes your identity. If you look for it, it will be very easy to make out an appropriate image. (e.g., I am a mountain which stands solid and still, or, I am a tiger, ready to attack everything that wants to approach me). Try to visualize the metaphor. In your inner eye, try to listen for sounds, and recognise the deep feelings within yourself.

Step 6: Is there anything else? How do you serve the community?

If you agree that every individual has a responsibility to the outer world - our families, our communities, our state, the earth and the universe - you will find it very satisfying to continue this step. Take on the metaphor you utilised in STEP 5 and ask yourself: What else is around us? How do we contribute? Answer the questions by contextualizing the metaphor, i.e. people can rest on me, or we I can protect the weakest...

Step 7: Check the image by going down the ladder

You have now reached the top of the logical levels and have written created your vision. You may go back to the beginning, checking every single step of ladder. While doing so, you utilise the metaphor you created for expressing your identity. Go back to the identity level, taking into account the effects the metaphor has on the outer world, would the identity change? By taking the - maybe strengthened identity - what about your values? How would your capacities and skills be affected? What other behaviours would a video camera record by observing you? Does the environment look different?

Step 8: Write down your vision and enjoy it:

Goal

Environment

Behaviour

Capabilities

Beliefs

Identify (Metaphor)

Community

Identity

Beliefs

Capabilities

Behaviour

Environment

An example I completed many years ago:

Goal	My goal is to publish a toolbook on the internet that discusses change management.
Environment	I am writing it in my office . There is a big desk with a lot of paper on it, books and small notes everywhere. The big computer screen displays text and graphics, and

	there are a lot of hyperlinks that lead to other interesting pages.
Behaviour	I am typing something on my computer. Occasionally, I consult one of the numerous books. I stand up and walk around, thinking deeply (one can see wrinkles on my forehead).
Capabilities	I need to be focused - I need to draw upon my knowledge and my experience. I need endurance and I should be able to receive criticism.
Beliefs	I believe that a toolbook of this nature , would be consulted by many people.
Identity (Metaphor	I am like an irrigation channel, bringing fresh water to the fields.
Community	The water will contribute to the growth of many plants (i.e. people) and it will help to nurture the world
Identity	Because the world is receiving my water, my self-respect is enhanced.
Beliefs	I really can contribute to something that will improve human relations!
Capabilities	Because there is a real demand for my water (= my book), I will be able to produce work of a high standard which is expected of me. And I never stop flowing
Behaviour	I am doing more other things that connect with the outside world; writing takes less and less time.
Environment	There is much more around me than the small cramped office. I am surrounded by others.

PLANNING AND PROJECT MANAGEMENT

The reason I have included planning and project management (PM) in a Change Management Toolbook is because Change Management originates in the crisis that classical PM faces right now. Originally developed as a sub-discipline of engineering, PM assumes that if you design a concise plan and put the resources right in place, you will achieve your predefined objectives.

Reality has proven this is rarely the case. More than 50% of projects fail in the sense that they:

1. do not achieve their objectives, or
2. do not deliver the promised results, or
3. sacrifice the predefined quality, or
4. are not completed in the given time schedule, or
5. use more resources than originally planned.

(For a more detailed description of the reasons for project failure, go to Risk Analysis).

However, I still believe that the classical PM tools have their merits and can help for example, aiding a team in structuring their tasks. In my work I have found out that many project teams are open to Change Management intervention, particularly if they have already started their journey and experienced the first flaws. They start to ask, "Why don't we achieve what we want to achieve?", and "What can we do differently?" That is a perfect entrance point for a Change Management facilitator. Depending on the project, and on the limitations the team experiences, any of the tools described in this Toolbook might be applicable. There are, however, some general considerations (and some very specific tools) that should be applied at the beginning of a planning process:

Project Cycle Management:

Many agencies which assist in development have adopted the PCM method as a general tool for planning. While in general, this approach has some real advantages, it has limitations. These are some general thoughts on PCM, which I published 7 years ago: Some of them are still valid.

Applying Chaos Theory to Planning:

Over the years, I have developed several different approaches to a planning workshop. I have used this one successfully.

T.O.T.E

A tool for defining your desired outcome. A good starter exercise for a planning process.

Walt-Disney:

A nice tool developed by Robert Dilts which allows creativity to creep in planning sessions.

Scenario Analysis:

This is nowadays my preferred approach for strategic planning. Scenarios alter /challenge the mental maps of those who develop them by inventing stories about what cannot be known - the future.

Risk Analysis of Projects:

Although originally not conceived as a change management tool, this kind of risk analysis can really help teams to get a breakthrough. It helps to identify communication gaps and risks that have not been recognised.

PROJECT CYCLE MANAGEMENT (PCM): NEW PROJECT MANAGEMENT TOOLS OR RECYCLED APPROACHES FROM YESTERDAY?

(by Holger Nauheimer published in : AT-Forum, No. 9, 1997)

Recently, rumours have been circulating, saying "GTZ replaces ZOPP through PCM!", and: "PCM is nothing but ZOPP - old vine in new bottles!" Both statements are principally wrong but bear - like all rumours - a true core. So what's this all about

In the mid-eighties , GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit) – was main agency for execution of the Technical Collaboration of the German Government, introduced a standardised project planning method. This method consisted of consecutive steps for appraisal, planning, implementation, monitoring and evaluation of projects. These steps were mediated and facilitated by a planning tool that was called ZOPP (Zielorientierte Projektplanung - Objectives Oriented Project Planning). ZOPP was meant to structure the planning approach i to include stakeholders analysis, problem analysis, objectives and alternatives analysis and into the project planning matrix (PPM), also known as Logical Framework Approach.

The planning procedure was formalized, and a series of planning workshops were made compulsory for the live cycle of every project. Soon after introduction of ZOPP everybody mistook the workshops(planning) with the method, without considering the ZOPP as a flexible tool, but as a rigidly structured 3-days or 5-days seminar that started with the participation analysis and ended with the formulation of indicators and assumptions.

During the last ten years, many GTZ advisors and consultants working for GTZ got acquainted with the ZOPP workshop approach; and the monitoring and reporting system was totally adapted to the outcome of the workshop. If a project failed to achieve its planned results, blame could be placed on the external assumptions which had not been met. Nevertheless, since its introduction of ZOPP has been criticized and a change was due in the early nineties. .

The GTZ recently has introduced a new concept of project management that might have significant consequences for the work which consultants do and could change the general approach to project planning and implementation. It followed the earlier step of the European Union. This concept which has been labelled "Project Cycle Management" (PCM) and aims to elicit a paradigm shift regarding the understanding of “technical assistance" and should influence everybody who works in the development assistance community.

The PCM concept incorporates the application of project planning and appraisal tools like ZOPP, PRA (Participatory Rural Appraisal), gender-analysis and others. These tools are not replaced by PCM but put into a flexible context of a planning cycle.

The core of the philosophy of Project Cycle Management is based on the principle that the initiative for a technical cooperation project must be born from a self-help development process, in which only the genuine actors, are involved.

Figure 18: Project Cycle Management

Only if the actors are unable to affect the transition from the present problem state to the desired state, a national governmental or non-governmental organisation might interfere and assist the process for a limited period of time. This is called a project.

Only if the national organisation of the partner country is short supply of the required skills and inputs for the project, the German government might intervene and support the project through technical assistance. A project supported by GTZ always is mediated by the partner organisation to the beneficiaries.

This philosophy is not new. In fact it has been the official language of German development policy for the last twenty years, but what's new is that the GTZ has put it into the spotlight. . In the past and currently , projects have generally been influenced by the perceptions of German experts. Official programmes called for participation of beneficiaries and new tools were introduced that seemed to secure the involvement of target groups. However, participation was often reduced to a symbolic application of participatory rural appraisal (PRA). The validity and the applicability of this method often was not related to the context but was used as a blueprint approach.

There is a constant inherited conflict that runs through nearly all projects: target groups and partner organisation s often, if not mostly have a different perception of projects, different desires, different technical concepts. If partner organisation s would plan projects on their own they would look different. UNDP has already introduced its new concept of "national execution" of projects. I had the opportunity to observe such a project in Thailand, among other components sort to support small-scale milk production. The project had support at the highest - the king of Thailand himself. Although officially it was called a "poverty alleviation project", its main objective was to reduce the Thai dependency on imports of dairy products. Therefore the project was not questioned for a long time. Through heavy subsidizes to feedstuffs, extension, animal health services, and credits, production was economically feasible for a period of time. However, the high performance breeds introduced were not adapting to the extreme climate and the restricted feeding during the long dry season; their milk yield was sub-optimum. Finally, the prices for concentrate feeds which were constantly rising, exceeded the limit that allowed feasible production. Farmers who in the past were either forced or attracted by subsidies started to protest and refused to continue dairying.

If there is any economic or moral sense justifying development assistance, one question should be allowed:

Are we (the experienced experts from the North) smarter?

Sitting in my German office, I really don’t know. Working on a particular concept as a consultant, of course, I am convinced that I am expert ; otherwise I could not justify the salary I earn. (which is sometimes hundred times higher than the salary that my counterpart receives.).

If I look at the results of development aid of the last decades, I doubt that we are smarter. Maybe we are better sometimes, and our solar cookers look very fancy, but our project approaches were often not really accepted by the "target groups" and our partners. This relates to mainstream and so-called "alternative" project approaches. We all know that the predominant view of partner governments and partner organisation s is: "We don’t love the foreign experts, but we accept them as long as there is money involved."

Despite the all different approaches that have been tried out since social-democratic values form the base of development assistance - AT, participation, etc. - sustainability of projects which rely on foreign experts or volunteers have not improved significantly.

There are some challenging questions to answer regarding the future:

- What can we do to increase acceptance of advisory service?
- How can we make ourselves understandable to our partners, making them truly believe that we come with best intentions?
- Do we experts, have to radically change our concept of Technical Assistance?
- How can we and our partners work together as a great team sharing responsibility and using all our creativity?

In this sense, the task of consultants in development assistance will be more process oriented. Ideally, they could be unbiased observers, who visit a project periodically, facilitate real participation of all actors and help to bring people’s minds and hearts together - not only including the poor farmers, but also the national experts and bureaucrats. Such a consultant would first of all need social skills and secondly the ability to move to a meta-level, i.e. to step back and to critically assess the roles of the participants - including his/her own. The long-term advisers acting as team leaders in German Technical Assistance projects will in many cases be overburdened with the triple responsibility of giving technical advice , organizing personnel and material inputs, and managing social processes. Consultants might in future act as process supervisors and personal coaches to project managers.

The Objective Oriented Project Planning method has been released from its straitjacket and positioned into a process. That means that planning workshops will not be obligatory any more within the project cycle - the German teamleader or backstopper can decide . If workshops are conducted decisions regarding the applied methods are in the hands of the moderator. They have to be chosen according to the status of the project. At a certain period of time, it might be necessary to do a problem analysis in a workshop, at a different point of time, a group might work on the project vision or elaborate the project planning matrix. But things could be done also without workshops, e.g. in small project groups. For example, a stakeholders analysis will require detailed studies which might include application of tools like PRA and gender analysis. The project team is free to apply other tools like vision sharing, future conferences, etc. However, the project planning matrix will most likely remain as an important tool of quality control and as a base for operational planning, monitoring and evaluation . Indicators will become a base to reach a common understanding on the project quality between advisers and partners ("What is it that we want to achieve?").

A NEW APPROACH TO OBJECTIVES ORIENTED PROJECT PLANNING

by H. Nauheimer

INTRODUCTION

The idea of assembling people for a planning workshop is based firstly, on the believe that the creativity of a group is more than the sum of the creative potential of the individuals and secondly, that ownership of a programme can only be achieved, if stakeholders participate in the planning process. The main targets of such a workshop therefore are to provide tools and opportunities for brain storming, and to create the environment for mutual agreement.

The success of a project or a programme is influenced by a magnitude of factors, which influence each other. All processes of a system (like an organisation , group, project, society, etc.) are principally dynamic and can only be influenced in a systemic context. It is not possible to foresee all effects and relations between the factors, which are basically chaotic. The expression of sustainability, during the last 10 years used as a key word in development assistance is misleading: open systems are per se not sustainable. They change constantly. A slow speed of change might suggest temporary sustainability of a system; however, systems change faster today than twenty or two hundred or two thousand years ago. It is proposed to omit the expression sustainability, or, alternatively, to specify the time frame for which sustainability in a given context should be secured.

In a complex environment, linear planning tools lose their effectiveness. This is true for most development projects; the failure of the classic methods like ZOPP is now widely recognised. To elaborate a planning base that facilitates the enrichment of the system, the most important factors must be identified and arranged in a context that considers systemic effects.

COMPONENTS OF A PLANNING PROCESS

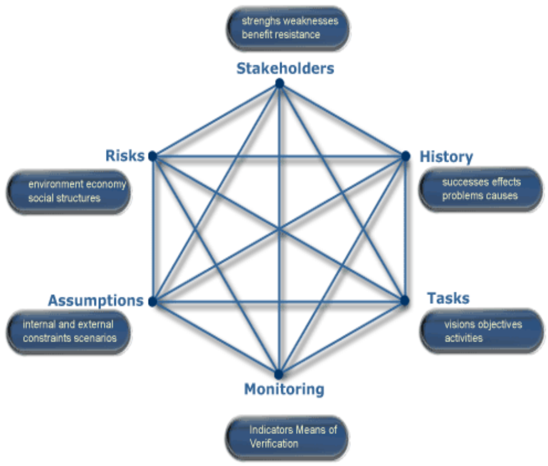

Figure 19: Complexity

Of course, it is quite possible that we could fully account for the properties of each whole if we could know the characteristics of all the parts and know in addition all existing relationships among them. The we could reduce the characteristics of all the parts and know in addition all existing relationships among them. Then we could reduce the characteristics of the whole to the sum of the characteristics of the parts in interaction. But this involves integrating the data not merely for three bodies, but for three thousands, three million, three billion, or more, depending on the whole we are considering. And since science cannot perform this feat even for a set of three parts, it is quite hopeless to think it can do it for any of the more complex phenomena it comes across in nature, man, and society. Hence, to all practical purposes, the characteristics of complex wholes remain irreducible to the characteristics of the parts.

(E. Lazlo)

Following the introduction of new project management tools into the practice of development collaboration, like for example, Project Cycle Management (PCM), the blue-print approach of the ZOPP (Zielorientierte Projektplanung - Objectives Oriented Project Planning) method has been challenged. One of the main criticism has been the linear process implied during planning workshops. Because they often had been carried out n a rigid manner, those workshops have been criticized. New concepts of development planning emphasize the process character of planning; a process cannot be concluded within a week. However, introducing a workshop at the appropriate time into the planning process has the advantages of, firstly, enhancing creativity and secondly, increasing the ownership of the workshop participants with respect to the project. Considering the uncertainty of all planning, it is important that the outcome of such a workshop is used in a flexible way and constantly adapted to reality.

Of course: projects require a planning base, for forecasting costs and necessary inputs. And projects also need a monitoring base to facilitate comprehension of the project's progress. The Project Planning Matrix (PPM) - a part of the ZOPP methodology - provides an effective format for structuring project goals and activities and serves as a base for monitoring and evaluation of projects. How can a PPM be elaborated during a four days' workshop, without following the rigid structure of ZOPP which had been applied until recently? In the traditional way, the PPM was the outcome of a workshop procedure, mainly based on a detailed problem analysis. But putting the problems into the centre of the discussion often demotivates. And many problem analyses ended with the final verdict "shortage of funds/inputs" - which does not really serve to increase self-help of the actors.

Would it be possible to base a planning process on a vision, without negating the problems to be solved? Can the linear planning process be substituted by a more cyclical approach, respecting the interdependencies of the various planning steps?

A new approach to elaborate a planning base was applied during an international conference of multi-lateral agencies involved in control of human and animal diseases in Africa. The goal of the conference (The Programme Against African Trypanosomiasis (FAO/WHO/IAEA/OAU): Planning Workshop at CIRAD, Montpellier, April 7-10, 1997) was to work out a PPM for an umbrella programme, having the objective of processing and disseminating information and co-ordinating activities of different research, funding and executing agencies. The four-days' workshop succeeded in finalizing a complete PPM, including goals, objectives and activities of the programme, as well as defining objectively verifiable indicators, means of verification, milestones for activities, inputs and assumptions for the achievement of the project goals and outputs.

WORKSHOP APPROACH AND METHODS APPLIED

The workshop approach was based on an iterative process. By introducing different perceptual positions, it was intended to elicit conscious and unconscious information from the participants. This was based on the assumption, that all information required for a project plan can be obtained in such a workshop if a critical mass of people involved in the subject participate in the planning session.

The planning approach consisted of the following steps:

1. Report and Analysis of the Past Programme Activities
2. Creating a Vision - Defining Overall and Programme Goals
3. Who Will Be Involved - Stakeholder Analysis
4. Creating Scenarios - Assumptions Analysis
5. Who Can We Deal with the Constraints - Problem and Solution Analysis
6. What to Do - Defining Outputs and Activities
7. How Do We Know about Our Success - Defining Indicators

The workshop was constantly visualized, using paper cards, pin-boards and flip charts. The material produced in the different steps was continuously up-dated and utilised as an information base for the subsequent steps.

1. Report and Analysis of the Past Programme Activities

The planning process started with a presentation and analysis of the first phase of the programme. Members of the programme committee reported about the organisation s involved and about what had been achieved in the first phase of the programme. Subsequently, the participants were divided into five groups consisting of two persons each, which summarised the reports. The respective groups focused on the (i) the goals of the programme, (ii) the activities carried out so far. (iii) the organisation s involved, (iv) the existing constraints of the programme, and (v) indicators for programme success which had been used so far. The material produced during this session was used as a base for the following planning steps. The working groups analysed the reports of the programme committee according to the following questions:

- Until now, what have been the goals of the programme?
- What have been the major activities? What has been achieved?
- Which organisation s are involved? What are their resources (finance, manpower, know-how, technology?)
- What were the major constraints and limitations?
- What information was available for monitoring of programme progress?

2. Creating a Vision - Defining Overall and Programme Goals

As a next step, the participants of the workshop were asked to brainstorm on the following questions by writing their inputs on paper card which subsequently were displayed on a pin-board.

- What do we want to do? What is our goal?
- Why do we want to do it?
- What will be the long-term benefit?

After clustering the statements, the group found an agreement on a common programme purpose, on an intermediate goal and on an overall goal. The goals were displayed at the wall of the seminar room and, after each of the subsequent steps, the planning group was asked to verify the validity of the goals. If necessary, the objectives were up-dated according to new aspects which arose during the planning process.

3. Who Will Be Involved - Stakeholder Analysis

In a next step, a stakeholders analysis was carried out. In a first approach, the major institutions involved in the programme were identified by plenary discussion and brainstorming.

- Who will be involved?

The analysis was subsequently completed on base of the following questions:

- What are the strengths of the respective stakeholders? (consider finances, human resources, know-how, technology, links, etc.)

- What are their weaknesses?
- What benefits could they receive from the Programme?
- Why could they resist against the Programme?

The material produced during this session was used as a base for the constraints analysis.

4. Creating Scenarios - Assumptions Analysis

In a next step, assumptions for the success of the programme were identified by means of a scenario planning exercise. The plenary was divided into three groups of four persons each. The groups were asked to work on the following questions:

- What two questions (regarding the future of the Programme) you most want to ask an oracle?

This question was introduced by Peter Senge (1994). It can be applied in individual interviews and for group processes; it always elicits a lot of conscious and unconscious material.

- What is a good scenario? Assume the world works out well, how would the oracle answer your own questions?
- What is a bad scenario? What if the world would turn into your worst nightmare?
- If you look back two years, what would have been a useful scenario then? What would it have been good to foresee? By contrast, what did you actually think was going to happen?
- What are the most important decisions the Programme faces right now?
- What constraints do you feel from the Programme's culture in making these decisions?

Each group member, in a first approach, answered the initial question by writing their ideas on paper cards. The group subsequently selected two questions on which they continued to elaborate in more detail by answering the other five questions. The material produced in this session was used for the constraints analysis and for the identification of the assumptions which were later incorporated into the project planning matrix.

5. How Can We Deal with the Constraints - Problem and Solution Analysis

In the following plenary session, the constraints, resistance and unfavourable scenarios identified in all of the proceeding parts of the workshop were displayed on paper cards. Some of the constraints were analysed in detail, and for each of the constraints, the plenary responded to the two questions:

- How can we deal with the constraints?
- How can we break the resistance?

This analysis served to separate internal and external influence factors. The material produced was used to define output and activities. Those constraints and unfavourable scenarios that could not be influenced by alternative programme strategies were included in the Project Planning Matrix as assumptions.

6. What to Do - Defining Outputs and Activities

During the preceding steps of the exercise, the predefined overall goal, the intermediate goal and the programme objective were constantly refined and adapted to the advancement of the planning process.

In a subsequent brainstorming, the planning group was asked to define outputs that would facilitate the achievement of the programme objective. The results were clustered and condensed to a small number of outputs.

7. How Do We Know about Our Success - Defining Indicators

Finally, working groups elaborated activities related to the identified outputs, indicators, means of verification, milestones and inputs. The identification of assumptions for securing the achievement of the outputs was mainly based on the material produced during the preceding steps and complemented through additional inputs of the participants and of the moderator.

The project planning matrix (PPM) is a tool to summarise the outputs and the activities of the project. It defines indicators for measuring the achievements of the project and describes external factors which are crucial for the project success.

Objectively Verifiable Indicators (OVI) define the performance standard to be reached in order to achieve the objective. They specify what evidence will tell us that the overall goal, the project purpose or output is reached. Activities are not verified by indicators, instead we identify the inputs needed to carry out the activities. Indicators are defined by a set of characteristics, which are decried in terms of quality, quantity, location, and time.

Means of Verification (MOV) tell us where we get the evidence that the objectives have been met and where the data necessary to verify the indicator can be found.

Assumptions influence the next higher level of achievement in the PPM, e.g., the project goal will be achieved, if the outputs are carried out and the assumptions occur. Assumptions which are almost certain to occur should not be included in the PPM. Assumptions which are most likely not to occur and which cannot be influenced by alternative project strategies are killer assumptions. They will jeopardize the project success. In case of occurrence of killer assumptions, the project must be replanned!

At the end of the workshop, the results were verified and whenever necessary, rephrased.

Project Planning Matrix

SUMMARY OF OBJECTIVES / ACTIVITIES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS

Overall goal	OVIs for the achievement of the overall goal	Means of Verification	Assumptions for the long term sustainability of the overall goal
Project purpose	OVIs for the achievement of the project purpose	Means of Verification	Assumptions for the achievement of the overall goal
Outputs	OVIs for the achievement of the outputs	Means of Verification	Assumptions for the achievement of the project purpose
ACTIVITIES	Important Milestones for the Achievement of the Activities	Inputs	Assumptions for the achievement of the outputs

Table: Planning Matrix

Jung, C.G. (1943): The psychology of the unconscious. In: Collected works, Vol. 7. Princeton University Press

Lazlo, E. (1972): The systems view of the world. New York: George Braziller

Senge, P. (1994): The fifth discipline fieldbook. London, Nicholas Brealey.

Stewart, I. (1989): Does God play dice? The mathematics of chaos. Cambridge: Basil Blackwell Inc.

GOAL ORIENTATION - T.O.T.E. MODEL

Test-Operate-Test-Exit (T.O.T.E.) is one of the older NLP models, developed by Miller, G.A.; Galanter, E. und Pribram, K., 1960: Plans and the Structure of Behavior, Holt, Rinehart & Winston, New York), and further developed by Robert Dilts

It is a cybernetic model of problem solving through self-correcting feedback loops. An example for an artifact based on the T.O.T.E. is the thermostat that regulates central heating. The temperature of a room is constantly tested and adjusted until the actual result is in line with the expected result (see Figure 1). The idea is to constantly adapt your behaviour (or that of your team, or that of your organisation) to the changing environment, until the objective is reached. It requires a high flexibility from all stakeholders.

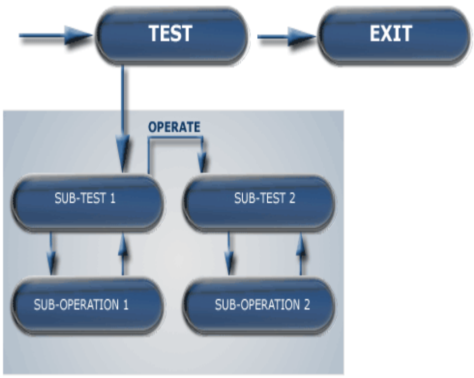

Figure 20: The T.O.T.E. model

As Robert Dilts describes, the model has neurological consequences, which can be compared to the deeper processes that are behind the effectiveness of Appreciative Inquiry. The more evidence people have that shows that they are getting closer to their goal, the more motivated and inspired they are. The other strength of the model is that it provides alternative options.

The model can be used in personal, team and organisation al development. It resembles parts of the Walt-Disney-Circle. The process has the following steps:

1. Describe your goal/objectives in positive, affirmative terms instead of expressing what you want to get rid of. "What is your goal? What do you want to achieve?"
2. Describe your goal with as much detail as possible - use your different senses. "What would you see, hear, smell, taste, feel when you reached your goal? What is a concrete example?"
3. Establish the evidence that would show the progress on your way towards achieving the goal (process indicators): "How exactly would you know that you are getting closer or further away from your goal? How exactly would somebody else know that you are getting closer or further away from your goal?"
4. Establish actions that would lead you towards your goal. "What will you do to achieve your goal? What is your plan?"
5. Establish the anticipated impact of the achievement of your goal. "What benefit would the achievement of your goal give to you? What is the long-term effect of the achievement? What is it good for?"
6. Ecology check "Who else will be affected and how? How will other persons (or parts of yourself) perceive the achievement of the goal or your plans and operations?"
7. Specify all anticipated problems and limitations, and what you will do about it. "What could prevent you from achieving the goal? Is there something you would lose when you achieve the goal (or during the operation)? Which resources do you have to mobilize to deal with these barriers and limitations?"

This process can be even refined by relating each of the question 2-7 to SELF and to OTHERS, e.g. "What would you see, hear, smell, taste, feel when you reached your goal? What is a concrete example?" (SELF) and "What would others see, hear, smell, taste, feel when you reached your goal? What is a concrete example for others?" (OTHERS). The questions can also be rephrased for a team exercise or the analysis of an organisation al strategy.

Your task as a consultant in carrying out a T.O.T.E. interview is to adapt the idea to the language of the client and to take an outside perspective, particularly when the client is unable to develop alternative options for changing behaviour.

THE WALT DISNEY CIRCLE - REFINING PERSONAL AND CORPORATE GOALS

(adapted from: R. Dilts)

Walt Disney has been known as one of the most outstanding and most successful business leaders of the 20th century. Like Bill Gates, the founder of Microsoft, he has not only influenced our way of processing information he has also changed the way we perceive reality. The secret of his nearly unlimited creativity - unconscious to him - has been moulded into a model that can be applied to any personal and organisation al planning operation.

The Circle of Creativity was developed by R. Dilts based on the successful strategies of Walt Disney. The approach was developed through individual interviews with friends and colleagues of Disney. It is a model for effective and creative development of personal and professional plans. It helps you to transfer an idea into the input for a plan.

The model is based on the idea that we can separate any planning process into three stages - the DREAMER, the REALIST and the CRITIC. The dreamer is the part in any person or the person in any planning team that is able to creatively develop new ideas, no matter whether they are realistic or not. Without the dreamer, there would be no innovation. The realist is the actual planner, or the technocrat. He knows all procedures and is able to make a detailed plan out of a dream. The critic looks for what could go wrong with the plan and cares about risks. He provides input for new dreams.

What we usually do is to mix all three stages once we start planning. That means, we often prevent the creativity of the dreamer to develop by immediately engaging the critic. Or, we never come to grips with the risks of the project by staying in the dreamer phase.

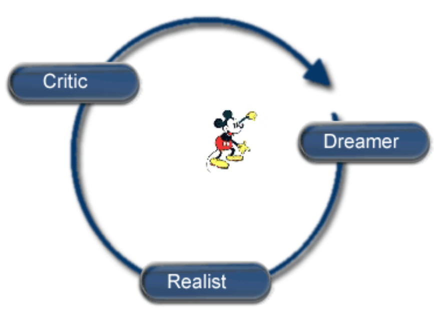

Figure 1: The Walt-Disney-Circle

The exercise can be used for refining personal as well as for corporate goals. The questions remain the same, only the focus shifts.

This model of Walt Disney's unconscious creativity processes has been described by Robert Dilts in his book "Strategies of Genius - Part I" He tells the story of a business leader who was able to step into different states according to the needs of the moment. In the DREAMER state he was able to develop his visions, in the REALIST state, he translated his visions into realistic steps ("story-board"). And as a CRITIC, he was able to identify constraints and limits to his (and his staff's) plans.

Phase 1: Dreamer ("What Do I/We Want To Do?")

The attitude of the dreamer is: "Anything is possible". In this phase of the planning, it is not necessary to look for the realizibility of the goal, neither do we need to look for constraints.

Questions:

What do you want to do?

The goal is to:

Why do you want to do it?

The purpose is to:

What are the benefits?

The beneficial effects of this will be:

How will you know that you have achieved the benefits?

Evidence of the benefits will be?

When can you expect to get them?

The benefits can be expected when?

Where do you want this idea to get you in the future?

This idea will lead to?

Phase 2: Realist ("How Do I/We Want To Do It?")

The attitude of the realist is: "As if the dream was realisable". In this phase of the planning, it is not allowed to look for constraints.

Questions:

When will the overall goal be completed?

The overall time frame for reaching the goal is:

Who will be involved (assign responsibility and secure commitment from people who will carry out the plan.)?

The chief actors include:

How specifically will the idea be implemented?

What will be the first step?

What will be the second step?

What will be the third step?

What will be your on-going feedback that you are moving toward or away from the goal?

An effective on-going feedback will be:

How will you know that the goal is achieved?

I/We will know that the goal has been reached when:

Phase 3: Critic ("What Could Go Wrong?")

The attitude of the critic is to consider: "What, if problems occur?"

Questions:

Whom will this new idea affect and who will make or break the effectiveness of the idea?

The people most affected by this plan are:

What are their needs?

Their needs are:

Why might someone object to this plan or idea?

Someone might object to this plan if:

What positive gains are there in the present way(s) of doing things?

The present way of doing things has the following positive effects:

How can you keep those things when you implement the new idea?

These positive gains will be preserved by:

When and where would you NOT want to implement the new idea?

I/We would not want to implement this plan if:

What is currently needed or missing from the plan?

What is currently needed or missing from the plan is:

Phase 4: Going the Circle Again

What is a “How” question you could ask in relation to what is needed or missing?

How:

For example, the critic may have formulated:

"I/We have not enough information to know whether the achievement of the plan is realistic". Then, a how question would be: "How can I/We get more information on the background conditions of my/our plan?"

Dreamer

How could you take care of what is needed or missing in the plan?

A possible solution would be:

Realist

How specifically could this be implemented?

This can be implemented by:

Critic

What else is currently needed or missing from the plan?

What is currently needed or missing from the plan is:

You might go the circle several times, until you are satisfied with the results. Usually, by doing several rounds, the original goal gets broken down into realisable steps. As Robert Dilts put it, if your strongest critics say "Go for it!", then you know that your plan has a real chance.

SCENARIO WORKSHOPS - A TOOL FOR CHALLENGING COLLECTIVE MENTAL MAPS

There are an indefinite number of stories about the future, our purpose is to tell those that matter.

(Lawrence Wilkinson)

WHAT ARE SCENARIOS?

Scenarios are specially constructed stories about the future. Every scenario represents a different but plausible world. The objective of scenario planning is to show how different forces can manipulate the future towards opposite directions. Scenarios enrich our mental maps and increase the number of options to act on coming events.

A complexity reduction of systems, based on secure information, is a typical outcome of a scenario planning exercise. A workshop therefore cannot substitute a longer process of information gathering. However, scenario workshops do utilise the collective consciousness of a large group of different stakeholders. The higher the diversity, the better the results of the workshop.

Scenarios have been used for 30 years in different sectors. The famous scenario group of Shell Oil anticipated the rise of crude oil prices in 1973, thus enabling the company to be the first to react to the changing conditions. The Austrian-based insurance company Erste Allgemeine Versicherung foresaw the fall of the Iron Curtain and strategically planned its expansion into the countries of the former Eastern bloc.

There is no blueprint approach for a scenario workshop. However, it has been shown that a series of steps can bring good results in a short time. When applied to visioning, elements from future search can be included as well. The individual steps can be organized in different ways, of which one is described in the following example. This example originates from a two and a half days workshop which was conducted by the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) on the future of environmental policy advice to developing countries.

Step 1: Identification of influence factors

This is the base on which the rest on the work is conducted. Scenarios are related to people’s current reality of , and describe and reorganize what they have in mind. The information- gathering starts with a brainstorming of all the factors which can shape the question under consideration. In our example, about 50 influence factors were grouped into

- economic-political framework conditions
- science and technology
- new models of society
- future of development cooperation
- public interest in environmental policy

In this first attempt, it is of no concern whether these factors are internal or external, opportunities or threats. Sorting takes place in the next phase.

Step 2: Questions to an oracle

In this part, workshop participants identify information gaps, and brainstorm questions they would like to ask an oracle (because they would like to know what they don’t know). These questions are based on the influence factors identified in the first step. In our example, 30 questions were drawn up, such as

- "What will be the importance of national governments?"
- "Can we solve environmental problems through technological progress?"
- "Will there be development assistance in 10 years?"

A sorting process then takes place in which questions are ranked and divided into critical uncertainties and important trends. The critical uncertainties are grouped and summarised into few questions which are the base for the design of scenarios.

Step 3: Scenario design

All critical uncertainties have their particular influence on the development of the future. They serve as a base for scenario design. It is not enough to describe them in a linear cause-effect relation - the combination of different factors is what matters for a scenario. The problem is that the number of potential scenarios rises exponentially with the number of critical uncertainties: If only the two extreme ends of each uncertainty are combined, a set of 2 factors leads to 4 scenarios; 4 factors mean 16 potential scenarios and 6 factors result in 68 scenarios. The task of the planning team therefore is to reduce complexity and look at those models that bear the highest learning effect. In our example, the critical uncertainties were reduced to 3, and the extreme options were looked at:

How will environmental awareness develop?

Which will be the prevailing models of society?

In which way will partner governments in developing countries accept interventions from donor agencies?

Next is scenario design. From the possible combinations of extreme outcomes, the most plausible are selected and described. Different kind of analogue methods, e.g. theatre play, can be used to display the scenarios.

What to do with the scenarios depends on the objective of the exercise. An organisation might look at the scenario that bears the greatest threat and try to minimise the risk - or it might look at the scenario with the highest potential and shape their own future by trying to maximize the probability of the respective scenario developing. At the end of a scenario workshop, the work has just begun.

Schwartz, P., 1991: The Art of the Long View. New York, Doubleday.

Ringland, G., 1998: Scenario Planning. Managing for the Future. Chichester, Wiley.

RISK ASSESSMENT FOR PROJECTS

The discipline of project management has come into a crisis. Despite the sophisticated tools that have been developed over the last 40 years, still many projects fail. No real figures exist about the rate of failure, but at least 50% of all projects (if not much more) are not successful in the sense that they

1. Do not achieve their objectives, or
2. Do not deliver the promised results, or
3. Sacrifice the predefined quality, or
4. Are not completed in the given time schedule, or
5. Use much more resources than originally planned.

All who have worked in projects know that there is a multitude of reasons for projects to fail. Projects often come on top of the usual work load and members of the project team belong to different departments, i.e. they have their first accountability to their line manager which often brings them into conflict with the project work. Team members have to work overtime if they want to complete their project tasks. At the end, project work is often sacrificed, and time budgets are often not sufficient.

What is mostly neglected: the occurrence of problems in project implementation increases with the complexity and length of the project (see table 1).

Likelihood of Problems in Project Implementation

Duration	Complexity	Technology	Likelihood of Problems
>18 months	High	Breakthrough	Certain
9-18 months	Medium	Current	Most Likely
3-9 months Low	Low	Best of the breed	Some
> 3 months	Very Low	Practica	None

Table: Problems

Larger and more complex projects that run over more than a year have other reasons of failure. Often these projects have permanent staff that are released from other tasks and work full time on the project, and well established budgets. However, those projects depend on a large number of external assumptions which influence their outcomes. It is impossible to clearly predict the future and the impact of various influence factors that are uncertain. Many project plans are too rigid to flexibly respond to changing needs. Read more about scenario analysis.

Common to most projects is the lack of appropriate and transparent communication. Team members (and other stakeholders) often do not share a common understanding of the project's goals and strategies. It is important to unveil these misunderstandings and hidden agendas from the very beginning. The following tool, if applied in a project planning session helps to uncover issues that otherwise might remain undiscussed.

Steps for carrying out the risk analysis:

1. Gather the project team and other relevant stakeholders in a workshop. After having established the project goal and a rough strategy, distribute a prepared template (Table 2). Ask all participants of the workshop to individually complete the following risk analysis of the project by scoring seven risk criteria:

Template for Risk Analysis

Project Name:

Date of Assessment: ______________________________

____

Please score the project according to the following criteria by checking the appropriate boxes:

1 2 3 4 5 6 7 8 9 10			
Business Level	low		high
Length	short		long
Complexity	low		high
Technology	well established		unknown
Number of organisation al units involved	one		many
Costs	low		high
Overall risk of failure	low		high

Explanations:

Business Level: Does the project have a strategic importance for the organisation ?

Length: How long is the intended implementation time?

Complexity: Does the project cover various business areas / objectives?

Technology: Is the technology to be applied well-established or is it a technology which yet has to be developed?

Number of organisation al units involved: cross functional / geographical areas, etc.

Costs: estimated costs of the project?

Overall risk of failure: How would you personally rank the risk that the project cannot achieve the objectives with the intended resources?

Copy the matrix on a large pinboard / newsprint. Hand out 7 adhesive dots and ask the participants to transfer their individual scores to the board (see Figure 1).

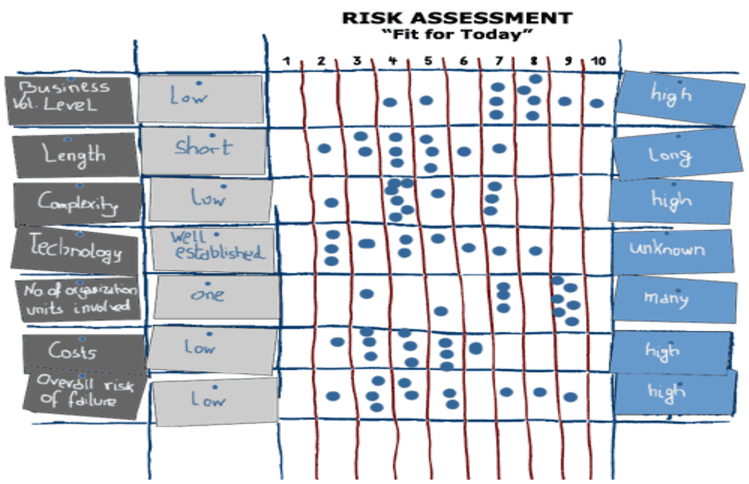

Figure 21: Example of a Risk Analysis

Although the project on which we did this risk analysis was rather small, you can see the high diversity of scores in most of the criteria. This will almost certainly happen if you apply this tool - to the great surprise of the workshop participants.

Discuss criteria by criteria with the entire group. Invite participants who have scored at the right and the left extreme end of the scale to give their rationale. For example, ask:

- "Who believes that the business level of this project is high? Can you explain why?"
- "Who believes that the business level of this project is low? Can you explain why?"

Continue until you have discussed all seven criteria. Take your time, this is an important step. Most of the participants will be surprised by the different mental maps people hold.

Depending on the diversity of opinions and on potential conflicts that emerge during that discussion, you need to apply other tools of facilitation or mediation to lead the group to an agreement. You might in particular ask the team to develop a strategy to mitigate the risk of failure.

THE OUTER WORLD CLIENTING AND TOTAL QUALITY MANAGEMENT

In 1993, a German author wrote a book with the provocative title: "The only thing that disturbs us is the client". Isn't that true for many of our organisation s, particularly those which call themselves "service providers"?

Clients have expectations, both realised and unrealised.. Service and product providers attempt to satisfy the known expectations with outcomes that provide satisfaction for the client with "push strategies" for alignment, others seek specialised niche markets that are complementary to their service and product strengths while others present innovative solutions to the client that form the frameworks for undertaking activities in entirely new ways. This is about strategic alignment of numerous variables that constitute the system in which the organisation or service provider and the client interact. However even with the best intentions a nexus between the client expectations and the product and services to be offered does not always eventuate.

Why does this occur? In most cases it does not eventuate because there has been a misalignment between the expectations of the client and the solutions that is being proposed. This communication breakdown generally occurs because the provider assumes or interprets the client's needs without clarifying the context and underlying causes of the need. This superficial cause and effect model is symptomatic of why major intervention programs, tangible products or services fail when juxtaposed over an existing situation rather than integrated into it. People are predisposed to make decisions within the inherent cultural and social setting. While our solutions may offer significant advantages from our perspective they are generally ordained to fail unless they recognise and are integrated into the very fabric of the client setting and acknowledge all of the cultural and social norms that dictate the decision making model that is used by such clients. Unless we enter into this conscious and unconscious model of the client then despite the advantages that may be offered by our products or services there will be little acceptance of such advantages or a slow uptake over time of these proposed outcomes.

As consumers we have all suffered at the end of unexplained and interminable delays and ineffective outcomes after what can be considered a carefully explicated sets of needs - The interminable "on hold" of the telephone response, the late arrival of critical documents, the ineffective repair or service, the service that promises much but delivers little, the bargain priced service that offers much but delivers little - can drive us to distraction and cause us to wonder why we chose such a service and a predisposition to never use that provider again in the future.

As an example of the inherent misunderstanding in action that occurs with clients in different cultural and social settings and the government officials that are supposedly there to support such people I conducted workshops in Thailand, for improvement of animal health services. When I asked for the causes of the bad productivity of the livestock, the usual answer was: "The farmers do no adopt our recommendations." I insisted and continued asking (For systemic questions, you should see the exercise The Five Why's). My next question was: "Why do the farmers not adopt the recommendations?" The reply of the officers was: "Because they are stupid, uneducated and conservative." Can you imagine, how the adoption rate would change, if everybody in the service would adopt an approach of asking "What are the needs of the farmers? What would I expect of being a farmer?"

The goal of this section is to introduce instruments and tool sets for quality management. The use of such instruments and tool sets will optimise the decision making model so that informed decisions can be made to address both the provider of the service or product while seeking the highest degree of integration, acceptance and utilisation by the consumer or client. The underpinning principles of this discussion , that finally only quality and customer orientation will survive (=effectiveness). An inclusive model of providing the highest quality with economic thinking (=efficiency), will ensure a situation that enhances the outcomes for all stakeholders. The following tools can be used to gather the underpinning knowledge to make inclusive and informed decisions that accommodate the needs of the client and the provider of the service or product.

Is the Organisation ...			
		effective ? ("doing things right")	
		NO	**YES**
efficient ? ("doing the right things")	**NO**	This organisation will die fast	This organisation might survive
	YES	This organisation will die slowly	Only this organisation will prosper

Table 1: Organisation s: Survival of the Fittest

The Toolbook offers a series of exercises which help you to analyse and visualize the relation to your client:

Benchmarking- Striving for the Better:

More a glimpse or short introduction into the subject of how to improve your quality by comparing your organisation with others: Benchmarking; used wisely, can be a powerful Change Management tool.

Communication Strategy:

Whatever you have to offer – in most cases your clients won't knock your doors down. Of course it depends on the product or service. But most organisation s, whether profit or non-profit have to tell their stakeholders what they can expect. This tool helps you to develop a communication strategy for your product, service or message. It is particularly applicable for programmes that want their stakeholders to do something (Protect the environment! Vote for our candidate!).

Stakeholder Analysis:

Do you really know who the stakeholders of your project are? How do you know? How do you know that you know? There is a wealth of knowledge on stakeholder analysis, which is summarised in this text.

Expectation Matrix:

Once you have your stakeholders at your table you might like to ask them what they expect from you. And you might like to tell them what you can give them and what you expect from them. This is a true Change Management tool which helps you to reveal the various agendas groups and individuals have who join your planning meeting.

Red and Blue Ocean Strategy:

The Red Ocean versus Blue Ocean conceptualization intends to describe the difference between existing / highly-competitive and the non-existing/highly profitable markets and how to exploit the latter through lateral thinking.

Stakeholder Involvement in Change:

This tool describes different stakes of involvement of staff and other stakeholders in a change project, depending on the management culture of an organisation .

BENCHMARKING - STRIVING FOR THE BEST PRACTICE

"If we do not change our direction, we might arrive where we are moving towards."

(Chinese Proverb)

Benchmarking mean comparing your organisation or part of your services with others. Of course, you can blow your own trumpet and compare yourself with organisation s which do worse. In fact, that might helpful in identifying your strengths and subsequently build your service on these strong pillars (see SWOT). But to really improve your performance, you have to ask yourself:

- Why are others better?
- How are others better?
- What can we learn?
- How can we catch up?
- How can we become the best in our sector?

With whom can you compare your own organisation ? Obviously, many governmental services have no competitors in their own country. Or some private companies are the unique provider of a product. But even if competition exists, the question would be which the right organisation s to compare with are. Benchmarking can be conducted in different ways. The organisation s to benchmark against could be:

- direct competitors in the same country - companies or organisation s offering the same product or service (i.e., a governmental catering institution could compare itself with the local branch of a big fast-food chain),
- similar companies or organisation s in other countries,
- indirect competitors (i.e., companies or organisation s offering a related product or service, being part of another sector. For example, a public provider of an agricultural extension could compare itself with an extension service of the chemical industry), or
- other successful institutions or companies (i.e., a ministry's department could compare itself with a chamber of commerce).

Comparing yourself with the same sector might be difficult in some countries, where a provider has a monopoly on its service or product. Or the competitors" standards might be worse. Although more difficult, the process of comparing yourself with other sectors is a creative one. You have to find patterns which can be compared. And you might get totally new ideas. For example, hospitals in many countries (including the US, the UK and Germany) now are forced to compete amongst each other and to attract their "clients" (i.e., the patients). As a consequence, many hospitals start to market their services similar to private service providers. For example, they start to implement the idea of customer orientation, they introduce new forms of team work, and they present themselves in the Internet.

Benchmarking is a process that takes time. Depending on the subject and the information available, a benchmarking exercise might run over three months up to one year. It should be repeated after a certain time period, and the impact needs to be monitored. To describe the whole process of benchmarking in detail is far beyond the scope of this Toolbook. There are lot of good books on the subject in the market. However, I would not advise you to start a benchmarking process on your own unless your staff is trained in the subject. In any case, it is recommended to employ a consultant who initiates and monitors the process.

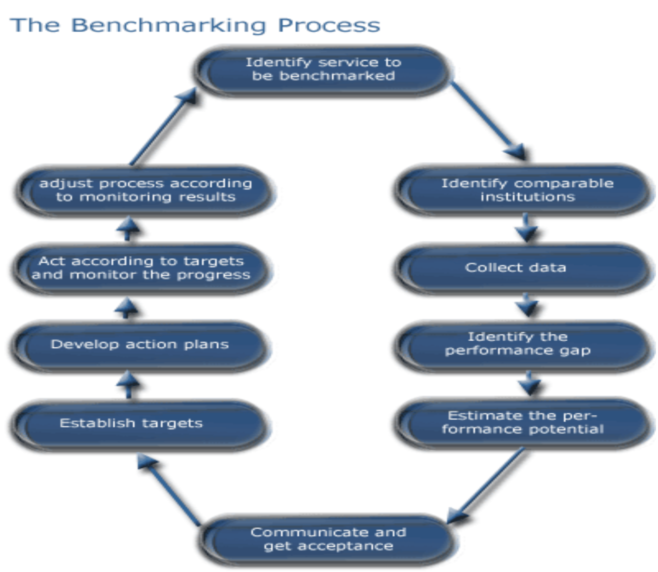

Figure 22: The Benchmarking Process

TELL WHAT YOU SELL - DEVELOPING A COMMUNICATION STRATEGY

(by Tony Hare)

Whether you sell tyres or development projects, whether you are a government department or an environmental NGO, you need to sell your products or services - even if you do not charge for it. (If you want, for example, others to behave in a different way, e.g. more environmentally friendly or more ethically, you need to sell your message, and your target audience - well, they need to buy in). The notion of customer orientation has finally reached each and every organisation and the principals remain the same, whether your clients are farmers, consumers, citizens, polluters, or who so ever.

To sell your products or services, you need to tell your potential clients about them. Anybody who runs a business knows that advertisement is the easiest way to burn your capital. You know that an army of PR consultants, marketing companies, designers, publishers, newspapers, TV stations, etc. are waiting to suck you.

Particularly if you are in the non-profit sector, you might not be able to run repeated advertisement campaigns which do not only attract your target audience, but also induce change of behaviour.

So, if you want to conceive a communication strategy, you better think twice. Tony Hare, a UK based colleague whom I had the pleasure to meet recently, developed this tool.

With 15 years" work in media, marketing and campaigning, Tony is very experienced in using communication skills to get results. In his approach to communication strategies he combines real-world experience with strong, tested theory (he is also a PhD ecologist).

He has developed effective communication strategies (and marketing, media and campaigning strategies) with clients ranging from small local businesses to international organisations.

Tony is also an experienced trainer, having worked with over 100 organisations on every aspect of communication skills, from media interview skills under pressure to communication skills for leaders. Contact him under: tonyhare@tonyharecom.com

This is the tool:

1. Background

Take the time to write down a few lines on what you are doing, offering or selling and why you are doing it. Why is it necessary to do what you want others to do? Is it rational? If yes, is it feasible?

2. Who…

You need to define clearly who is responsible and accountable for communicating your message. We are not talking about who is doing the actual work, but the person who is accountable for the results. Tony says: "This is the one where the buck stops." In many cases this is the top management of your organisation , or of the department which owns the message.

3. Desired Outcome

What do you want to achieve at the very end? If you are a car manufacturer, you want to increase your sales, obviously. If you are the Revenue Office, you obviously want people to pay their taxes, but your final outcome is better services for the citizens (which can only be rendered if people pay their taxes). In development business we call it development goal or impact. Essentially, it needs to be measurable (otherwise, you can't evaluate effectively).

4. Target Audience

Who is supposed to buy your product or accept your services or change their behaviour? Tony says: "There is no such thing as everybody". The more specifically you define your client, the more successful your communication strategy will be, and the more efficiently you will use your communication budget. If you have more than a single target audience, you need to repeat step 4-8 for each of them.

5. Key Message

What is it what you actually want to communicate? If you want people to protect their forests, your key message might be "Trees are life. Planting trees helps the environment for generations to come." Well, it might be a little bit more elaborate, but this is the essence.

6. Call for Action

Now you need to define what you want other people to do. This might be as simple as "Buy Choco-Loco Cereals!" If you are working in a non-profit, you might also know what you want people to do, such as "Collaborate with your local tax office", or "Plant Trees Now! Every Dollar Plants a Tree!" (taken from http://www.americanforests.org/). You might need to revisit your key message if you recognise that you cannot distil a clear call for action.

7. How this message is delivered

Includes P.A.R.T.s:

Players - who needs to be involved

Activities - what exactly needs to be done

Resources - what do you need to do it (money, persons, information, etc.)

Tone of Voice - what should be you style of addressing the issues

8. Measurement and Monitoring

How will you learn about the success of your campaign? Those who are in private business know that you need specific instruments to measure the impact of a marketing campaign. That is why institutes who want to know whether we have heard about xyz keep calling us.

9. Evaluation

While Monitoring is constant process, evaluation of the entire campaign includes a financial analysis and a general comment on whether you have reached your desired outcome

10. Lessons Learned and Evolution

From your evaluation you might be able to draw lessons and refine your strategy. It is a constant process.

Finally, I want to link you to my favourite marketing web-sites:

The Guerrilla Marketing: http://www.gmarketing.com/ A Classic for all who are searching for extraordinary marketing tools!

Web Marketing Info Center: http://www.wilsonweb.com/webmarket/ Loads of useful resources!

Green Biz: http://www.greenbiz.com/ A good resource for business and the environment, including green marketing tools.

THEORY AND PRACTICE OF STAKEHOLDER ANALYSIS

The origins of SA, belong to the history of business and managerial science. This is reflected in the term "stakeholder" itself, apparently first recorded in 1708, to mean a bet or a deposit. **The word now refers to anyone significantly affecting or affected by someone else's decision-making activity**. Economic theory cantered on notions of stakeholder relations goes back to the beginnings of industrialism and is embedded in ideals of 19th century cooperative movement and mutuality. Stakeholder theory reappears in business and management discussions of the 1930s. The approach was designed then and continues to be used nowadays by firms and organisation s to factor in stakeholder interests in order to enhance the enterprise's relationship with society and secure better prospects of financial success. With the help of SA, firm decisions can profit from views that go beyond the narrow interests of stockholders and shareholders investing in a business.

The concept of stakeholder participation and consequently of stakeholder analysis as a first step was adopted by the public sector in the 1980"s and 1990"s.. It has been widely accepted that the implementation of new laws, governmental initiatives and projects depend on the active support of the affected people, a process which is also described by the term "ownership". Ownership of processes means that stakeholders see these as part of or supplement to their own livelihood strategy. Change management theory has established that many well-conceived public initiatives fail because of lack of ownership and consequent widespread resistance of stakeholders.

Stakeholders can only speak for themselves. The entire notion of clearly defined stakeholder groups is a model which helps to reduce complexity for planning. People belong to many different groups (economic, social, ethnic, religious, age, etc.), and the individual mix of interests and economic objectives can never be exactly the same between two persons. However, stakeholder analysis assumes that there are common denominators of people belonging to the same stakeholder group.

A stakeholder analysis made without the participation of the actual stakeholders is usually the first step. However, elected or self-declared representatives can never entirely refrain from their own perception of reality. Therefore, each statement that is made on behalf of other stakeholders is no more than an assumption which yet has to be proven. Only the stakeholders themselves, however, can prove the assumption to be true.

Since stakeholder identification is a consequential matter, analyses done without participation are likely to reflect the interests and agenda of the agency directing the exercise in social assessment. SA should be an iterative, action-oriented exercise in social analysis. If not revised during the project management cycle, an SA matrix may become obsolete; i.e., stakeholders and their interests and views may evolve, new actors may appear on the scene, or central issues and stakes may shift over time. The notion that SA is a one-shot, quick-and-dirty exercise constitutes a disservice to the programme as a whole.

Tools for Stakeholder Analysis

Prepare a matrix in which you rank stakeholders according to their stake in the process versus their influence:

Stakeholder power / potential	High Stake / Importance	Low Stake/ Importance
High Influence / Power	Most critical stakeholder group: collaborate with	Useful for decision and opinion formulation, brokering: mitigate impacts, defend against
Low Influence / Power	Important stakeholder group, in need of empowerment: involve, build capacity and secure interests	Least priority stakeholder group: Monitor or ignore

Table 1: Influence / Importance M*atrix*

Salience: Power, Legitimacy and Urgency (adapted from Jacques M. Chevalier)

While **legitimacy** (=normative appropriateness) is an important variable, two other factors must be considered when mapping out stakeholder class relationships. One factor consists in **power** defined as the ability to influence the actions of other stakeholders and to bring out the desired outcomes. This is done through the use of coercive-physical, material-financial and normative-symbolic resources at one's disposal. The **other** factor is that of urgency or attention-getting capacity. This is the ability to impress the critical and pressing character of one's claims or interests, goals that are time-sensitive and will be costly if delayed. These three "other-directed" attributes (legitimacy, power, urgency) are highly variable; they are socially constructed; and they can be possessed with or without consciousness.

Consequently, there are 8 different stakeholder groups:

1. Dormant stakeholders (Power, no legitimacy and no urgency)
2. Discretionary stakeholders (Legitimacy, but no power and no urgency)
3. Demanding stakeholders (Urgency, but no legitimacy and no power)
4. Dominant stakeholders (Power and legitimacy, but no urgency)
5. Dangerous stakeholders (Power and urgency, but no legitimacy)
6. Dependent stakeholders (Legitimacy and urgency, but no power)
7. Definite stakeholders (Power, legitimacy and urgency)
8. Nonstakeholders (No power, no legitimacy and no urgency)

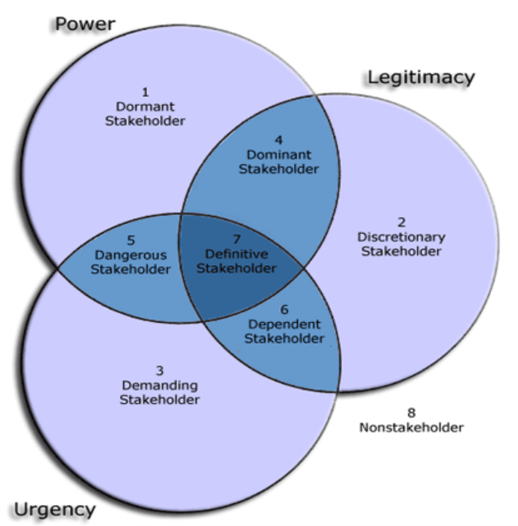

Figure 23: Power, Legitimacy and Urgency

Marketing has to address demanding and dangerous stakeholders, and try to win dominant, dependent and definite stakeholders.

For public participation, the groups a project needs to cooperate are the dominant and definitive stakeholders; their ownership of the activities has to be won. The capacity of discretionary and of dependent stakeholders to participate needs to be built up, and any programme for participation needs to monitor activities of demanding and "dangerous" stakeholders; their impact on project results needs to be mitigated. Dormant stakeholders need to be brought on board.

EXPECTATION MATRIX

If you had different stakeholder groups involved in planning a project, you might share the experience of finding out that what works well on paper can look very different during implementation. Often, it turns out that some stakeholder groups or individual players have quite different perceptions of who is supposed to do what in the implementation. This is often the start of a big controversy, which leads to a decline in the efficiency and effectiveness of project implementation.

You should use this tool at the end of a workshop - or you could organize a special event for this - and you might prevent some of the conflicts described above.

There is a long and a short version of this tool. The long one takes about an afternoon, the short one can be done in about one to one and one-half hours.

List the main groups involved in the project implementation. If it turns out that key players are missing, you'd better get them involved or represented in your workshop. Draw a matrix on one or two pin boards, where the columns as well as the rows represent the titles of the groups. Cross out those boxes of the matrix which match. If you have five groups, consequently you will have five columns and five rows, i.e. 25 fields of which 5 are crossed out.

	Project Management Staff	NGOs	Ministry of...	Trade Unions	Consultants
Project Management Staff			Work this direction first		
NGOs	This is the second step				
Ministry of...					
Trade Unions					
Consultants					

Table 1: Step 1

Now, start with the group, which represents the first row, i.e. "project management team". Proceed in a horizontal sequence and ask the representatives of that respective group, what they expect from the other groups in terms of roles and responsibilities during project implementation. Go column by column and write the answers into the respective boxes. At that stage of the exercise, the group is not supposed to comment on what role they want to assume by themselves, and the other groups are not supposed to make remarks either.

Once you finished the first group, continue with the second row, and repeat the process.

	Project Management Staff	NGOs	Ministry of...	Trade Unions	Consultants
Project Management Staff		to cooperate in the implementation to show transparency	to commit resources to allocate staff permanently	to express concerns timely	to involve all partners in steering of the project
NGOs	to release funds in time to invite NGOs into steering committee		to initiate a dialogue with NGOs	... (continued)	X
Ministry of...	X	X		X	X
Trade Unions	X	X	X		X
Consultants	X	X	X	X	

Table 2: Step 2

After having filled all the squares, you go back to the first group. Now are working in a vertical sequence. Read all the statements in column 1 aloud and ask the representatives of group number one (in this example, the project management team) for their reaction to what is expected from them. Are they willing to comply with these expectations? If not, mark disagreements. Finally, ask the representatives of group 1 to add additional tasks and responsibilities they want to assume for themselves.

Continue the process for the other groups. Debrief thoroughly. If there are any disagreements left, you might need to add an additional negotiation process until there is a consensus of all participants. Summarise and debrief.

Long version:

Instead of doing the entire process in the plenary, you might send the respective stakeholders into working groups, in which they discuss what they expect from the others. They write their statements on paper cards and present them in the subsequent plenary session. The paper cards are traded and the groups again retreat. In the following working session they discuss, with which of the expectations they want or can comply. These results again are presented in the plenary, and the process continues as described above.

RED AND BLUE OCEAN STRATEGY

This article has been provided by our staff member Mohammad Jamil. Contact him at mohammad@change-facilitation.org.

(1) Blue Ocean versus Red Ocean Strategies

For the past five decades, competition was in the heart of any corporate strategy. Not only the positions of different managerial positions" naming-chief executive officer, headquarters and other military connotations-strengthen that sense, but reflects the real situation on how business management think, strategize, or envision their intervention to be able to sustain their business in highly competitive environment. In such situations, good analysis of the economic structure, that might include supply/demand ratio and the availability of resources, might generate profit for some, which are active within a specific industry, over others. But still, profit margins have limits as all would be competing on a definite demand scale. The form of strategizing within a definite economic structure, dictated by demand and availability of resources, is termed Red Ocean Strategy. As described by Kim and Mauborgne(1), Red Ocean represents all of the existing industries in a market place.

On the same note and in the past decades, the growth of the communication sector and the number of players in a market arena limited profit and at the same time facilitated the emergence of new industries that created new demand rather than served an existing one. Hence Blue Ocean describes all of the markets that do not exist, whereby the strategizing to create demand and rotate about competition for large and fast profit margins is termed Blue Ocean Strategy, according to Kim and Mauborgne. Blue Ocean Strategies are usually more risky than those developed for well-known and definite markets. This is the major reason why despite the profitability margins of blue strategies, most of the world prefers to strive in a competitive yet known return to investment markets, hence contributing to the formation of a larger Red Ocean.

Though the Red and Blue Ocean Strategies seem offer two different disciplines of strategizing, they are very interrelated and would constantly feed one another. That is, most of the times, it is the Red Ocean bloody competitiveness is what favours or drive entrepreneurs to foresee and create new and profitable markets. At the same time, new markets, which directly contribute to the Blue Ocean, would draw the attention of investors that want to benefit from the tested and uncovered assumptions and hence would soon turn the blue into red. The table below (adopted from the Blue Ocean Strategy paper; refer to the reference section for more details) summarises the main difference between Red and Blue Strategies;

Red Ocean Strategy	Blue Ocean Strategy

Compete in an existing market place	Create an uncontested market place
Beat the competition	Make the competition irrelevant
Exploit existing demand	Create and capture new demand
Make the value/cost trade off	Beat the value/cost trade off
Align the whole system of a company's activities with its strategic choice of differentiation or low cost	Align the whole system of a company's activities in pursuit of differentiation and low cost

(2) Out of the Red and into the Blue Management

Taking the above mentioned description of the world existing and emerging markets. And taking into consideration that the red was blue and the blue mostly emerges from the red. Change management practitioners and managerial units staff must develop management strategies that would preserve an existing/red market niche (decrease cost while maximizing value) and develop new ones that would pave the way for new profitable demand. That is, management strategies should be able to analyse moves or possible change rather than analysing the industry or the product alone. As noticed, the blue colour refers to innovation. Actually, it refers to this specific innovation that would create a new demand and/or provide alternatives for an already existing market audience. And since innovation brings along change, and change shakes an already existing equilibrium within a highly networked and connected market; it would be essential that innovation realises several factors that it should be tested upon for it to be successful. In this regard, this research issue rotates about a four framework pillar model(2) while reflecting on a case study for the creation and success of Adobe Company within a highly saturated market with the beasts of software creators. The four pillars of the framework model are:

1. Reason Back from a Target Endgame: envisage and formulate scenarios about future market equilibrium as affected by the intervention of all of the market players as well as potential trends that might arise from the evolution of those markets. This is the major step that would lead to the creation of a successful innovation.

2. Complement Power players: Position your innovation as a complementary product to the most essential products of powerful producers in the a networked market. In this way, you can easily buy power players and hence would assist infuse your innovation rather than resisting it.

3. Offer Coordinated Switching: establish partnerships with market players that would add value to the product and assist in its dissemination and promotion. That is, distribute potential profit.

4. Preserve Flexibility: Design your product and marketing plans to be flexible. That is being able to cope with market changes and evolutions.

The four pillar framework model can be also viewed as a cycle; whereby the first two stages of the cycle are roam in the blue ocean and the two in the red one. it is important to note that blue oceans soon become red, and to maintain innovative thinking, new endgames should be always given room to for the emergence of new blue ones.

As a reflection of the theoretical model is the Adobe Acrobat Portable Document Format Software. An innovation that emerged in the early 1990"s in a highly competitive software companies have either failed, remained niche players, or been preserved by giant companies such as Microsoft. In other words, Adobe is a successful blue initiative that emerged from the almost static red ocean. John Warnock and his team started by envisioning the future and elaborating a winner target endgame. They noticed that that most of the electronic documents needed the creator software for reading them, which most of the time the reader might not be interested in buying based on the frequent use. Form this endpoint, Adobe envisioned software that can assist document craters to preserve their creation and readers to be able to read any documents even if they did not possess the creators software. That is, Adobe came to complement power players such as content software creator industry rather than competing with it; whereby Microsoft agreed to integrate Adobe within its software packages as it did not compete with its Office or Explorer software. And as Adobe facilitated the creation of one for all reader software, the very end-user of the software got it for free if in the reader format. This tempted users as well as distributors to adopt this program; therefore, Adobe was able to also coordinate the effort for switching to use the new program. It is also worth to mention that Adobe did not offer its reader version of the software for free. It started by selling the reader to an end-user that did not see his interest in buying the reader version of the program. Moreover, the content creators did not seem to want the product if the reader is not buying the software.

Based on this observation, and after four years of its creation, Adobe realised its benefit is from the creator and was flexible to change its strategy and offer the reader version for free. After five years of implementing this strategy Adobe was able to market more than five million creator copies and was able to disseminate more than 300 million reader-copy of its software.

The successful experience of Adobe and similar initiatives was not only because they were able to envisage the future and find their role. As their future scenarios were full of assumptions, they took the risks. Backed up by the Blue Ocean strategizing scheme, they were able to beat their assumptions and create an evolutionary multi million dollars business in an industry that had no room for new players. That is, and to relate the table presented in the previous section; Adobe was able to initiate their business in an uncontested environment, whereby they were able to rotate about competition by creating a new market demand out of an existing market audience. Furthermore, they managed to beat the value/cost trade and aligned with a whole system of sector like companies and end-users. What is most valuable of their experience is that they concentrated efforts not only to create change but facilitated a new equilibrium afterwards with existing stakeholders.

Think differently and think equilibrium if you wish to succeed infusing your innovation in an interchanging and interdependent world.

Footnotes

(1) W. Chan Kim is the Boston Consulting Group Bruce D. Henderson Chair Professor of Strategy and International Management at Insead in Fountainbleau, France. Renee Mauborgne is the Insead Distinguished Fellow and a Professor of Strategy and Management at Insead.

W. Chan Kim and Renee Mauborgne: Blue Ocean Strategy. Harvard Business Review. October 2004

W. Chan Kim and Renee Mauborgne: Blue Ocean Strategy. From Theory to Practice. Californian Management Review. Spring 2005

(2) As cited from the Baskar Charkrovorti"s article "The Rules for Brining Innovations to Markets", Harvard Business Review. March 2004. Charkrovorti is a partner at Monitor Group, a global strategy firm headquartered in Cambridge, Massachusetts. He is also the author of: The Slow Pace for Fast Change: Brining innovations in a Highly Connected World (Harvard Business School Press 2003).

Further Reading:

http://www.blueoceanstrategy.com/

W. Chan Kim and Renee Mauborgne: Blue Ocean Strategy. Harvard Business School Press. 2005.

STAKEHOLDER INVOLVEMENT IN CHANGE

Everybody talks about change and Change Management. Few people actually know what it means in practice. And, yes, we know that 90% of Change Management is good leadership, transparency, a little bit of good luck and a strong belief in the higher Gods of management.

On the other side, most large organisation s run so many change projects at the same time, that change fatigue predominates the attitude of their staff: new companywide software (ERP), new training programs, new leadership guidelines, merger and acquisitions, implementation of matrix organisation , new customer relation management programs, etc. - all this happens, if not in parallel, then at least in a short subsequence.

And, as we have shown in a recent Change Management survey, more than 50% of change projects fail. The reports "Taking Stock. A Survey on the Practice and Future of Change Management" is available here.

Seeing the reality of many companies, what often surprises (and fascinates) me is the fact that they still produce and sell (and often very successfully)!

So, if organisation s want to change, what is the best route? A central question for a manager who is about to start a new project is the question of stakeholder involvement. In few cases, those who want to initiate a change process ask themselves, whether top down or bottom up is the right direction to drive the change. The history of failures shows that in many cases those who are affected by the change are not consulted before the start of a project. A good example is Nestlés ERP story. Read more at: http://www.cio.com/archive/051502/nestle.html. Whoever thought that companywide projects for implementation of a new software has something to do with Change Management - this the proof!

"Nestlé learned the hard way that an enterprisewide rollout involves much more than simply installing software. “When you move to SAP, you are changing the way people work, “ Jeri Dunn, CIO of Nestle, USA, says. “You are challenging their principles, their beliefs and the way they have done things for many, many years.”"

For a systems thinker, there is no alternative than involving the whole system in the change. Because of the auto-poetic forces of a complex system, it will always try to rearrange internally to avoid change. Because change is firstly a threat, and only secondly an opportunity.

However, the reality of many organisation s is different. Involving many stakeholders in a change process does not only need a lot of resources. It also needs a new approach to leadership that identifies more with process facilitation than with process control. Not all companies qualify for that call.

Therefore, although we advocate whole systems change, we know that not all organisation s are ready to go along that path. Should we leave those alone? Should we talk them into organisation of large stakeholder conventions in which the vision and the strategy of the company is delivered from bottom up - even if they are not ready? The answer is a clear NO. As change practitioners, we need to see the reality of the organisation , and make appropriate suggestions for a change strategy. This could an advice to strong and charismatic boss of a medium size company to implement her dreams against all odds. Or it could be helping the well-established international organisation promoting new tools and techniques for planning. Or, it could be a large institutional learning process involving the "Whole System". The following matrix is based on a design Peter Senge has provided in his famous Fifth Discipline Fieldbook. It shows the different steps of involvement and participation in change processes:

"Telling" means that decisions about the change process are taken on the highest managerial level. Stakeholders / employees have only the choice of accepting the top-down plan or to leave the system. Implementing an entire chance process top-down leads to frustration and refusal of co-operation.

"Selling" means that change plans are designed at top-level and stakeholders are invited to join in--the change is advocated. The limitation of selling lays in the fact that the top management wants to hear a "yes", and the staff wants to hear that they will keep their jobs. So, most will give a compliant "yes", which is not a safe base for commitment.

"Testing", whilst still a top-down approach, lays the vision out for inspection by the stakeholders and asks for their comments. The management intends to find out whether stakeholders support the change process, and opens up for proposals. Testing can be done on a limited scale ("piloting") perhaps better to expand, to differentiate between representation and piloting, but could also concern the whole system. The vision remains as is, but the way to reach the vision is subject to negotiations between the different stakeholder groups.

"Consulting" is the preferred mechanism for a management that recognises that it cannot possibly have all the answers. Consulting the stakeholders about the change, strengthens the vision of change. In recent time, many tools have been developed to allow a large number of stakeholders to participate in the planning process. However, such a process takes time and requires commitment at the top-level to correct initial decisions.

"Co-creating" means developing a vision jointly with stakeholders from the very beginning. It secures the highest degree of ownership.

Have a look at a figure that shows tools that are related to the five different steps, and the required degree and type of leadership.

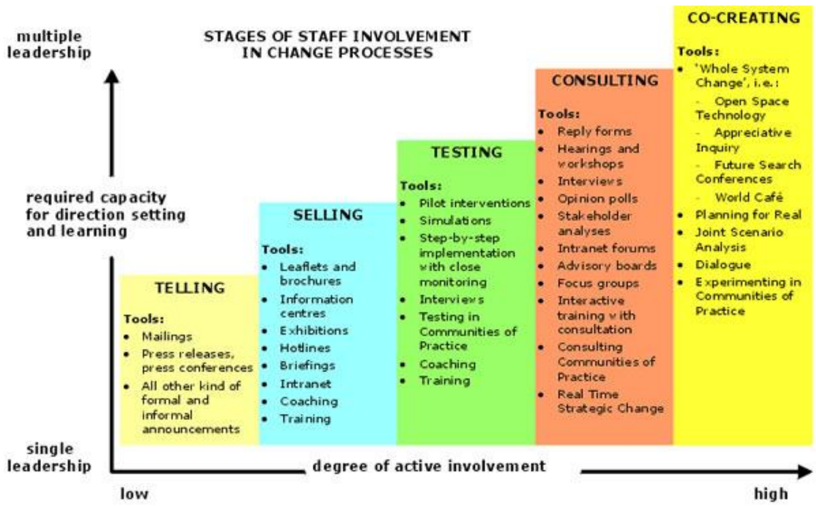

Figure 24: Stages Stakeholder Involvement

SYSTEMS THINKING: YOU CAN"T HAVE THE BUTTER AND THE MONEY FROM THE BUTTER

"*The flapping of a single butterfly's wing today produces a tiny change in the state of the atmosphere. Over a period of time, what the atmosphere actually does diverges from what it would have done. So, in a month's time, a tornado that would have devastated the Indonesian coast doesn't happen. Or maybe one that wasn't going to happen, does*."

(I. Stewart)

What is it?

Systemic thinking means considering cause-effect relationships of decisions.

What is the benefit?

Systemic thinking facilitates the creation of alternative scenarios for the future. Be prepared for the unexpectable!

Key questions

What is the underlying cause for our problem? What are the positive aspects of doing things the old-fashioned way? What effects do we expect from reaching our goals? How does the anticipation of effects influence the status quo? What question would I like to ask an oracle?

This section deals with complexity. Although our brain certainly is one of the most complex devices ever invented by God, human beings strive to simplify their perception of the world - we create our individual mental maps. In fact, without simplistic models that help us navigating through the world, we would be lost, and in most cases our models do work. Generally, it is not necessary to know how microchips and hard-disks work to use a computer. Even we don't need to know all the features of a complex text processing programme to write and print a letter. But many of us know the Friday afternoon horror:

we have to have some work done over the weekend, and our desk-top breaks down exactly a 6 p.m., leaving us lonely with a blank screen and the message.

< UNKNOWN FILE OR COMMAND, please press F1 for help >

Of course, if it works at all, it only tells us the things we already know. In this situation, our model is clearly limited. The complexity of the world and of social and technological systems is increasing at indescribable speed. For an example, a person who utilises an electrical device like a drill does this not in the way one uses a simple tool like a hammer, which one can either hold in the hand or put aside. Rather, he is connected to a worldwide system of electricity production and supply. Maybe the best current model of complexity is the medium you just tuned in, the Internet, which developed structures by itself. If you want to know more about complexity, search the internet for the key word "chaos". Since 1984, researchers at the Santa Fé Institute try to find common principles of chaos and order, which can be applied to economical, biological and social systems. (Waldrup, M.M., 1992: Complexity: The Emerging Science at the Edge of Order and Chaos).

Most projects have reached a level of complexity which hardly can be understood or managed by traditional means. This becomes evident for example in so-called integrated rural development projects. These are programmes that tend to influence the entire social and economic setting of the project region. They often concentrate on increasing productivity of agriculture, and by the same time provide inputs to create off-farm employment generation, improve health and social systems, education, environment, women's groups, etc. They try to consider every aspect of the rural life. But they are hardly prepared for the systemic effects of external and internal influences. To invent a few examples:

Eventually, the world price of the main agricultural commodity (let's say wheat) of a project region drops by 40%. Cheap wheat is imported.

Then, production becomes uneconomic for small-scale farmers.

Then, farmers sell their land.

Then, size of land holdings increase.

Then, because of the effects of production of scale, local medium and large-scale farmers produce wheat a lower price. This increases the pressure on small-scale farmers.

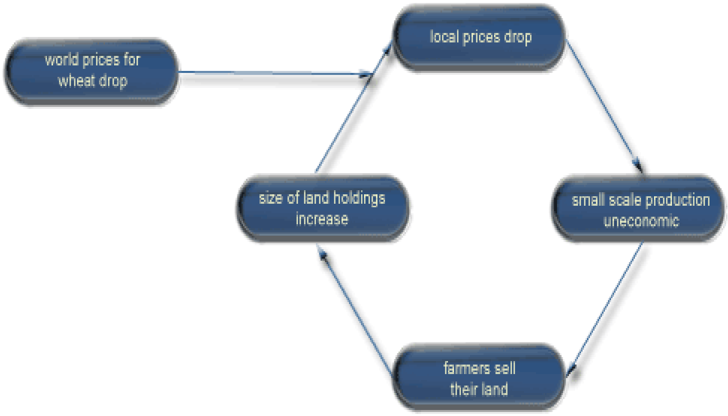

Figure 25: Example 1 for Feedback in Systems

Another example that deals with a private manufacturing company has been described by M. Goodman and R. Karash in P. Senge"s The Fifth Discipline Fieldbook:

The General Manager of a Manufacturing division faces a series of budget crises. She is told to shrink her facility, to make it run "lean and mean". So she reluctantly decides to reduce her staff, sacks some employees, reduces also maintenance and cuts back marketing activities. Her costs go down for a while, but then rise again. So she continues to cut down everything. The reduction of marketing activities has a depressing impact on her market share, the reduced maintenance leads to equipment failure (and increasing costs), and the motivation of staff declines. Eventually, everything collapses.

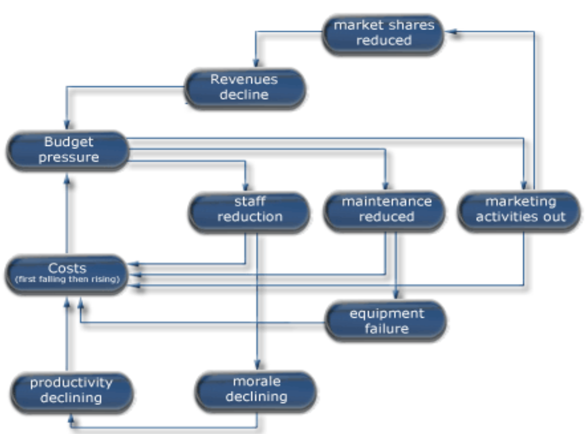

Figure 26: Example 2 for Feedback in Systems

The success of a project or an organisation is influenced by a magnitude of factors. In each case, it is possible to identify at least a dozen of such factors, but there are many others of subordinate and partially not identifiable variables, which influence each other. All processes of a system (like an organisation , group, project, society, etc.) are principally dynamic and can only be influenced in a systemic context. It is not possible to foresee all effects and relations between the factors. For example, 12 variables result in 66 linear and 220 triangular relations. To elaborate a planning base that facilitates sustainable growth the most important factors must be identified and arranged in a context that considers systemic effects. In such a complex environment, linear planning tools lose their effectiveness.

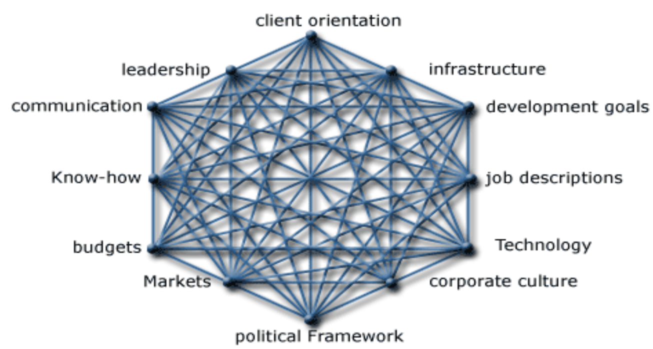

Figure 27: Interrelation in Complex Systems

Of course, it is quite possible that we could fully account for the properties of each whole if we could know the characteristics of all the parts and know in addition all existing relationships among them. The we could reduce the characteristics of all the parts and know in addition all existing relationships among them. Then we could reduce the characteristics of the whole to the sum of the characteristics of the parts in interaction. But this involves integrating the data not merely for three bodies, but for three thousands, three million, three billion, or more, depending on the whole we are considering. And since science cannot perform this feat even for a set of three parts, it is quite hopeless to think it can do it for any of the more complex phenomena it comes across in nature, man, and society. Hence, to all practical purposes, the characteristics of complex wholes remain irreducible to the characteristics of the parts.

(E. Lazlo)

In the eighties, planning tools for projects were introduced that tried to structure the complexity through a series of consecutive steps of linear analysis. In Germany, it was called ZOPP (Zielorientierte Projektplanung - Objectives Oriented Project Planning). A variation of this method is now widely used under the name PCM (Project Cycle Management) and widely applied in the projects of European Union. For more explanations on PCM, see the articles: Project Cycle Management, and: Applying Chaos Theory to Planning Workshops.

In the section about system thinking, you will find some tools to analyse systemic cause-effect relationships and to identify the lever that has the greatest impact on the system.

Personal Scenarios:

This is a tool for identifying solutions that are out of our "normal" map of reality.

The Five Why's:

A tool that helps to identify systemic causes of a problem.

S.C.O.R.E:

A tool for systemic cause-effect analysis. It helps to find resources for the transformation from problem to desired state.

Scenario Planning:

Scenario planning is one of the main areas of practice of systems thinking. In this exercise, a questionnaire helps you to find alternative options for the future.

The U-Process (Presencing):

Presencing is a principle recently proposed by Otto Scharmer that supports people concerned with management of larger social systems to learn from the future.

Spiral Dynamics (case study):

Spiral Dynamics provides a developmental model on human and organisation al behaviour. Based on the work of Clare Graves, Chris Cowan and Don Beck have developed the model further, which has tremendous implications on the way we work with organisation s. Here is a fictious case study that describes the Spiral Dynamics levels based on the 30 years history of Lebanese civil war.

PERSONAL SCENARIOS

(from P. Senge)

This trigger exercise is a start for personal planning. It helps you to identify some potential outcomes of the plans you are about to develop. Take some time to go through the questions, one by one.

1. What two questions (regarding your future) you most want to ask an oracle?
2. What is a good scenario? Assume the world works out well, how would the oracle answer your own questions?
3. What is a bad scenario? What if the world would turn into your worst nightmare?
4. If you look back two years, what would have been a useful scenario then?

5. What would it have been good to foresee?
6. By contrast, what did you actually think was going to happen?
7. What are the most important decisions you are facing right now?
8. What constraints do you feel in making these decisions?

THE FIVE WHYS

(originally from R. Ross, cited by: P. Senge, 1994)

"Because of no nail, the horseshoe got lost,

Because of no horseshoe, the horse got lost,

Because of no horse, the rider got lost,

Because of no rider, the battle got lost,

Because of no battle, the kingdom got lost"

(traditional, cited by Lynch and Kordis, 1992)

Step 1:

Identify singular problems of your organisation by brainstorming. Ideally, the members of the working group write paper cards, answering the question: "What problem do we have to solve in the near future?" Write one problem per one paper card, and display them on a board.

Step 2:

Cluster the problems and eliminate double descriptions. Write or pin all problems on a board and give some limited room for explanation, but not for discussion.

Step 3:

Pick the symptom you want to start with by ranking: every group member can distribute six votes: one for the most burning issue, two for the second and one for the third important problem. Identify the problem that received highest number of votes. You might come back to the other problems in a second and in consecutive turns, until you have analysed all issues. Take your time!

Problems	Votes	Rank

new marketing campaign did not attract new customers	+++++++++	2
advertising campaign was very expensive	+++++	4
salaries too low	+++++++	3
too much over-time	+++	5
increased customers complaints about new product	++++++++++++	1
high frequency of computer breakdowns in our office	++	6

Table 1: Example: A session of the marketing section

Step 4:

Ask the first WHY.

In this example: "Why do we have increased customers complaints about our new product?"

Let people give answers on paper cards, or speak them out. Everything will be displayed on the board. You have moved to the first level of answers.

Step 5:

Start with one of the answers.

In this example the answer might be: "Because of the frequent occurrence of break-downs."

For every answer, ask a consecutive WHY.

In this example: "Why do frequent break-downs occur?"

Repeat the process for the other first-hand answers. You have then moved to the second level of answers.

S.C.O.R.E. -A TOOL FOR IDENTIFYING SYSTEMIC CAUSE-EFFECT RELATIONSHIPS

(adopted from R. Dilts)

The S.C.O.R.E. model (Symptoms - Causes - Output - Resources - Effects) is a tool for comprehension of systemic cause-effect relationships. It distinguishes a present and a future state. The present state is characterised by a symptom that describes the prevailing problem and by the causes of the symptom. The future state is characterised by the outcome (goal) and by the long-term effects expected as a result of the outcome. The special aspect of S.C.O.R.E. is the way it looks at the relationship of the five variables. It is the cause that makes the maintenance of the symptom more important than the outcome. At the same time, it is the effect that makes the achievement of the outcome more important than the symptom. The keys for the transition from symptom to outcome are the resources to be applied. The anticipated positive effects have a feedback to the present (problem) state and support the elimination of existing constraints.

The systemic approach of the S.C.O.R.E. model supports the efficient allocation of existing resources and the identification of required resources. The analysis of effects can support to eliminate existing barriers to effective corporate change.

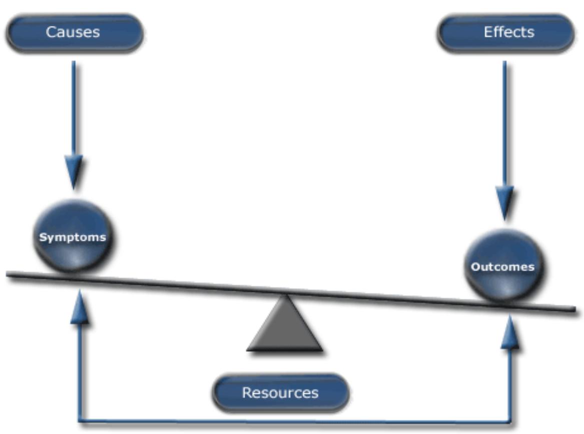

Figure 28: The SCORE Model (adapted from R. Dilts)

Step 1: Symptom

Identify the evident symptom of the current problem state of your organisation . It is recommended to use the tool The Five Why's first, which helps to structure the solution process. Ask the following questions:

What is the existing problem?
____
____
____

How do we know that it is a problem?

Write the symptom on a board.

Step 2: Outcome

Identify the outcome?

What would be the desired state?

What would be the outcome if we cure our symptom?

Write the cause under the symptom, linking both with an arrow.

Step 3: Cause

Identify the deeper cause of the symptom (maybe you have identified it in The Five Why's).

What makes the symptom more important than the outcome?

What is the good intention of doing things the old-fashioned way?

What is more important than the outcome?

Write the cause under the symptom, linking both with an arrow.

Step 4: Effect

Identify the long-term effect of the outcome.

Why do we want to achieve the outcome?

What would make the outcome more important than the cause?

What will be the long-term benefits?

Write the effect above the outcome, linking both with an arrow.

Step 5: Resources

Identify the resources needed to get from the symptom to the outcome.

What capabilities do we need to overcome the symptom?

What assumptions are required as a base for overcoming the symptom?

Where can we get the resources within our organisation ? What additional efforts are required?

Write the resources in the space between symptom and outcome.

Step 6: Systemic Relationships

Identify systemic impacts of the effects.

If we had the outcome and the effects today, how would that change the cause and the relative significance of the symptom?

What, if the problem (cause-symptom) would be a solution?

SCENARIO WORKSHOPS - A TOOL FOR CHALLENGING COLLECTIVE MENTAL MAPS

There are an indefinite number of stories about the future, our purpose is to tell those that matter.

(Lawrence Wilkinson)

What are Scenarios?

Scenarios are specially constructed stories about the future. Every scenario represents a different but plausible world. The objective of scenario planning is to show how different forces can manipulate the future towards opposite directions. Scenarios enrich our mental maps and increase the number of options to act on coming events.

A complexity reduction of systems, based on secure information, is a typical outcome of a scenario planning exercise. A workshop therefore cannot substitute a longer process of information gathering. However, scenario workshops do utilise the collective consciousness of a large group of different stakeholders. The higher the diversity, the better the results of the workshop.

Scenarios have been used for 30 years in different sectors. The famous scenario group of Shell Oil anticipated the rise of crude oil prices in 1973, thus enabling the company to be the first to react to the changing conditions. The Austrian-based insurance company Erste Allgemeine Versicherung foresaw the fall of the Iron Curtain and strategically planned its expansion into the countries of the former Eastern bloc.

There is no blueprint approach for a scenario workshop. However, it has been shown that a series of steps can bring good results in a short time. When applied to visioning, elements from future search can be included as well. The individual steps can be organized in different ways, of which one is described in the following example. This example originates from a two and a half days workshop which was conducted by the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) on the future of environmental policy advice to developing countries.

Step 1: Identification of influence factors

This is the base on which the rest on the work is conducted. Scenarios are related to people’s current reality of , and describe and reorganize what they have in mind. The information- gathering starts with a brainstorming of all the factors which can shape the question under consideration. In our example, about 50 influence factors were grouped into

- economic-political framework conditions
- science and technology
- new models of society
- future of development cooperation
- public interest in environmental policy

- In this first attempt, it is of no concern whether these factors are internal or external, opportunities or threats. Sorting takes place in the next phase.

Step 2: Questions to an oracle

In this part, workshop participants identify information gaps, and brainstorm questions they would like to ask an oracle (because they would like to know what they don't know). These questions are based on the influence factors identified in the first step. In our example, 30 questions were drawn up, such as

- "What will be the importance of national governments?"
- "Can we solve environmental problems through technological progress?"
- "Will there be development assistance in 10 years?"

A sorting process then takes place in which questions are ranked and divided into critical uncertainties and important trends. The critical uncertainties are grouped and summarised into few questions which are the base for the design of scenarios.

Step 3: Scenario design

All critical uncertainties have their particular influence on the development of the future. They serve as a base for scenario design. It is not enough to describe them in a linear cause-effect relation - the combination of different factors is what matters for a scenario. The problem is that the number of potential scenarios rises exponentially with the number of critical uncertainties: If only the two extreme ends of each uncertainty are combined, a set of 2 factors leads to 4 scenarios; 4 factors mean 16 potential scenarios and 6 factors result in 68 scenarios. The task of the planning team therefore is to reduce complexity and look at those models that bear the highest learning effect. In our example, the critical uncertainties were reduced to 3, and the extreme options were looked at:

How will environmental awareness develop?

Which will be the prevailing models of society?

In which way will partner governments in developing countries accept interventions from donor agencies?

Next is scenario design. From the possible combinations of extreme outcomes, the most plausible are selected and described. Different kind of analogue methods, e.g. theatre play, can be used to display the scenarios.

What to do with the scenarios depends on the objective of the exercise. An organisation might look at the scenario that bears the greatest threat and try to minimise the risk - or it might look at the scenario with the highest potential and shape their own future by trying to maximize the probability of the respective scenario developing. At the end of a scenario workshop, the work has just begun.

Schwartz, P., 1991: The Art of the Long View. New York, Doubleday.

Ringland, G., 1998: Scenario Planning. Managing for the Future. Chichester, Wiley.

PRESENCING–ALLOCATING THE BLIND SPOT OF LEADERSHIP - THEORY U

(based on the work of Otto Scharmer)

Theory U addresses an area of leadership of which most people are not aware.

The usual pattern with which we approach complex tasks in leadership is by applying analytical tools which seem to help us predicting the future from the past: downloading, followed by reacting, followed by performing. This pattern might produce short term gains - it might also induce systemic reactions that we have not anticipated. One of the best examples was the fall of the Berlin wall on October 9, 1989. The already rotten GDR government had tried to stabilize the system by introducing a new law that would enable citizens to travel to the West - a privilege only few people had enjoyed before. It was the GDR government's intend to channel their citizen's dissatisfaction with the system. We all know that the strategy did not work out - the system collapsed on that very day. Although this kind of counter-reaction regularly happens in business, we usually try to apply the Ostrich technique - cover our heads in the sand and just hope everything works well. This is supported by mechanistically tools of project management that suggest that if we just apply the right resources, we will get from A to B.

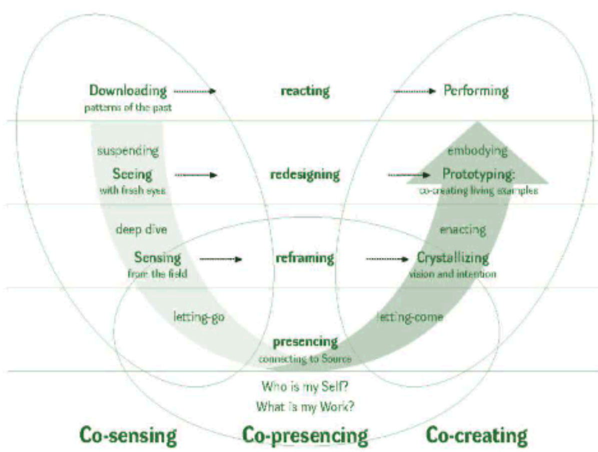

Figure 29: The U-Process: Source: Otto Scharmer, 2005

New patterns of looking at our systems have emerged during the last 10-20 years. One of the significant innovations was the introduction of the Dialogue principle by David Bohm (described by Peter Senge in his "Fifth Discipline Fieldbook" and by Joseph Jaworski, in his book: "Synchronicity - the Inner Path of Leadership"). The principle of Dialogue is based on the suspension of our assumptions, which can help team members to learn from each other. Dialogue can lead to redesigning of processes, followed by prototyping, i.e. generating new processes that reply to a common mental map of the team.

Otto Scharmer has described two more levels of understanding systems, which are based on suspension but go deeper. He calls the next level "sensing from the field", which can be translated to "learning from the future." Here we can apply some modern techniques of scenario analysis, leading to establishment of a common vision of how the future could be. Based on that image, a team can then start to prototype, i.e. developing a process that builds on this vision. Most likely, this stage can be combined with techniques of Appreciative Inquiry, where in the "Dream Phase" members of organisation s co-create their future. The deepest level - the U-turn - is just emerging, and we can expect more practical applications to come in the future. It is about "presencing", i.e. listening to and learning from the future by letting go all our assumptions, preconceived models, answers, and even questions we have in mind when we approach the future, as Otto Scharmer calls it "allowing inner knowledge to emerge". "When we suspend and redirect our attention, perception starts to arise from within the living process of the whole. When we are presencing, it moves further, to arise from the highest future possibility that connects self and whole.

The real challenge in understanding presencing lies not in its abstractness but in the subtlety of the experience." (Senge, et al., 2004: Presence, p. 89)

Presencing is described in the book "Presence", an exploration into human ratio and the future of learning organisation s, by Peter Senge, Otto Scharmer, Joseph Jaworski and Betty Sue Flowers.

Otto Scharmer is publishing a more comprehensive and practical presentation of the Presencing Process and its principles and practices in a forthcoming book titled "Theory U: Leading from the Emerging Future. Presencing Profound Change in Business, Society and the Self" (working title). An excerpt of this book will soon be available at http://www.ottoscharmer.com/.

DNN, DNN, DNN… ANOTHER ONE SWEPT IN THE SPIRAL OF WAR

Although there's little published research to substantiate this, it can be hypothesized that Beck & Cowan's containers can be mapped to the experiences of a predisposed individual throughout the duration of an extended modern civil war. For the purpose of this analysis, we'll demonstrate the reasoning through a young male, who is residing in Kin Spirits at the time when unrest escalates to a level where it is first described as "civil war". While this will be typified by a fictitious individual, Fadi, the chosen Lebanese war scenario is documented historical fact.

Bordered by Israel and Syria, Lebanon is a country on the east shore of the Mediterranean Sea that is almost the size of Connecticut State. It was among the first democratic republics in the Middle East, and it has above average economic freedom in the region. Following independence from French mandatehood in 1943, Lebanon's tourism industry witnessed considerable growth to become a popular upmarket leisure destination through the 1960"s, until the interplay of external interventions and underlying internal fidelities became the root cause for a 16-year conflict. As the war developed, so did Fadi. Aside from the irreversible damage it wreaked on his scholarly growth, it paradoxically thrust him into constructive opportunities for significant personal growth.

Consider this:

Individual v Meme	**War Stage**	**Age**	**Dynamic**
Kin Spirits	Antebellum	0-14	
<u>1 Survival Sense :</u> Express Self	<u>Phase 1</u> 1975-1977	14-16	Means of escape blocked. Intense trauma and fresh food shortages resulted in a hard-forced acceptance of the new reality. Fadi ”s humanity hardened as he saw that good Samaritans who ventured out to help the injured in the streets were themselves rewarded with death. Instinctively, he drew on his primal beige capacities in order to keep functioning. He expressed indifference to even his brother being caught in the crossfire, provided he was able to obtain rations for his parents. Fadi sharpened his urban warfare survival tactics and faculties, such as sandbagging his family’s apartment balcony and proactively seeking refuge in safer, inner stairways upon the "cold silence" (a sort of ESP described by many preceding a forthcoming airborne bombardment).
2 Kin Spirits: Sacrifice Self	<u>Phase 2</u> 1977-1982	16-21	Increasingly adapted to life in a war setting, the rebalanced, but isolated Fadi sought camaraderie and protection from the psychological and physical havoc that the hostility was inflicting on his community. The return to his pre-war purple values led him to connect with the sectarian group closest to home, wherein basic needs, a sense of security, and powerful group bonds were guaranteed. Fadi was fascinated by the frequent chants of phrases - ones that prophetically fit the circumstances - from a holy book, inside the group’s congregation. He was lured regularly to it by the mysterious way that cigarette smoke danced out of his elder cousin’s nostrils, who sometimes lingered outside its doorway to exchange stories with others. Every time they were there, Fadi found meaning in their mesmerizing tales of martyrdom and divinely intervened combat miracles.
3 Power Gods Express Self	Climax 1982-1983	21-23	Meaning is fulfilled by action. Overcoming his fears and those of his family, Fadi exercised the ideology he represented by declaring himself as one of its soldiers so he can take up weapons. Arguments and multiple loyalties proliferated even within his very unit. Emboldened, he hit the rooftops alone in an effort to assert his supremacy over all

			factions. Meaning became the last thing on his mind - it was all about the feeling; life was for the smell of bullet casings and the adrenaline of battle. Driven by a heroic need for triumph, he was filled with energy and a proud, masculine agency he had never before experienced.
4 Truth Force Sacrifice Self	Dénoue- Ment 1984-1989	23-28	Partial ceasefires prompted disciplinary action that brought "Rambo-wannabe" fighters like Fadi in check. Only now did Fadi begin to discover the purpose and deeper principles behind the group cause he submitted to. The prolonged nature of the war and lack of total victory from previous clashes meant that Fadi had to expand his organisation al perspective. Having lost close friends, he came to recognise that physical means had its limits in advancing his group's agenda … and that an alternative expression of its merit was via patriotic self-control, subject to the authority of its now legendary leader. Peer pressure reverberated through his now enlarged group network, and he felt responsible to the younger ones in the community who saw him as a role model. He lectured to them in order to spread the righteousness of his group's perspective, and to ensure that the other perspectives were seen as morally unjust and unacceptable. Fadi also married his childhood friend during this period.
5 Strive Drive Express Self	Post Bellum 1989-1991	28-30	Since the war was declared officially over, and being regarded somewhat as the "rooster" of his neighbourhood, Fadi saw an occasion to gain from his status like so many others before him had been doing. He embraced practices that are deemed corrupt, such as having been paid to allow burial of imported nuclear waste barrels on land his unit controlled and distributing stolen luxury cars. Yet he also leveraged his power for legitimate business, such as the sale of portable electricity generators. Substantial earnings from many of these non-group-sanctioned activities went not to group funds, but to the foreign accounts of some of its seniors, who incentivized Fadi through gifts that he and his wife used lavishly to make up for years of lost youth. Fadi "s having been branded "nouveau riche" by degree-educated, repatriated Lebanese only bolstered his self-esteem.

6 Human Bond Sacrifice Self	<u>Peace</u> 1991-2005	30-44	Fadi “s first travel outside Lebanon was a glimpse that "people are people wherever you go" and that it is very possible for diverse societies to live together harmoniously. After returning, he slowly grew increasingly disillusioned with the lasting impairment that the war had made on people’s quality of life and aspirations, with mass unemployment and brain drain to boot. Enduring the general devastation of infrastructure, and the epiphany that this environment could not sustain his lifestyle and his children’s future indefinitely, led Fadi to halt his money-for-waste profiteering. He felt drawn to the more cooperative and compromising tendencies of the new unity power-sharing government, compared to the martial law (if not anarchy) of the previous decade, and thus began volunteering as a negotiator between political parties. Against his firmly ingrained sectarian affinities and activities that continued to define who he was, he began the process of reconciliation and forgiveness. He did not oppose initiatives for de-sectification of the national army and invested in municipal reconstruction, which had an interfaith worship-place layout plan.

The assassination of Prime Minister Hariri in 2005, the IDF-Hezbollah war in 2006, and a spate of other murders rekindled the conducive factors for a second civil war, which is inhibiting Fadi from responding to Flex Flow stimuli. Rather, he is once again attuning to his Survival Sense, and therefore, his psyche is busied with more foundational vMemes.

Whole-systems change agents, business continuity advisors, immigration policymakers, emerging-region staffing planners, conflict mediators, and other readers alike must remember that the more realistic the individual case, the less applicable it is as a holistic, sequential example to comprehend SD theory. One scenario cannot encompass the entirety of the field. In other words, the complexity of human encounters means that various value cocktails --from all over the spectrum of SD stages- would have radiated upon Fadi within each war stage. These would both invoke existing abilities as well as provoke new ones. Furthermore, there are healthy and unhealthy expressions of each vMeme, not all of which were elaborated on or considered in our example. Fadi did not necessarily get any "smarter" nor more "moralized" (or demoralized) through the war, but simply, he became more versatile.

Comparisons can indeed be made to other wars like the 2003-to-date one in Iraq or the Thirty-Year War of Germany. Whereas other conflicts like the Chinese or American civil wars may have been too short or bipolar to spiral their soldiers through these development stages, the applicable wartime quote of "some are born great, some achieve greatness, and some have greatness thrust upon them" does suggest an aura of Gravesian biopsychosocial systems if it’s the same person in all three cases.

With that said, greatness - at least in terms of meme dexterity - is not always an overnight thing. Many people spend a lifetime never reaching orange or green, let alone tier 2. Some SD practitioners have deduced that a stage transition takes a decade or longer, which raises questions about just how many individuals who partook in the Lebanese civil war actually underwent the unusually rapid cognitive expansion that the fictitious Fadi did, even if they did experience the same course of events.

Scientific, quantitative SD research has been primarily based on Western populations in more idyllic settings. It is possible that a protracted war in today's culturally intertwined world, fought by multiple, equally-equipped convictions in one dense urban habitat, would catalyse stage transitions for exceptionally adaptable individuals. Without a doubt, the wartime Fadi transcended from Kin Spirits to gain new Power Gods capacities, all the while including his Survival Sense capacities. But did he really uplevel to Truth Force and onwards to spiral wizardry? Or was he just upleveling to temporary states (not lasting stages), unwittingly craving the first break to shift back to his latter Power Gods center of gravity? The answer lies in what Fadi will do next, when a car bomb goes off in his very own neighbourhood.

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LARGE SYSTEMS CHANGE

How to create a corporate identity to which people like to subscribe

There are a couple of well-known reasons why initiatives to change a large system often fail to produce all intended results. You will find that, for example, whenever customer orientation is to be introduced into public service, or two mega-companies are to be merged. The causes might be lack of management commitment, lack of sufficient resources, and others that apply for all kind of large projects. However, there are root causes that are a consequence of the features of systems that are often not considered in change projects.

What are the main characteristics of systems? They have rich interconnections, redundancy, and frequent constructive feedback. Think of the nervous system as a model - through these features the system maintains its integrity, even if parts of the system are lost (no single point of failure). It is a matter of self-protection. Haven't you ever wondered that the human body maintains its shape although cells are constantly replaced? Now try to transfer this example to a large organisation . How can those exist and maintain shape, although there is a constant exchange of personal? Another obvious example is the architecture of the Internet.

On the other side, systems are always at the edge of chaos, in which emerging phenomena can suddenly cause the system to change its direction or to collapse. Remember the fall of the Berlin wall. The East German system was quite destabilized through the high number of people who fled the country through Hungary and Czechoslovakia over the summer of 1989. But it was a small incidence in a press conference, which caused the system to collapse. A party official announced that in future, East Germans will be entitled to receive exit visa for travelling to the West. This was cabled to all major news agencies and suddenly everybody knew: "The wall is open." Consequently, tens of thousands flooded the borders to the West on November 9, 1989, and the border police lost control. After that night, the East German system was not able to return to normality and within 11 months, East and West Germany were united.

How can we deal with these features of systems? As a consequence for change projects, we have to create critical mass of people who want to change and want to change in the same direction. And all of that simultaneously, because otherwise the self-protecting mechanisms of the system will cut back any initiative to change - like the autoimmune system of the body.

Over the last 20 years, a couple of new methodologies have been developed, to help large systems to change. They rely on the self-organisation of the system and attempt to create common ground among stakeholders. Among the various techniques, these are the most frequently applied:

Open Space Technology:

I don't know any other tool which creates such an excitement among participants. Open Space, developed by Harrison Owen, can be applied for groups from 5 to 2000 (or more? we don't know yet).

Of all methods, it has the highest the degree of self-organisation among participants. Learn more about this technique in our text.

Appreciative Inquiry (AI):

AI seems to be the tool of the 21st century. It is increasingly applied in a variety of change initiatives. Bernard Mohr and Jane Watkins have called it, "Change at the Speed of Imagination". Developed by David Cooperrider, it concentrates on what gives life to an organisation . Instead of presenting a general introduction to AI, our text is a concrete application of AI to the field for monitoring purposes."

Future Search Conferences:

Future Search is a fantastic tool, if you have a diverse group of stakeholders, and you want a joined vision as well as concrete action. It is largely self-organized and you cannot predict the outcome (like in all other large stakeholder approaches).

The World Café:

The World Café is a methodology developed by David Isaacs and Juanita Brown to create meaningful dialogue in large groups.

The Change Handbook:

Peggy Holman, Tom Devane, and Steven Cady, in their fabulous Change Handbook, have described exactly 61 methods to facilitate Large Systems Change, 57 more than what we have described above. With the permission of the authors, we are opening this treasure chest for the visitors of the Change Management Toolbook. Please have a look at the wealth of methods and find out what you would like to explore deeper.

OPEN SPACE - A TOOL FOR EFFECTIVE STAKEHOLDER CONSULTATION

Organisations, communities, whole countries and the entire world today are changing at breath-taking speed. New ways of co-operation and collaboration in this rapidly changing environment are urgently needed. Navigating this complex situation requires new strategies and technologies to explore opportunities, design and redesign work practices, adapt to the new challenges and recognise the potential in new possibilities...and to do all of these effectively and quickly, involving players from all levels of the organisation or the community.

The information and expertise needed to operate in this changing climate is available but scattered. We do not possess it individually but it is available in the groups, subsystems, organisations, networks and communities we work and live in. Collectively, we are able to address the challenges, issues and opportunities we presently face. Working productively in the changing world of organisations and communities requires the commitment of many people from different parts of an organisation and from different interest groups.

During the last years, private companies as well as public agencies have been realised that consultation of stakeholder groups is an indispensable step for achievement of results and improvement of impacts. Consequently, companies like The Body Shop, IBM, or Shell have developed their own tools to ensure that management decisions can be significantly influenced by customers, shareholders, employees, suppliers, the public opinion and other important groups. The World Bank, through the New Development Framework, will ensure stakeholder participation in identification, planning, implementation and monitoring of its programmes.

A multi-stakeholder process is based on the idea that any organisation to be effective in the long run has to make sure that

- its products and services match the expectations of the clients,
- the return on investment (or on public spending respectively) satisfies the sponsors,
- the working conditions motivate the employees,
- the procurement policy does not suffocate the suppliers, and
- the overall conduct delights the public opinion.

In the past, it seemed difficult to involve large groups in a participatory manner. For example, the upper limit of participants of a workshop was considered to be around twenty persons. In most cases, this limit was just exceeded by inviting key persons from the involved agencies or departments. In contrast, it was difficult to bring a large and diverse group of people to interact.

Recently, several new tools for large group facilitation have been developed, among them Future Search (by Marvin Weisbord and Sandra Janoff) and Open Space Technology (by Harrison Owen).

Open Space Technology supports systems of all sizes in navigating and adapting to the major changes we all experience. It provides a framework of time and space in which people self organise their own process and work on issues they feel passionate about and for which they will take responsibility. Since Harrison Owen discovered this unique and radical workshop technique 20 years ago, it was successfully applied by thousands of communities and non-profit organisation s, as well as by private companies such as AT&T, BBC, Mercedes Benz AG, Pepsi Cola, and Boeing. The number of participants in such an interactive workshop is virtually unlimited - recently, an Open Space Conferences with 1, 700 street kids and 300 adults was held in Colombia. Read more about this in the November archives of the OSLIST.

You can’t beat the elegance and clarity of OPEN SPACE technology. To all stakeholders, it offers the opportunity to work on complex and burning issues. Simple rules support a highly participatory, reflecting and task oriented cooperation for 5 to 500 participants of a meeting, which can go on for one to three days. Each collaborator is empowered to contribute to the success of the workshop with his/her own competency and ideas. The methodology is particularly appropriate for initiating and establishing self-referenced learning and development processes in communities, organisation s and companies.

Michael M Pannwitz has created a worldmap of countries in which Open Space events have been hosted.

Figure 30: The market place, in which focus groups are negotiated - (Photo: Michael M Pannwitz)

What is the principle?

Any Open Space event is predefined by a question which is to be discussed during a one to three days meeting. The question has to be selected carefully by the management, supported by the facilitator. It should address a burning and conflicting issue and ensure a high diversity of opinions. One day means a good exchange of ideas, two days means a good exchange of ideas and the elaboration of recommendations and three days means a good exchange of ideas, elaboration of recommendations and the priorization of actions.

Such a meeting would have neither a fixed agenda nor invited speakers. Management should be aware that the lay-out of the conference would not allow any status differences ("no ranks, no titles") and should commit themselves to the outcomes of the conference. Within the first two hours of an Open Space event, the participants themselves have set the agenda. Initial resistance or uncertainty disappears, when suddenly more issues have been identified that anybody would have expected beforehand. On average, 30 focus groups are set up in a conference of one hundred participants.

Workshop results are constantly documented and displayed. At the end of the conference, each participants will take the conference proceedings home.

The process is based on a set of four Principles and one Law:

Principle: Whoever comes is the right people.

Open Space works with those who are interested and ready to commit themselves. Only those who are present can contribute. Although the invitation list might be limited, an Open Space conference is principally open for everybody; often, outsiders bring in fresh and independent views that can cause a quantum leap for the process.

Principle: Whatever happens is the only thing that could have.

This principle gives the base for sustainable involvement of stakeholders. Those issues for which people have a passion and in which they would engage themselves are discussed, not less, not more. In Open

Space, everything that happens has a meaning. In contrast, issues that have been identified before the conference had started might not be considered. Open Space creates transparency and facilitates identification of those areas that bear the highest probability of implementation.

Principle: Whenever it starts is the right time.

Principle: When it's over, it's over. (When it's not over, it's not over.).

These principles describe an obvious and well-known fact: it is not possible to force processes. If people are committed to make a change, they will take the process in their hand. Although time and place are predefined in an Open Space event, clocks play a minor role in setting the pace. Participants themselves decide, how much time is needed to work on an issue – ten minutes, two hours, one day – or not at all.

The Law of the Two Feet

The only law that guides Open Space requires that whenever a participant feels that he/she is neither contributing nor learning, he/she is encouraged to use their capacity to move to a another place of interest. Thus, the Law of Two Feet creates a process of cross-fertilization between the different focus groups.

OPEN SPACE can be applied for:

- stakeholder consultation,
- solution finding for corporate uncertainties ,
- networking of institutions on local, regional and international level,
- creating synergy and growth among representatives of different pressure groups,
- mergers of companies,
- creativity, research and development,
- solving technical problems,
- vision sharing,
- opening event for projects and programmes or for change processes in larger organisation s,
- community planning,
- and others.
- **Open Space** was successfully applied by AT&T, BBC, Mercedes Benz AG, Pepsi Cola, Boeing, Peace Corps, the World Bank and thousands of other organisation s.

Debited to its simplicity and the sensual aspects of comprehension that will be offered by an experienced facilitator, OPEN SPACE can be employed for all cultures, educational levels and age groups – even for children. Therefore it is also applied in schools and educational programmes.

Look at some images from an international Open Space conference which took place in Sofia in March 2005.

A great resource to all Open Space related issues, training, case studies: http://www.openspaceworld.org/

Find Open Space Facilitators in your geographical region: http://www.openspaceworldmap.org/

APPRECIATIVE INQUIRY REVISITED

A NEW APPROACH FOR MONITORING AND EVALUATION

Change at the Speed of Imagination

"Those who do not have power over the stories that dominate their lives, power to retell them, rethink them, deconstruct them, joke about them, and change them as times change, truly are powerless because they cannot think new thoughts."

(Salman Rushdie: One Thousand Days in a Balloon)

WHAT IS APPRECIATIVE INQUIRY?

Of all new tools, schools and methods for change in organisation s and communities that have dominated the discussions of the last years, Appreciative Inquiry (AI) sticks out. It is not a new tool. It is not a new school. And it is not a method.

AI can be best described with a new paradigm in how we approach change in organisation s and communities. It invites people to tell the stories they want to tell, and to jointly search for what gives life to organisation s and communities. It is increasingly applied for both small and large change processes, ranging from small personal change to mega-cities or entire regions and multi-national companies such as McDonald's or British Airways.

Although (or because) AI is not another organisation al development intervention, it can be applied to organisation al development - it changes the way OD practitioners approach their task, such as strategic planning, evaluation, community participation, etc.

It builds on the power and the experience of the stakeholders, it values what people are ready to contribute and it changes human mind-sets by switching the focus of their attention - "Change at the Speed of Imagination".

AI relates to what OD practitioners call the "power of mental models". I refer to our newsletter on mental models from February 2003, which can be downloaded at http://www.change-management-toolbook.com/media/mentalmaps.pdf

The concept of mental models (or mental maps - a term that I favour) has been described by most authors on personal and organisation al change. It goes to the heart of NLP (neuro-linguistics programming), where one of the key presuppositions is "The Map is not the Territory". To learn more about the foundations of NLP, please visit Robert Dilts" homepage at http://www.nlpu.com. Peter Senge has also devoted one of his famous five disciplines on the issue of mental models (see our literature review here). An artist of describing how mental models distort reality is Paul Watzlawik, e.g. in his books "In Pursuit of Unhappiness" or "How Real is Real?". However, most of these authors have written about the limitations to human communication and behaviour that result from mental maps, for example the "limiting beliefs" described by Dilts.

What is radically new in AI is the notion that the adaptation of certain, resourceful mental models can help us overcome limitations - as Watkins and Mohr describe it: "Change at the Speed of Imagination". By focusing a group of people on "What has been there already", and "What could be", the system receives an implicit intervention which creates a shift. Referring to the famous metaphor of system thinkers, the introduction of AI into an organisation is not a single butterfly (that causes a tornado 5000 miles away by a single flap of its wing), it is a large group of butterflies. Or an entire flock of birds. I was very fascinated by reading Kevin Kelly's "Out of Control", where he describes that a flock of wild geese (or any other bird) reacts as a whole when they change the direction of their flight. This is what AI does, when done with an entire organisation or community - it changes the direction of people's actions.

The recent development of AI is dominated by a desire to put the philosophy into a process, which can be applied to many different assignments, e.g. strategic planning, visioning, or monitoring and evaluation.

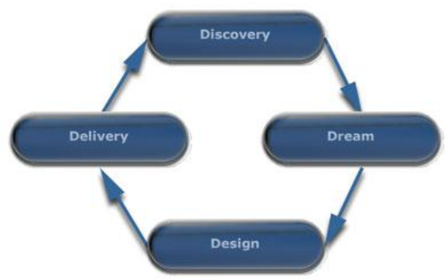

Figure 31: The 4D Model of Cooperrider and Srivastva (taken from Watkins and Mohr, 2001)

The models and how they can be applied for Monitoring and Evaluation

AI, as it was developed by Cooperrider and Srivastva is based on the 4-D Cycle, which runs through 4 stages (see Figure 1):

- **Discovery** (Appreciating That Which Gives Life)
- **Dream** (Envisioning Impact)
- **Design** (Co-Constructing the Future)
- **Delivery** (Sustaining the Change)

In the Discovery phase, people start to explore the resources of the organisation or the community the relate to, by conducting interview cross the organisation , and even including external resources, such as clients, etc. Interviews are principally "appreciative", and are developed together with a steering group composed of different stakeholders. In monitoring of a project, an interview could look like:

- If you revisit the history of the project XYZ and your engagement in the project, which was a moment when you felt deeply connected to the core of the project? A moment in which you were able to contribute to the achievement of project purpose and overall objective? Please describe this moment in detail.
- What was your particular contribution? What did you do to help others to contribute?
- What were the nurturing framework conditions that supported that extraordinary performance of yours and other stakeholders?
- What was the particular outcome at that time?
- If you had three wishes for the future of your organisation (or the project), which would they be?
- In that phase, people share stories and write down the answers in interview protocols, which are the base for the next phase.

In the Dream phase, stakeholders engage in a conversation about the organisation's or community's potential, future or vision. The future is describes in a "Provocative Proposition": In an evaluation, this proposition could be about what should be changed in the set-up of the project to replicate the peak performances that have been experienced by the stakeholders. But the provocative proposition can go far beyond and describe a vision which had so far not been conceptualised.

In monitoring, this is the coaching phase. The team sits together with the stakeholders to find out, what parts of the project are worth to expand on.

In the Design phase, the results are transferred into an architecture. Structures that are existing might have to change (or to be strengthened) to facilitate the replication of the peak performance and the implementation of the new dream.

In monitoring, this is the time for concrete recommendations for action that concern all involved stakeholders.

The final Delivery phase is the phase of implementation and experimenting. The design is put into practice, and a constant learning environment is created, which then is the base for a new monitoring cycle, which now is not out of the blue, but grounded in constant research on what gives life to the organisation or community.

The 4-D Model has been altered by Bernhard Mohr and Mette Jacobsgaard into a Four-I model, which has the following steps (see Figure 2):

- **Initiate:** Introduce AI to key stakeholders and create temporary structures
- **Inquire:** Conduct generic interviews
- **Imagine:** Collate and share interview data; develop provocative propositions
- **Innovate:** Engage maximum number of stakeholders in conversations; implement design changes.

The advantage of the 4I-Cycle is that institutional capacity is systematically built up.

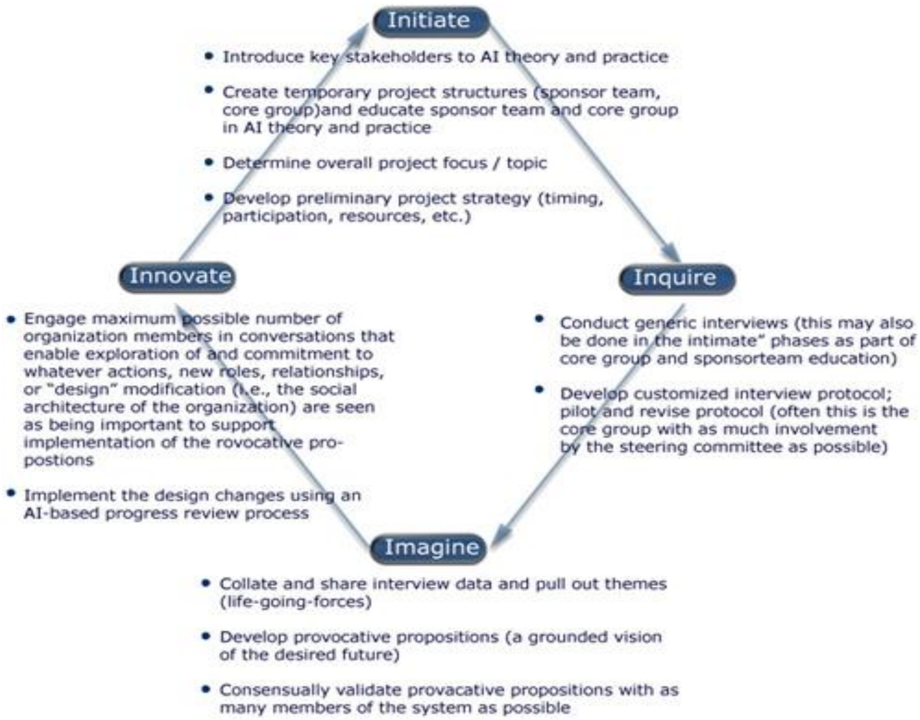

Figure 32: The 4I Model of Mohr and Jacobsgaard (taken from Watkins and Mohr, 2001)

The merits of AI in evaluation have been described in a brand-new book:

Using Appreciative Inquiry in Evaluation, edited by H. Preskill and A. T. Coghlan (see book of the month).

According to the authors, AI is particularly appropriate

- Where previous evaluation efforts have failed
- Where there is a fear of scepticism about evaluation
- With varied groups of stakeholders who know little about each other or the programme being evaluated
- With hostile or volatile environments
- When change needs to be accelerated
- When dialogue is critical to moving the organisation forward
- When relationships among individuals and groups have deteriorated and there is a sense of hopelessness

- When there is a desire to build evaluation capacity - to help others learn from evaluation practice
- When there is a desire to build a community of practice
- When it is important to increase support for evaluation and possibly the programme being evaluated

FUTURE SEARCH

Future Search is an innovative planning conference used world-wide by hundreds of communities and organisation s. It helps to transform the capability of organisation s for cooperative action in a relatively short time. Future search is especially helpful in complex, uncertain, and/or fast-changing situations. Because people build on what they already have and know, they need no prior training or expertise.

In Future Search conferences, topics focus on a wide range of purposes but the title is always, "The Future of ...". Because Future Search is largely culture free, it has been adopted with success by people from all walks of life in North and South America, Africa, Australia, Europe, Scandinavia, Eastern European nations, the Soviet Union, South Asia and the Middle East. (We applied the method, for example, in the context of educational reform in Pakistan). As criteria for success, Future search conferences call for diverse stakeholder groups to come together for a pre-designed series of tasks. In the above mentioned example of “Education Reform in Pakistan”, stakeholders ranged from high ranking ministry officials to parents and teachers. There were also women who never before had left their home village! The approach empowered everyone to work on their own issues and discuss these freely with the other participants.

How Future Search Works

A future search usually involves 50 to 70 people. The magic number is 64 participants, because then 8 times 8 working groups can be formed. Equal numbers of participants are invited from all relevant stakeholder groups. In a business context it could be: employees, management, shareholders, suppliers, customers, the public, etc. It is intended that within stakeholder groups a cross section of gender, ethnic groups, powerful and non-powerful people, etc. are represented. When applied in a planning process, Future Search allows planners to learn about the issues that really concern people and constituencies. One of the unique features that distinguish Future Search from other planning methods is that people participate in some tasks according to their stakeholder group (e.g., have common perspectives to offer and/or interest in the outcome) and some tasks in groups that include representatives of all the stakeholders (“max-mix”). For example, in a conference in Pakistan, all teachers, all parents, all ministry employees, all donors, etc. met separately to present their unique perspectives and understanding around the conference theme, and for other tasks, groups are mixed to the highest degree possible (i.e., one member of each stakeholder group) so that all of the dialogues within each mixed-group carry the perspectives of each stakeholder group.

The conference is designed to principles that enable people to work together without having to defend or sell a particular agenda:

- "Whole system" in the room

- Global exploration before local action
- Future focus on Common Ground
- Self-Management and Responsibility

The first principle involves "getting the whole system in the room." That means inviting people with a stake in the purpose who don't usually meet, thus enhancing everybody's potential for learning and action. The second principle involves putting the focal issue in global perspective, helping each person to see the same larger picture of which they all have a part. The third principle applies to treating problems and conflicts as information rather than action items, while searching for common ground and desirable futures. The fourth principle invites people to manage their own small groups in talking about and acting on what they learn.

The Future Search Agenda

The work is done in two and a half days. There are five tasks. The first task establishes a common history: participants draw time lines on big sheets of wall paper and explore their personal history, the history of the theme of the conference, and major global events leading up to the present. The second task is done as a large group: a mind map of trends which influence the conference theme (e.g., "trends that influence the future of education in Pakistan"). This task can create confusion and mixed feelings. People tend to experience the complexity of circumstances and dynamics in which they are living. Using coloured dots, participants vote on those trends they feel are most significant with regard to the focus of the conference. This helps to narrow everyone focus and prioritize items to use for planning emphasis. The third task is the first time that stakeholders work within their own peer groups. This task calls for stakeholders to assess what they are doing now that they are proud of and sorry about, with regard to their response to the significant trends identified on the mind map (or, what they are doing now they want to continue to be doing, and what they are not doing they would like to be doing). This is an important and powerful step that helps groups take some responsibility for the status quo, and for other groups to understand more of each other's motives. The next task involves people, now in mixed groups, to create ideal future scenarios and bring these scenarios to life through role plays. Following this, all groups work together to identify common ground themes--key features that appear in every scenario. The whole group confirms their common desired future, acknowledges differences and makes choices about what they want to accomplish and how to use their energy. In the final segment, participants volunteer and make public commitments to work together on desired plans and actions.

(edited by Shem Cohen, Future Search Network)

THE WORLD CAFÉ

HISTORY AND BACKGROUND

World Café has been invented incidentally. Juanita Brown, one of the co-developers, writes:

It is Friday, January 27th, 1995--a very rainy dawn at our home in Mill Valley, California. A thick mist hangs over Mt. Tamalpais as I look out beyond the massive oak tree which rings the patio outside our *living room. I'm worried. We have 20 people arriving in half an hour for the second day of a strategic dialogue on Intellectual Capital which my partner, David, and I are hosting...*

As I set out the breakfast and prepare the coffee I wonder how we will manage if the pouring rain continues and no-one can go outside on the patio to "hang out" and visit when they arrive. David suggests, "Why don't we put up our TV tables in the living room and just have people get their coffee and hang out around the tables while we're waiting for everyone to arrive and then we can do our formal start up and check-in.

Tomi Nagai Rothe, arrives and adds "Gee, those look like café tables. I think they need some tablecloths." She puts white easel sheets over each of the paired TV tables. Now it's getting kind of playful. I've stopped worrying about the rain, which is now coming down in sheets. I decide we need flowers on the café tables, and go for the small vases downstairs. In the meantime, Tomi adds coloured markers on each of the tables, just like those in many neighbourhood cafés. She makes a lovely sign for our front door: "Welcome to the Homestead Café."

Just as I get the flowers on the tables, folks begin to arrive. They are delighted and amused. As people get their coffee and croissants they gather in informal groups around the café tables. People are really engaged. They begin to scribble on the tablecloths. David and I have a quick huddle and decide that, rather than have a formal opening to the gathering, we will simply encourage people to continue to share "what's bubbling up" from their conversations the day before that they think could shed light on the essence of the relationship between leadership and intellectual capital.

Forty-five minutes pass and the conversation is still going strong. Someone in the room calls out, "I'd love to have a feel for what's happening in the other conversations in the room. Why don't we leave one host at the table and have our other members "travel" to different tables, carrying the seed ideas from our conversation and connecting and linking with the threads that are being woven at other tables." There's consensus that the suggestion seems like fun. After a few minutes of wrap-up, folks begin to move around the room. One host remains. Their table mates each go to a different café table to continue the conversations..."

(from: The Birth of The World Café By Juanita Brown)

This was the start and these few words already give a clear description of how World Cafés work.

THE PROCESS

World Cafés can be used as a general structure for 1-3 days workshops or as a tool for organizing one or more sessions of generative dialogue. The method can be even applied within workshops that follow other approaches. For example, we applied it for the "Delivery" phase of an Appreciative Inquiry workshop. These are the steps of preparing and facilitating a World Café.

- Clarify The Context
- Create Hospitable Space
- Explore Questions That Matter

- Encourage Everyone's Contribution
- Connect Diverse Perspectives
- Listen Together and Notice Patterns

Clarify The Context: Like all other interventions into systems, the main role of the facilitators is to prepare the event, together with client. It is important to listen to the client's aspirations, hopes and fears and to find out whether this methodology is the appropriate for their specific goal. A World Café usually focuses on an issue that matters to the organisation , a problem that needs to be solved yesterday, or a topic of generative change in that organisation (or community).

Create Hospitable Space: In a typical World Café, participants sit at round or square tables that fit 4. The tables are distributed in a large room that allows for movement between the tables. Try to create a real Café atmosphere by putting nice tablecloth on top. We usually have flours on the tables, and some drinks including coffee. The entire room is decorated in a warm fashion, and in between discussions, we play some music which can be soft or energizing, depending on what mood you want to generate.

Explore Questions That Matter: At the tables, participants start to dialogue about a question that is introduced by the facilitator. In large meetings, we project the question at the wall with an LCD projector. The questions should be compelling and energizing and appropriate to generate meaningful dialogue. Appreciative Inquiry style questions can be applied. Encourage Everyone's Contribution: Because of the hospitable space, and the small groups that gather around the tables, usually everybody feels comfortable to contribute. However, the facilitator might introduce some general rules of dialogue at the beginning.

Connect Diverse Perspectives: A World Café round usually lasts between 20-30 minutes. After that, participants are encouraged to swap tables, while one host stays behind to great the incoming guests and to summarise what has been explored so far at the table. This pattern is repeated 2-3 times. In the subsequent rounds, either the same question could be applied to drill deeper, or additional questions could be introduced. Short presentations to the plenary help to capture results.

Listen Together and Notice Patterns: Participants are encouraged to listen to their peers at the tables, share common themes and develop ideas further. The paper table cloth (or flip chart paper is used for taking notes, drawings, etc. These documents can later be displayed in an exhibition style presentation.

WHEN IT WORKS AND WHEN NOT

Like Open Space Technology and Appreciative Inquiry,

the World Café is based on the generative and self-organizing power of a system. Consequently, it should not be applied for processes in which the desired outcome is already known. It has its particular beauty with large groups of people, and has been applied with up to 3, 000 (or more?) participants. Read a recent inspiring story about

World Café on democratic change in Thailand, written by Chaiwat Thirapantu, a wonderful colleague who I met 7 years ago on an AI training in Riccione / Italy, and then again in Vienna last year:

http://www.theworldcafe.com/Thailand.html

Resources

David Isaacs and Juanita Brown run a great website on the World Café:

http://www.theworldcafe.com/

They have just published a comprehensive book:

The World Café: Shaping Our Futures Through Conversations That Matter By Juanita Brown and David Isaacs with the World Café Community

Foreword by Meg Wheatley, afterword by Peter Senge

Berett-Koehler Publishers

I really enjoy every World Café; the method creates a wonderful atmosphere which is distinct from all other workshops.

THE CHANGE HANDBOOK

Peggy Holman, Tom Devane, and Steven Cady, in their fabulous Change Handbook, have described exactly 61 methods to facilitate Large Systems Change, 57 more than what we have described above. With the permission of the authors, we are opening this treasure chest for the visitors of the Change Management Toolbook. Please have a look at the wealth of methods and find out what you would like to explore deeper.

Action Learning

Action Review Cycle/AAR

Ancient Wisdom Council

Appreciative Inquiry

Appreciative Inquiry Summit

Balanced Scorecard

Civic Engagement

Collaborative Loops

Collaborative Work Systems Design

Community Summits

Community Weaving

The Conference Model

Consensus Decision Making

Conversation Cafe

The Cycle of Resolution

Dialogue and Deliberation

The Drum Cafe

Dynamic Facilitation

Dynamic Planning Charrettes

Employee Engagement Process

Future Search

Gemeinsinn-Werkstatt

The Genuine Contact Program

Human Systems Dynamics

Idealized Design

Integrated Clarity

Jazz Lab

Large Group Scenario Planning

Leadership Dojo

The Learning Map Approach

Online Environments

Open Space Technology

Open Systems Theory

OpenSpace-Online Real-Time Methodology

Organisation Workshop

Participative Design Workshop

PeerSpirit Circling

Playback Theatre

Power of Imagination Studio

The Practice of Empowerment

Rapid Results

Real Time Strategic Change

Scenario Thinking

Search Conference

SimuReal

The Six Sigma Approach

SOAR

Strategic Forum

Strategic Visioning

Study Circles

Technology of Participation

Think Like a Genius

21st Century Town Meeting

Values Into Action

Visual Explorer

Visual Recording and Graphic Facilitation

Web Lab"s Small Group Dialogues

Whole-Scale Change

Whole Systems Approach

WorkOut

The World Cafe

Interested in more? Buy The Change Handbook.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

ACTION LEARNING

For More Information: Waterline Consulting, http://www.waterlineconsulting.com/

Purpose:

To develop the practices that advance organisation al strategy in the midst of complexity by developing essential skills for thinking creatively, coaching through questioning, and finding leverage points for action.

Outcomes:

- Increased ability to accomplish strategic change
- Improved cross-functional teamwork
- More strategic and focused leadership
- Ability to address complex challenges

When to Use:

- Changes in strategy require new leadership behaviours
- Teams are undertaking long, complex projects
- Cross-functional teamwork needs strengthening
- Strategic thinking is needed throughout the organisation

When Not to Use:

- For refining established processes, roles, and structures
- When the right people are not on the team

- For doing basic problem solving
- Cannot commit to meet over the length of the cycle

Number of Participants:

- Peer Coaching group:3–10 people
- Team Learning groups:3–30 people

Types of Participants:

- Peers from different functional areas
- Leadership teams
- Professionals with similar work
- Intact teams responsible for strategic change

Typical Duration:

- Orientation:4–16 hours
- Sessions:Over 6–12 months
- Follow-up:Optional custom design

Brief Example:

Canadian Tire, one of Canada's most shopped retailers, used Action Learning to create culture change in its IT organisation . Ninety-one present of participants said it increased cross-functional teamwork and broke down silos. The IT organisation became more performance oriented and aligned to business priorities.

Historical Context:

The Quakers have used a similar method (Clearness Committee) for more than 400 years. Reginald Revans pioneered Action Learning groups with organisation s beginning in the 1940s.

Figure 33: Action Learning

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

ACTION REVIEW CYCLE/AAR

For More Information: Signet Research & Consulting, www.signetconsulting.com

Purpose:

To continually raise the bar on performance, build a culture of accountability, and sustain success in a changing environment.

Outcomes:

• Actionable knowledge against key performance measures
• Confident yet humble leaders, empowered teams
• Leadership, learning, and execution are integrated in the way work is done every day
• An agile organisation that embraces change

When to Use:

• Where there are high stakes and/or complexity of interdependent actions and decision-making
• As a practical way to build or sustain a learning culture
• Built into existing operating cycles

When Not to Use:

• As a one-time, backward-looking post-mortem
• With a team or who will not be expected to take action–focusing After Action Reviews (AARs) on creating reports or recommendations for others not present undermines the ability to use it as a living practice.

Number of Participants:

• 5–15 in a session (sessions can be cascaded to involve entire organisation)

Types of Participants:

• Teams and leaders with direct responsibility for an action or mission. Interdependent teams can do Before Action Reviews (BARs) and AARs together

Typical Duration:

• Preparation: Collect performance data during action
• Depending on scope and skill: BAR: 15 minutes–2 hours; AAR:15 minutes–3 hours
• Follow-up is continuous—this is a cycle

Brief Example:

For Jeff Clanon of the Society of Organisation al Learning, the ARC was a mechanism to get organisation al members engaged in collectively taking responsibility for what happened in their quarterly meetings and acting on the implications of their discussions going forward. Using the BAR/AAR contributed to a step change in the way the coalesced in the last two years. Interactions became more grounded and disciplined, and embody what the organisation preaches

Historical Context:

Originated in 1981 at the U.S.Army's National Training Center, has evolved over 25 years. World’s Best Practitioners: NTC Opposing Force (11th ACR).

Figure 34 Review Cycle

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

ANCIENT WISDOM COUNCIL

For More Information: Ehama Institute, www.ehama.org

Purpose:

To awaken "whole" thinking using a holistic and collaborative process for deeper wisdom.

Outcomes:

• Enhances cohesion and energetic motivation
• Increases use of people resources
• Develops balanced and unbiased perspectives
• Clears blocked communication
• Builds trust and deepens relationships

When to Use:

• For complex issues that require innovation
• To slow down the cycle of act and react
• When dominant voices close out valuable contributions
• To make decisions that affect the collective "s longevity
• To bring a more holistic view when many biases are present

When Not to Use:

• Leadership is unwilling to co-create
• Decisions have already been made
• The climate is one of mistrust and disrespect
• No trained facilitator is present

Number of Participants:

• 1–500
• 16 is ideal; one man and one woman in each of eight perspectives
• Can include a group in each perspective acting as a society or be used within oneself

Types of Participants:

• Any team, community group, or board
• All those affected by decisions

Typical Duration:

• Preparation: 2–5 days
• Wisdom Council: 2–5 days
• Follow-up: 1–3 months
• On-going: 0.5 day monthly

Brief Example:

World Business Academy called a meeting to bring together the diversity of issues among 80+ members. Over four days, using the Ancient Wisdom Council, the people worked through 60+ issues to become a cohesive group. The WBA adopted the Ancient Wisdom Council for their decision-making process, resulting in a sharp increase in morale, a deeper connection, and a renewed vision in the organisation .

Historical Context:

Deeply rooted in Native American and pre-Mayan tribal cultures and made relevant to our current culture by WindEagle and RainbowHawk Kinney-Linton in 1987.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

Figure 35 Ancient Wisdom Council

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

APPRECIATIVE INQUIRY

FOR MORE INFORMATION: Appreciative Inquiry Commons, http://ai.cwru.edu

Purpose:

To enable full-voice appreciative participation that taps the organisation's positive change core and inspires collaborative action that serves the whole system.

Outcomes:

• Fundamental shift toward cooperation, equality of voice, and high participation
• A positive revolution, inquiry, and improvisational learning as daily practices
• Focus on life-giving forces—socially, financially, and ecologically

When to Use:

• To create a positive revolution
• To enhance strategic cooperation overcoming conflict, competition
• To catalyse whole system culture change
• To facilitate high-participation planning
• To mobilize global organisation design and development
• To integrate multiple initiatives into a focused whole system effort
• To support large-scale mergers and acquisitions

When Not to Use:

• If you are getting the results you desire
• When lacking commitment to a positive approach to change

Number of Participants:

• 20–2, 000 involved in interviews, large-scale meetings, and collaborative actions

Types of Participants:

• Internal and external stakeholders who hold images and tell stories about the organisation

Typical Duration:

• Preparation: Work begins with the first question asked
• Process: 1 day–many months in nonconference format
• Appreciative Inquiry (AI) Summit: 4–6 days
• Total Transition: 3 months–1 year

Brief Example:

Nutrimental Brazil closed the food processing plant for five days and invited 700 people to an AI Summit resulting in full-voice commitment to a renewed strategic plan and a 300 present increase in sales within three months. The company chose to meet as a large group twice a year to ensure progress on the strategic plan.

Historical Context:

Created in 1987 by David Cooperrider and Suresh Srivastva, colleagues at Case Western Reserve University and the Taos Institute. Theory: Social Construction, Anticipatory Imagery Theory, and Narrative Theory.

Figure 36: Appreciative Inquiry

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

APPRECIATIVE INQUIRY SUMMIT

For More Information: Appreciative Inquiry Commons, http://ai.cwru.edu

Purpose:

To accelerate positive change in organisation s and communities by involving a broad range of internal and external stakeholders in the change process in real time.

Outcomes:

• Energizes the organisation by putting the focus on strengths and potentials (rather than deficits and deficiencies)
• Generates innovation by connecting people in new configurations around promising ideas
• Builds leadership at all levels by involving everyone in envisioning, designing, and implementing change

When to Use:

• When you want to engage people, capitalize on their best thinking, and mobilize the entire organisation quickly around a strategic change agenda

When Not to Use:

• When leaders are not committed to full engagement, positive dialogue, and innovation throughout the organisation

Number of Participants:

• 30–3, 000 people, more using online technology

Types of Participants:

• Ideally, every member of the system (e.g., internal or external stakeholders, multifunction, entire value chain)

Typical Duration:

• Planning: 2–6 months
• Conducting: 3–5 days
• Follow-up: 2 months–1 year; strategies and organisation designs are altered for years to come

Brief Example:

Since 2000, Roadway Express has held close to 40 summits across the organisation to engage the workforce, improve margins, create service innovations, launch new strategies, and consolidate its merger with Yellow Corporation. The process has energized the workforce, produced millions of dollars of cost savings, and generated millions more in new revenues.

Historical Context:

Created in the early 1990s by Frank Barrett, John Carter, David Cooperrider, Ron Fry, Jim Ludema, Suresh Srivastva, Jane Watkins, Diana Whitney, and others at Case Western Reserve University; early roots in the work of Lewin, Homans, Bion, Von Bertalanffy, Emery and Trist, Berger and Luckmann, and Paulo Freire. More recent influences include Ken and Mary Gergen, Cooperrider and Srivastva, Weisbord, Owen, Dannemiller, and works from positive psychology and positive organisation al scholarship.

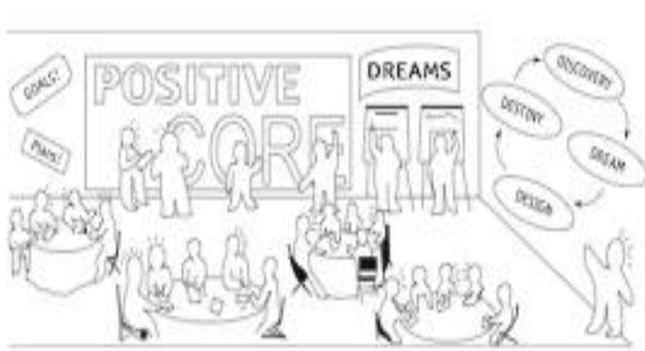

Figure 37: Appreciative Inquiry Summit

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

BALANCED SCORECARD

For More Information: The Balanced Scorecard Institute, www.balancedscorecard.org

Purpose:

To align everyone with financial and nonfinancial performance measures relevant to strategy implementation.

Outcomes:

• People think in terms of multiple types of organisation al objectives that range from financial goals to people development goals
• Local behaviour is driven by the overall strategy and relationships with other groups
• The strategic plan is shaped by feedback from all parts of the organisation

When to Use:

• When you want people all working toward the same balanced objectives that include financial, customer, process, learning, and innovation perspectives.

When Not to Use:

• When the organisation's leadership desires a singular focus that is used to manage the organisation , for example, managing only to financial goals.

Number of Participants:

• Up to 20 in the initial direction-setting session followed by the entire organisation as they (a) align local activities to the strategy and (b) contribute to the strategy based on customer and internal organisation al feedback.

Types of Participants:

• All people in the organisation participate in local goal setting, measurement, continuous improvement, and providing feedback for the next iteration of strategic planning.

Typical Duration:

• Prework: 2–6 weeks
• Planning sessions: 1–3 days
• Local goal setting and feedback on the previous strategy and goals: 5 days–2 months, depending on the size of the organisation
• Follow-up: 2–4 months

Brief Example:

A biopharmaceutical company used the Balanced Scorecard to establish a portfolio of high-leverage goals to successfully move the company from a research and development mode to a commercial mode. Within 14 months, the company captured 63 present of the market share.

Historical Context:

Created in the early 1990s by Robert Kaplan and David Norton.

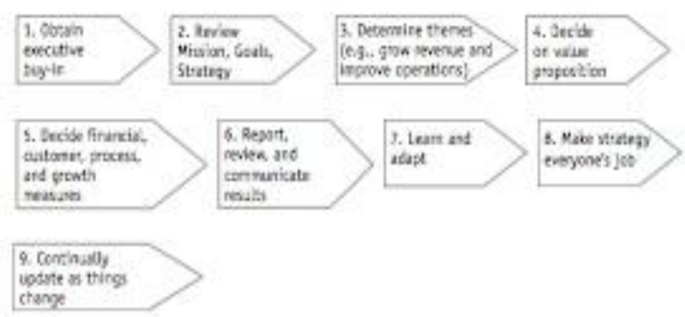

Figure 38: Balanced Scorecard

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

CIVIC ENGAGEMENT

For More Information: A Small Group, www.asmallgroup.net

Purpose:

To shift the language of civic debate to questions that build accountability and commitment for a restored and reconciled community.

Outcomes:

• Shifts perspective to accountability and commitment belonging to the individuals in the community

When to Use:

• When a group wants to create an alternative and intentional future through accountability and commitment

When Not to Use:

• When patriarchy is the dominant and preferred method for engagement
• When individuals can achieve the same outcomes as the group

Number of Participants:

• 15–200

Types of Participants:

• Internal and external stakeholders (all levels of an organisation)—volunteers for the cause!

Typical Duration:

• Preparation: 1 week
• Process: 2 weeks
• Follow-up: 1 week–6 months

Brief Example:

Youth Dialogue: Adults (30+) and youth (under 25) were invited into conversations to establish an on-going dialogue. Youth were required to attend (draftees). The questions, such as “What don’t adults get about you?” made the most difference between the two groups. Breakthrough listening occurred. The result: The context shifted how adults see, hear, and respond to youth. The youth stopped posturing defensively and got “real.” A diverse group made contact in a way they didn’t think possible. The outcome: the group made a commitment to continue the conversation.

Historical Context:

Created in 1995, amended in 1999 and again in 2003 by Peter Block. This work is based on the works of

Robert Putnam, John McKnight, and Peter Block.

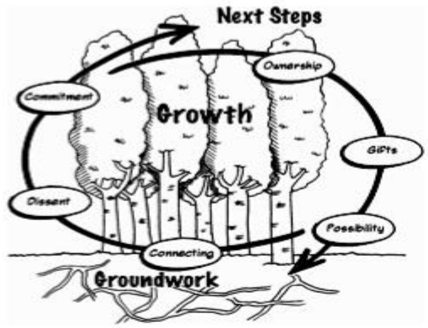

Figure 39: Civic Engagement

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

COLLABORATIVE LOOPS

For More Information: The Axelrod Group, www.AxelrodGroup.com

Purpose:

To teach people how to create their own change methodology.

Outcomes:

• Collaborative organisation al and community change through a series of well-designed, strategically placed events
• People learn how to create their own change methodology
• People move from thinking they have to do everything themselves to working cooperatively with others

When to Use:

• The issues require employee engagement for success
• You have many different change projects going on in your organisation
• To build organisation al capacity for change
• To create partnerships throughout your organisation
• If you want people to take responsibility for a change

When Not to Use:

• If the results are predetermined
• If there isn't support for the people doing the work
• If you want complete control

Number of Participants:

• 6 teams of 10 people each is ideal, up to 20 teams possible
• 100–200 participants in events designed by teams

Types of Participants:

• A broad range of internal and external stakeholders

Typical Duration:

• Workshop planning: 4–6 weeks
• Length: 2–3 days (workshop), 0.5 day–2 days (events designed during workshop)
• Follow-up: 3–12 months

Brief Example:

Following the 1999 strike by Boeing engineers, Boeing Commercial Airplane engineering organisation (20, 000 people) and the Society of Professional Engineering Employees in Aerospace (SPEEA), the union that represents Boeing's engineers, addressed post-strike issues using engagement-based Collaborative Loops. Three years later, the same people who went on strike approved a new contract by 80 present, and employee satisfaction in the engineering organisation increased 40 present.

Historical Context:

Created in 1995 by Dick and Emily Axelrod. Influenced by Von Bertalanffy, Malcolm Knowles, Emery and Trist, Marvin Weisbord, and Sandra Janoff.

Figure 40: Collaborative Loop

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

COLLABORATIVE WORK SYSTEMS DESIGN

For More Information: Center for Collaborative Organisation s, University of North Texas, www.workteams.unt.edu

Purpose:

To create a framework for successfully changing the organisation to support collaboration and improve business results.

Outcomes:

- A holistic framework that incorporates the perspectives of a cross-section of the organisation .
- A plan of concrete actions to be accomplished
- Opportunity to bridge work across traditional boundaries

When to Use:

- Planning or renewing organisation al change
- Building collaboration into the organisation
- Integrating multiple change efforts

When Not to Use:

- No commitment by decision makers to participate or act on the results
- Insufficient infrastructure and resources

Number of Participants:

- 5–30 per design event
- Multiple sessions may accommodate the whole organisation

Types of Participants:

- Change leaders
- Steering Committee members
- Design Team members
- Line managers
- Other internal stakeholders

Typical Duration:

- Assessment: 2–6 weeks
- Workshop: 1–5 days
- Change Process: Several months to many years, depending on scope of change

Brief Example:

A glass plant recognised the need for broad organisation al changes to achieve its desired business goals. The company used Collaborative Work Systems Design in conjunction with existing process, quality, and cultural initiatives. The result was a comprehensive, integrated design to take the organisation to the next level.

Historical Context:

Created in 2000 by Michael Beyerlein, Cheryl Harris, and Sarah Bodner.

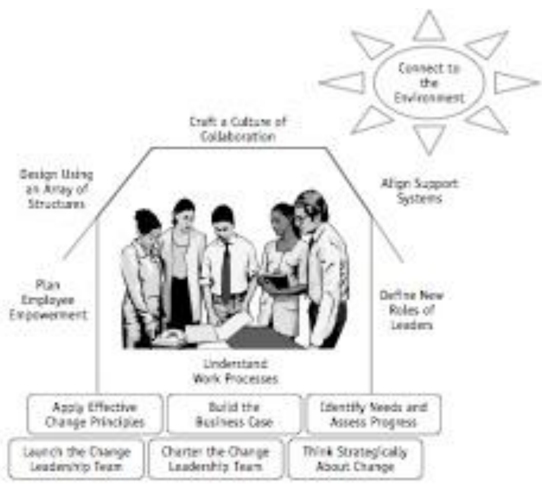

Figure 41: Collaborative Work Systems Design

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

COMMUNITY SUMMITS

For More Information: Community Summits, www.gilsteil.com/communitysummits

Purpose:

To help communities and large organisation s invested in a complex issue quickly find the common ground necessary to support action.

Outcomes:

• Alignment of the broad community around a specific course of action
• The mobilization of energy for implementation
• The enlistment of individuals and organisation s in follow-up

When to Use:

• When community alignment and participation around a course of action is required for the success of a change initiative

When Not to Use:

• When all critical decisions have been made, and there is a desire to present the appearance of participation

Number of Participants:

• 64–2, 048

Types of Participants:

• All stakeholders, internal and external, necessary to achieve action around the central issue

Typical Duration:

• Plan: 2–4 weeks
• Solicit participants: 10–12 weeks
• Summit meeting: 2–3 days
• Follow-up: 6 months

Brief Example:

United Way of Rhode Island used summits involving a microcosm of the state to build support for change from a dispersed funding model to a concentrated impact project model.

Historical Context:

Created in 2003 by Gil Steil and Mal Watlington. Emery"s Open Systems Theory and Search Conference, Weisbord and Janoff"s Future Search, Dannemiller"s Whole Scale Change, and Harrison Owen"s Open Space.

Figure 42: Community Summits.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

COMMUNITY WEAVING

For More Information: Community Weaving, www.communityweaving.org

Purpose:

To weave the human and tangible resources of the grass roots with the knowledge and skills of formal systems using Web-based technology.

Outcomes:

• Builds and bridges social and human capital
• Maps and measures assets for community development
• Creates resilient, interdependent social networks
• Increases protective factors linked to community health and well-being
• Sparks initiative, innovation, ingenuity
• Creates microenterprises

When to use:

• For establishing or strengthening social networks
• For collaborating among individuals, organisation s, and systems
• For identifying assets and resources

When not to use:

• There is no openness to outcomes

• There is no support for individual initiative

Number of Participants:

• Trainings: 25 maximum
• Events: Up to 2, 500
• Formal Partners: Unlimited
• Participants: Infinite

Types of Participants:

• Community members, community leaders, organisation members, group members, students and parents, employees and managers, staff and clients

Typical Duration:

• Preparation:
• Grassroots: None
• Organisation s: 2–4 weeks
• Community-wide: 4–6 weeks
• Training: 1–4 days
• Summit: 1 day
• Total transition: On-going

Brief Example:

One Community Weaver recruited, trained, and mobilized more than 150 Family Advocates and 800 Good Neighbours and established the Family Support Network, a non-profit based in Bothell, Washington, with 15 agency partners.

Historical Context:

Created in 1993 by Cheryl Honey, C.P.P.

Figure 43: Community Weaving

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE CONFERENCE MODEL

For More Information: The Axelrod Group, www.AxelrodGroup.com

Purpose:

To involve internal and external stakeholders in the redesign of processes and organisation s.

Outcomes:

• People think systemically
• People think about whom to include when addressing issues
• Information and decision making are shared

When to Use:

• When you want to involve a critical mass of employees in the redesign of a process or organisation

When Not to Use:

• When the outcomes are known or you want the redesign done by a select few

Number of Participants:

• Up to 100 per conference
• Multiple conferences of 100 people can be run in parallel

Types of Participants:

• Internal and external stakeholders, multilevel, multifunction

Typical Duration:

• Prework: 1–3 months
• Sessions: Three 2-day conferences, held 6 weeks apart
• Follow-up: 6 months–1 year

Brief Example:

At Detroit Edison, a stalled supply-chain improvement process was revitalized using the Conference Model. Two 250-person conferences were held, resulting in 26 active supply-chain improvement process projects, with millions of dollars in savings.

Historical Context:

Created in 1991 by Dick and Emily Axelrod. Emery and Trist, Von Bertalanffy, Weisbord and Janoff.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

CONSENSUS DECISION MAKING

For More Information: Seeds for Change, http://seedsforchange.org.uk/free/consens

Purpose:

To synthesize collective wisdom in order to generate decisions that best serves the needs of the whole.

Outcomes:

• High-quality decisions with strong support for follow-through and enhanced sense of connection among the participants.

When to Use:

• When the group participating has authority to make decisions
• When creative solutions are required to meet all the needs that are present
• When implementation will be ineffective unless everyone involved is really on board

When Not to Use:

• When there is no common purpose or willingness to cooperate
• When there is strictly limited time combined with low trust within the group
• When the decision would more appropriately be delegated to an individual or committee

Number of Participants:

• 2–1, 000+

Types of Participants:

• All the members who are entrusted to make group decisions

Typical Duration:

• Preparation: Typically 1 hour outside meeting for every hour in the meeting
• Events: One or more meetings of <1 hour to several days
• Follow-up: Implementation of whatever decisions are reached

Brief Example:

The Federation of Egalitarian Communities runs programs to support its affiliated groups in areas such as recruitment, labour exchange, and health care. In 2001, two of its groups were seeking to move the organisation in a more politically active direction, drawing concerns from the largest community that such a change would alienate its membership base. The solution that emerged was to become more politically engaged in ways that also supported existing goals, for example, by doing recruitment at political events.

Historical Context:

Method of group decision making throughout human history. Contemporary secular tradition has roots in Quaker practices (1647), Free Speech Movement (1964), Movement for a New Society (1971).

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

CONVERSATION CAFE

For More Information: Conversation Cafe?, www.conversationcafe.org

Purpose:

To build social trust and cohesion through safe, open, lively conversations in public places.

Outcomes:

• Conversation Cafes impact is the culture itself—it is hard to measure its impact on social trust, greater citizen capacity for critical thinking, friendliness, and so on.

When to Use:

• To increase social glue
• To meet thoughtful neighbours
• To engage in meaningful conversation

• To shift, as we say, from small talk to BIG talk

When Not to Use:

• Two traditions allow for the Conversation Cafes safety and openness: “No committees will be formed” and “No marketing”
• Do not use Conversation Cafe’s to organize or motivate people toward a specific end, to convince others, or to form a club

Number of Participants:

• 3–8, plus a host per table with as many tables as the location can hold

Types of Participants:

• Whoever comes; diverse members of the public

Typical Duration:

• Preparation: None
• Process: 60–90 minutes
• At conferences, “lite” Conversation Cafes of 30–60 minutes can be held
• Follow-up: None

Brief Example:

The late Larry Gaffin hosted a Conversation Cafe? for three years in several different cafes in Seattle, Washington. Participants ranged in age from their twenties to eighties, across the political spectrum, and while mostly white, had some cultural diversity. A core of a dozen people participated regularly, with newcomers at almost every meeting. A former minister, Larry easily generated topics each week ranging from ethical to philosophical to political to common personal issues and topics—people counted on this Conversation Cafe? to make meaning of current events and said it felt a bit like church without the preaching. Ten to 20 other Conversation Cafe’s also met weekly, fostering civility—and community.

Historical Context:

Created in 2001 by Vicki Robin with Susan Partnow. Roots in a communication ritual called Heart Sharing, using similar agreements to dialogue circles and indigenous talking circles.

Figure 44: Conversation Cafe

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE CYCLE OF RESOLUTION

Purpose:

To generate a real, heartfelt, authentic dialogue that drives the creation of a joint vision and a detailed road map to desired results through conversational models and communication tools that get people unstuck.

Outcomes:

• Hierarchy flattened
• Individuals empowered to talk about anything; no fear sharing feelings and observations; feelings matter

When to Use:

• People not collaborating effectively
• Need for a clear unified vision

When Not to Use:

• People won't engage or consider their own behaviour

Number of Participants:

• 2–25 per group with up to 4 groups

Types of Participants:

• All essential members of the system

Typical Duration:

• Preparation: Interview key players
• Process: 1–3 days
• Follow-up: 4–6 weeks with sustainability tool in the form of an eLearning program.

Brief Example:

Total partnership breakdown between a private adoption agency and a county department of child welfare. The conflicts were resolved and an agreement was structured as the foundation for a healthy, productive working relationship with a new vision of collaborative partnership. In the following year, 109 “unadoptable” children destined for a life of foster care were placed in permanent families.

Historical Context:

Created in 1991 by Stewart Levine. Influenced by Dr. Stephen Covey and Dr. Fernando Flores.

For More Information: Resolution Works, www.resolutionworks.org

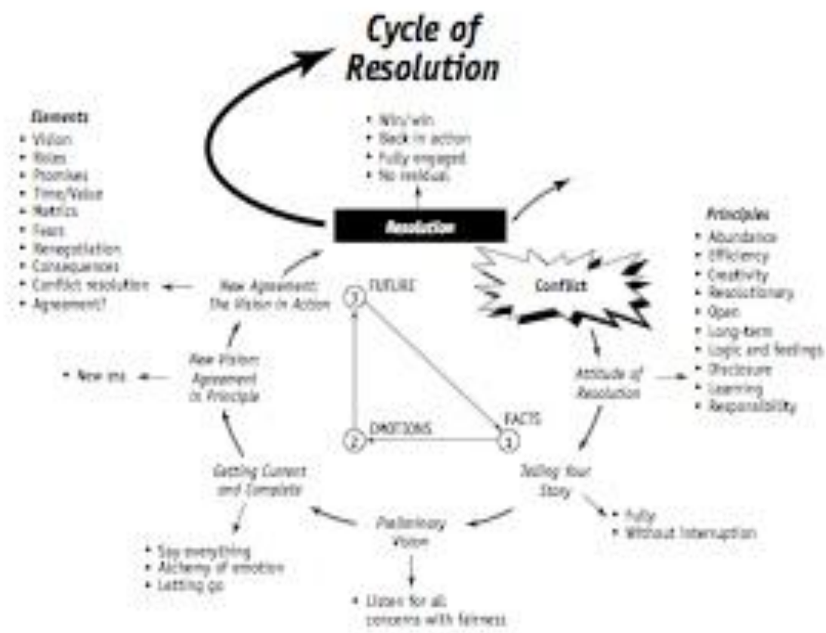

Figure 45: The Cycle of Resolution

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

DIALOGUE AND DELIBERATION

For More Information: National Coalition for Dialogue and Deliberation, www.thataway.org

Purpose:

To build and strengthen relationships, bridge gaps, resolve conflicts, generate innovative solutions to problems, inspire collaborative action, give people a voice in governance, and strengthen decision making.

Outcomes:

• Convinces those in power that ordinary people can understand complex issues, grapple with multiple perspectives and choices, and find common ground
• Convinces participants that a diverse group of people can make better decisions on tough issues than interest groups and power holders.

When to Use:

• To create clarity/provide group with direction on an issue or situation
• To address contentious issues that attracts only argument and debate
• To resolve long-standing conflicts and poor relations
• To inspire people to change, expand, or take time to reflect and heal
• To influence policy
• To empower people to solve complex problems

When Not to Use:

• If there is not an adequately representative group participating
• When the organizing group is wedded to a specific outcome
• When buy-in and accountability cannot be obtained from those implementing the results
• If policy decision needs to be made before deliberative process is complete
• If the initiative is viewed as advocating for a particular group or interest

Number of Participants:

• 5–5, 000

Types of Participants:

• All major views/perspectives/roles on the issue at hand

Typical Duration:

• Preparation: 1–6 months

• Process: From a 90-minute forum to a multiyear sustained dialogue
• Follow-up: 1–3 months

Brief Example:

The City of Waterloo Commission on Human Rights organized community-wide “study circles”—multiple small group dialogues held throughout the community culminating in collective action based on common ground.

Historical Context:

David Bohm's present-day revival—1985. Dialogue was created in indigenous cultures and used for centuries. Deliberation was born when people first developed the ability to consider options rationally. Created by numerous human societies over time.

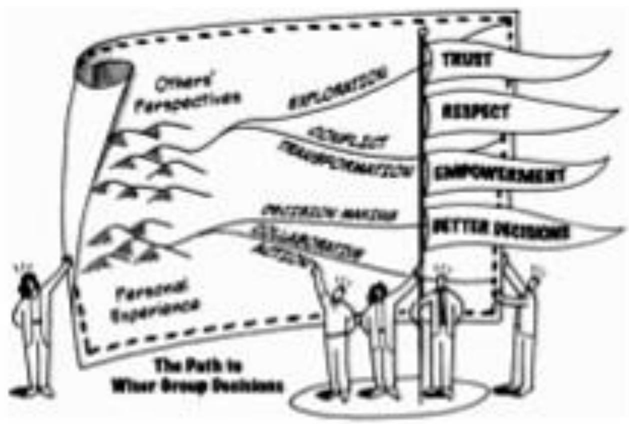

Figure 46: Dialogue and Deliberation

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE DRUM CAFE

For More Information: Drum Cafe? www.drumcafe.com

Purpose:

To break down barriers; promote unity and team building; leave the group stimulated, relaxed, and more receptive; challenge assumptions of what can be achieved as a group; spark creativity; have fun and transform colleagues into friends; and relieve stress.

Outcomes:

• The whole is greater than the sum of its parts—the individual must start to see him/herself as a function of the collective
• Preconceived notions of what is achievable should be challenged and can be surpassed
• Everyone can make music
• Cultural diversity can benefit the company if harnessed appropriately

When to Use:

• Conferences and road shows
• Year-end functions
• Incentive breakaways
• Mergers and product launches
• Celebrations

When Not to Use:

• When people are not willing to participate
• When leadership is not willing to participate and model
• If there is trauma to the community or group that has happened too close to the event time and has not been properly processed or communicated

Number of Participants:

• 10–22, 000 people

Types of Participants:

• Anyone

Typical Duration:

• Preparation: 1 day
• Process: 1 day–2 weeks
• Follow-up: Minimal

Brief Example:

A group of miners in South Africa came together in one room for the first time. They came in and tended to associate with others of the same colour of skin. The drumming experience was part of the large three-day planning event. By day three, blacks and whites together were drumming, laughing, and dancing together.

Historical Context:

Created by Warren Lieberman in 1995. Drumming is the most ancient form of music making, communication, and community building used in civilizations throughout the world.

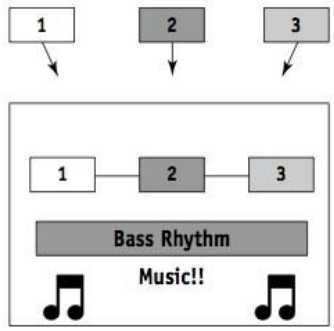

Figure 47: The Drum Cafe

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

DYNAMIC FACILITATION

For More Information: Dynamic Facilitation, www.DynamicFacilitation.com

Purpose:

To achieve breakthroughs on real, pressing, or “impossible” issues; arrive at better consensus decisions faster; and empower people to new levels of capability, trust, and mutual respect.

Outcomes:

• Sparks “shifts” and breakthroughs on difficult issues
• Creates a “we, ” where all work creatively together
• Awakens deeper understanding and a living-systems perspective

When to Use:

• To solve complex, difficult, conflicted, or impossible issues in small groups or with individuals
• To transform organisation s through assuring creative, empowered teams
• To transform very large systems of unlimited size

When Not to Use:

• When the problem is easy or has low interest
• When a group is expected to “buy-in” to a decision that has already been made

Number of Participants:

• 2–40
• One-on-one in therapeutic settings
• Within large work groups or teams of any size
• In systems of unlimited size, with the Center for Wise Democracy's Wisdom Council

Types of Participants:

• People who care about the issue being solved
• People come as themselves, not representing their positions or organisation s

Typical Duration:

• Preparation is less important, but it is valuable to know the situation through interviews and visits
• Process: Best in an on-going series of meetings or, for instance, in 4 half-day meetings
• Follow-up: Written conclusion

Brief Example:

Road crew workers met each week in dynamically facilitated meetings. They worked on what they considered to be an impossible-to-solve issue: getting full-time flaggers for directing traffic in construction zones. The county commissioners had already said "no" on this issue. The road crew became empowered to reassert themselves, getting the county commissioners to change their position. Not only did these workers get the policy changed, but they also ended the usual micromanaging from county commissioners that affected all departments.

Historical Context:

Created in the early 1980s by Jim Rough; public seminars held since 1990. Developed further through practitioners in different settings.

Figure 49: Dynamic Facilitation

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

DYNAMIC PLANNING CHARRETTES

For More Information: National Charrette Institute, www.charretteinstitute.org

Purpose:

To produce a feasible plan within an accelerated time frame that benefits from the support of all stakeholders throughout its implementation.

Outcomes:

• Master plan for reorganisation , redevelopment, or new product design
• Multidisciplinary detailed studies (e.g., engineering, financial, market)
• Implementation mechanisms (e.g., policies, codes, standards)
• Action plans with roles, responsibilities, and timelines

When to Use:

• Company reorganisation , product design, community planning, building design
• Projects that have multiple stakeholders with disparate agendas/needs
• Complex design and planning problems involving a number of different disciplines
• Projects with the potential to transform an organisation (new policies)

When Not to Use:

• When primary stakeholders will not participate in good faith
• Simple problems with little political and/or design complexity

Number of Participants:

• 10–100s

Types of Participants:

• Primary—Company leadership, elected and appointed officials, agency staff, site property owners
• Secondary—Management, nongovernmental organisation s, local non-profits, businesses, and residences directly affected
• General—employees, community members

Typical Duration:

• Phase One—Research, Education, and Charrette
Preparation: 6 weeks–4 months
• Phase Two—Charrette: 4–7 days.
• Phase Three—Implementation: 4–18 months

Brief Example:

A dynamic planning process forged an agreement between Contra Costa County, California, and the Walden Improvement Association (neighbourhood group) to develop the Pleasant Hill Bay Area Rapid Transit station area. After 25 years and several failed attempts, the transformative six-day Charrette created a plan with the input of all stakeholders.

Historical Context:

Created in 2001 by the National Charrette Institute. Historically rooted in collaborative design workshops by architectural and urban design firms.

Figure 49 : Dynamic Planning Charettes

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

EMPLOYEE ENGAGEMENT PROCESS

For More Information: InSyte Partners, www.insytepartners.com

Purpose:

To transform a “traditional” management culture into one that is more collaborative and team driven.

Outcomes:

• A more engaged workplace with increased cross-functional, cross-level communication and broad ownership of culture and results

When to Use:

• When morale or productivity is low or the culture is ready for a new level of results

• When there is a shift in the business, for example, new strategy or change in environment
• When quantitative data is needed to guide decisions about employee engagement or when there is fear about change efforts being too "soft"

When Not to Use:

• When management is not ready for more employee engagement and involvement

Number of Participants:

• Any total number in groups up to about 100

Types of Participants:

• Managers and frontline employee

Typical Duration:

• 1-year cycles; if possible, for the cycle, provide:
• Preparation: 1–3 months
• Process: 3–4 hours per session over 6–8 months
• Follow-up: Varies with action teams, generally 1–3 months

Brief Example:

Wyeth Distribution Centers began with survey process of broad and deep participation to identify the level of engagement across seven factors throughout the distribution centers. Resulted in employee-driven action plan to put systems and practices in place to increase meaningful employee engagement throughout the system. Communication across groups enriched learnings. More collaborative work groups ultimately drove change faster and had results that demonstrated improved productivity and morale.

Historical Context:

Created in 1999 by Marie McCormick, MBA, Ph.D. Roots in survey methodologies and large group methods such as Future Search and Open Space Technology.

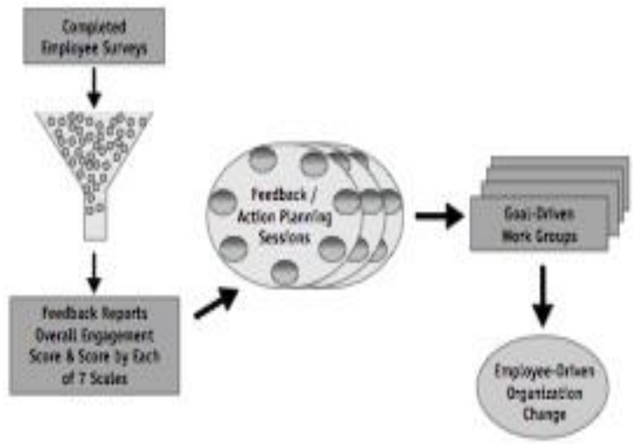

Figure 50: Employee Engagement Process

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

FUTURE SEARCH

For More Information: Future Search Network, www.futuresearch.net

Purpose:

To evolve a common ground future for an organisation or community where stakeholders build high commitment to action and rapid implementation.

Outcomes:

- Discover and use common agendas and shared ideals
- The power of voluntary commitments made on common ground
- Experience shared leadership and self-management
- Experience the “whole elephant” before acting on any part of it
- Learn to accept polarities and differences

When to Use:

- A shared vision is desired and an action plan is needed
- Other efforts have stalled and time is growing short
- New leadership is taking over and a key transition is at hand

- Opposing parties need to meet and do not have a good forum

When Not to Use:

• Leadership is reluctant and nobody but you wants it
• The agenda is preconceived and conditions for success not met

Number of Participants:

• 40–100 people
• Hundreds in parallel or sequential conferences

Types of Participants:

• Broad cross-section of stakeholders
• Organisation s: multilevel, multifunctional
• Communities: All sectors sponsors considered relevant

Typical Duration:

• Preparation: 3–6 months
• Process: 2.5 days
• Total Transition: Variable

Brief Example:

Hopkinton, Massachusetts, a town of 9, 000, more than doubled in size. A referendum left education level-funded. "Hopkinton 2002 AD" involved citizens; commissioners; police, fire, highway, and town department heads; business leaders; teachers; students; and school administrators. Their commitments included preserving the town's rural character and improving schools. Residents raised the school budget 12 present. Within a year, a local firm donated $350, 000 in computers and training, and pledged $300, 000 more for the next two years.

Historical Context:

Created in 1982 by Marvin Weisbord and Sandra Janoff. Commitment to democratic ideals and whole system thinking—Lewin, Lippitt, Schindler-Rainman, Trist and Emery.

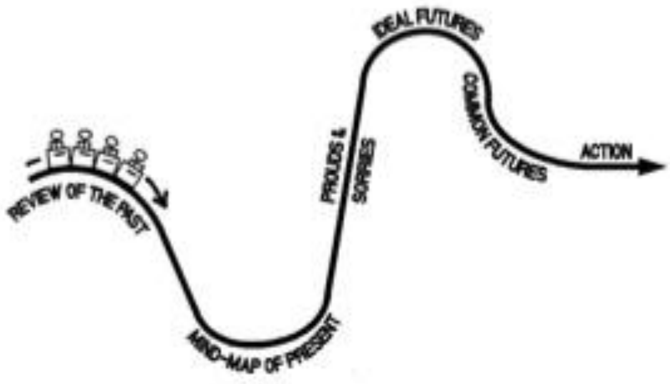

Figure 51: Future Search

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

GEMEINSINN-WERKSTATT

For More Information: Gemeinsinn-Werkstatt, www.gemeinsinn-werkstatt.de

Purpose:

To address complex issues within the framework of a large group project involving different people in a structured, motivated, and self-organized way.

Outcomes:

• Generates open-minded initiators and participants
• Enhanced voluntary engagement and responsibility for each other
• Better cooperation and synergy among institutions
• Optimizes use of human and material resources
• Supports sustainable networking processes and method-knowledge as a basis for further projects

When to Use:

• When there is an urgent issue and many are willing to act
• When many individuals and organisation s volunteer
• When existing conflicts can be dealt with in a constructive manner

When Not to Use:

• When dealing with a short-term issue, routine work, or well-defined projects
• When key participants are excluded
• When cooperation is impossible

Number of Participants:

• 27 to an open number

Types of Participants:

• Initiative circle: Key figures from diverse interest groups, responsible for the project framework
• Project circle: The coordinators who work as volunteers, honorary, or full-time supporting the framework
• Event circles: Participants of at least two large group events
• Action circles: Participants who develop their various self-responsible action groups

Typical Duration:

• Activation phase: 6 weeks–6 months
• Realization phase: 3 months–2 years
• Integration phase: 6 weeks–6 months

Brief Example:

A professor of the institute for educational sciences was interested in the new large-group procedure and saw a chance to improve cooperation within the university. With the support of the Gemeinsinn-Werkstatt, they not only succeeded in achieving midterm results, but also in developing an informal Gemeinsinn-Netzwerk (Community Spirit Network) that spans the university's functions, enhancing cooperation.

Historical Context:

Created in a project of the Bertelsmann Foundation with the Center for Applied Policy Research (2000–2004) by Wolfgang Faenderl in cooperation with the Support Network of consultants, researchers, and moderators.

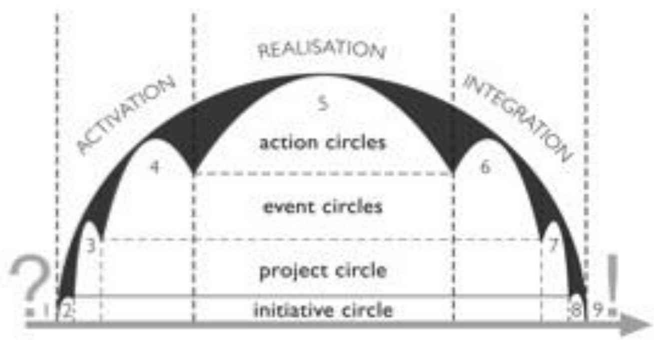

Figure 52: Gemeinsinn-Werkstatt

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE GENUINE CONTACT PROGRAM

For More Information: Genuine Contact, http://genuinecontact.net

Purpose:

To sustain an organisation at a higher, more holistic level of operating.

Outcomes:

• Understanding that the wisdom to do what needs to be done is in the organisation
• Creates liberating structures and a participatory architecture and requires understanding and implementation of both

When to Use:

• To go from good to great
• In times of great challenge

When Not to Use:

• If the senior leadership of the organisation is not committed to leading and sustaining the change process and its results

Number of Participants:

• No limit
• Events: 500 people

Types of Participants:

• All in the value chain

Typical Duration:

• 40 days over 9 months
• Preparation: 1–3 months
• Process: 4 events of 2–3 days over 8 months; 24 days of individual and group mentoring
• Follow-up: At request of leadership

Brief Example:

A system wide leadership development program was created in a 10, 000-person global organisation . Completed transformation of the corporate university that is leading the organisation -wide change, including developing leadership and organisation al capacity.

Figure 53: The Genuine Contact Program

Historical Context:

Created in 1999 by Birgitt and Ward Williams. Rooted in the work of critical mass thinking and large group interventions, particularly in Harrison Owen"s works with Open Space Technology and its historical context.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

HUMAN SYSTEMS DYNAMICS

For More Information: Human Systems Dynamics Institute, www.hsdinstitute.org

Purpose:

To see and influence self-organizing patterns for individuals, teams, organisation s, and communities.

Outcomes:

• Improved understanding of shared or different cultural assumptions
• Opportunities emerge for new identity and shared assumptions

When to Use:

• Issues are complex with high interdependencies
• Situations are unpredictable
• Differences or concerns have persisted over time

When Not to Use:
• Cause and effect are clear
• Systems are closed and predictable
• A single outcome is predicted or expected.

Number of Participants:

• 10–200

Types of Participants:

• Any

Typical Duration:

• 1–12 months
• Preparation: 4–12 hours
• Process: 2 hours–3 days
• Follow-up: 1 week–1 month

Brief Example:

Collaboration of state and county government, university, and foundations to establish framework for well-being of children. Group of25 met for six two-hour sessions and defined a framework of "well-being" for children—a model, objectives, measures, roles and responsibilities, and activities. The core theme selected, "How are the children?" is used by all governmental agencies when they interact with clients or the community.

Historical Context:

Human Systems Dynamics, as a field, was founded in 2002 by Glenda H.Eoyang, but the methods, tools, and techniques continue to be created by Associates of the Human Systems Dynamics Institute. Theoretical grounding of human systems dynamics is in complex adaptive systems theory and other areas of nonlinear dynamics. Some of the practical methods, tools, and techniques are based in complexity, while others are derived from a variety of social and organisation al sciences including psychology, organisation development management, and anthropology.

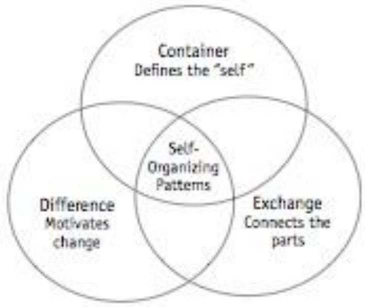

Figure 54: Human Systems Dynamics

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IDEALIZED DESIGN

For More Information: Ackoff Center Web log, http://ackoffcenter.blogs.com/

Purpose:

To engage a large group of stakeholders in generating breakthrough solutions by first envisioning their ideal, then working backward to where they are.

Outcomes:

• Participants transform their assumptions about what is possible

When to Use:

• To design anything—for example, organisation , product, service, system, process—whether there is a crisis or because an organisation wants to become world-class.

When Not to Use:

• There is no chance to implement ideas

Number of Participants:

• 8–10 participants per facilitator
• Up to 50 participants per event. Wider involvement through asking others to improve the design

Types of Participants:

• Participants can be any stakeholder type that is directly or indirectly affected by what is being designed

Typical Duration:

• Preparation: 2 days
• Process: 0.5–5 days
• Follow-up: 2 days

Brief Example:

Idealized redesign of IKEA store. New Chicago store adopted designers" idea for an easy-to-navigate octagonal building with an open center—with no walls but instead pillars and railings—from which shoppers could see departments and quickly access them via escalators.

Historical Context:

Created in 1951 by Russell L. Ackoffat Bell Labs when its chief executive officer initiated a redesign of the telephone system from scratch. Ackoff recognised the potential and has applied it to many types of design over the past 50 years.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

INTEGRATED CLARITY

For More Information: Integrated Clarity, www.integratedclarity.com

Purpose:

To illuminate the authentic, collective Identity so people connect with it, operations become an extension of it, and a language model of empowerment supports it.

Outcomes:

• Fundamental shift from blame and finding fault to choice and personal responsibility
• Focus on core ideology before strategic action
• Capitalizing on the human element—namely, feelings and needs—rather than tolerating or "managing" it
• Values/principles-based vs. policy/procedure-based
• Aware of others and the whole system versus self-focus and isolated functions

When to Use:

• To invigorate or clarify a sense of collective identity and purpose
• To marshal resources into an organized and clear direction
• To shift communication from "blame" to personal responsibility
• To connect people to each other and the organisation's needs
• To enhance the group's presence with stakeholders

When Not to Use:

• When formal leaders are not engaged in the process

Number of Participants:

• 1–500

Types of Participants:

• Executives, management/managers, team leaders, board of directors, midlevel to frontline workers
• Work teams or work groups
• Communities, associations, neighbourhoods

Typical Duration:

• Preparation: 2 weeks–2 months
• Process: 1 day–many months
• Follow-up: On-going process and as needed

Brief Example:

About 30 staff, faculty, and administration from all schools at the University of South Florida, College of Visual & Performing Arts, began conversations focused on the college's universal organisation al needs. Eventually 30 present of all college and faculty were engaged in the dialogue. Dean Ron Jones reported, "There's an exciting new energy in our College spreading like wildfire—a clarity about who we are...and where we're going in the future."

Historical Context:

Earliest form developed in 2001 by Marie Miyashiro. Inspired by and based on the "needs-focused" Nonviolent Communication process developed by Marshall Rosenberg. Also incorporates work by William Bridges, Kimball Fisher, Jim Collins, Jerry I. Porras, Judith Orloff Faulk, and Marshall Thurber.

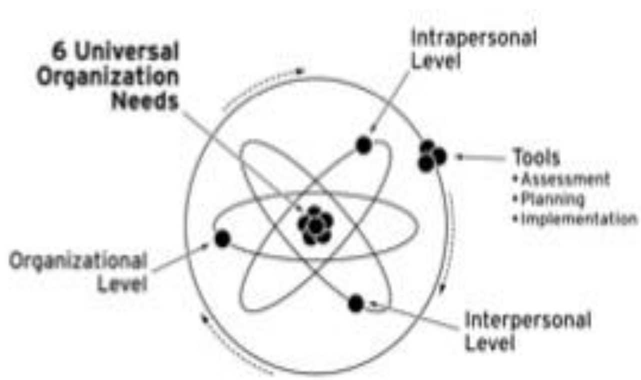

Figure 55: Integrated Clarity

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

JAZZ LAB

For More Information: Brian Tate, www.briantatemusic.com

Purpose:

To give participants a powerful and positive experience of deep listening, teamwork, diversity, synergy, creativity, and dynamic improvisation in a musical context.

Outcomes:

• Discovery that individuals have hidden talents and abilities
• Diversity is crucial to success; improvisation does not create chaos, but rather creates its own dynamic structure
• Everyone can discover and generate his or her own creativity and self-expression
• Listening is the key to an effective and progressive organisation
• Leadership is not about control, but about trust, listening, engagement, and the encouragement of interaction and flow

When to Use:

• When an organisation wants to provide a hands-on, musical experience of whole systems in action that is fun, engaging, and energetic

When Not to Use:

• When participants are not attending voluntarily

Number of Participants:

• 20–2, 000

Types of Participants:

• Any and all levels of participants, as well as different personality and learning styles

Typical Duration:

• Preparation: 1 day
• Event: 60 minutes–1 day or in shorter modules over time
• Follow-up: Minimal

Brief Example:

A group of participants had previously taken team-building and creativity programs and had understood these concepts in principle. With JazzLab, however, they actually experienced the synergy of diverse groups aligning together through active listening, the group creativity generated by jointly composing a piece of music, and the practice of working with ambiguity and chaos through musical improvisation to allow new structures to spontaneously arise. They were able to take skills they discovered through music and apply them back to their organisation .

Historical Context:

Created by Brian Tate in 1996. Comes from earlier workshops on creativity and change, and from his career as a musician and facilitator. The effectiveness of group percussion comes from village culture in

Africa, where it is recognised that making music together creates a healthy, interactive, and holistic community.

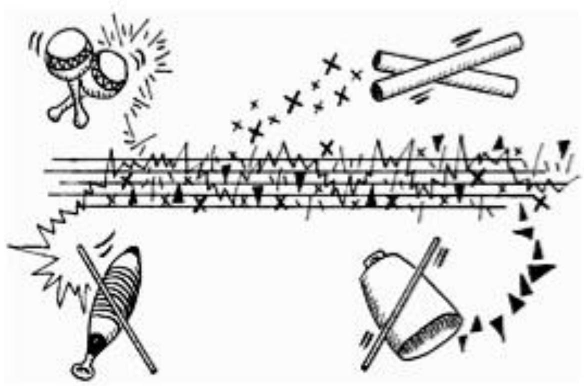

Figure 56: Jazz Lab

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

LARGE GROUP SCENARIO PLANNING

For More Information: Gil Steil Associates, www.gilsteil.com

Purpose:

To enhance large group interventions involving a whole system by enabling participants to envision multiple ways the external environment may change in the future and how these environmental changes could affect the organisation .

Outcomes:

• Future plans that have been clarified by questioning participant assumptions about the future, which is frequently not an extrapolation of the past

When to Use:

• To enhance strategic planning
• When multiple possibilities need to be considered
• When the imagination of the planners needs encouragement

When Not to Use:

• When there are no critical uncertainties confronting the organisation

Number of Participants:

• 32–512

Types of Participants:

• All stakeholders

Typical Duration:

• Plan: 2–6 weeks
• Invite Participants: 2–10 weeks
• Meeting: 2–3 days
• Follow-up: 6 months

Brief Example:

A dental school used Large Group Scenario Planning to plan for curricular change, admissions policy, and faculty development. The result was a restructured curriculum, some fresh approaches to admissions, and ideas for faculty development.

Historical Context:

Created in 2003 by Gil Steil and Michele Gibbons-Carr. Based on traditional scenario planning strategies of P.Schwartz, J. Ogillvy, G. Ringland, P. Schoemaker, and K. van der Heijden, and integrated into a whole system large group process.

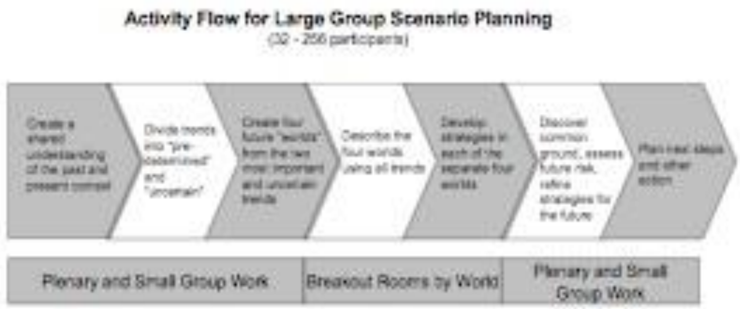

Figure 57: Large Group Scenario Planning

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

LEADERSHIP DOJO

For More Information: Strozzi Institute, www.strozziinstitute.com

Purpose:

To embody personal integrity, social dignity, and professional excellence in sustainable team and organisation al change.

Outcomes:

- Transforms past behaviours into new actions
- Reveals importance of a leadership presence as a way to mobilize and motivate others
- Creates conversations for action
- Recognises the importance of bringing the whole person to work

When to Use:

- To shift organisation al culture connected to business results
- To build team alignment and cohesion
- To develop emerging leaders for succession planning

When Not to Use:

- Client is not committed
- Conditions of success are vague
- When mediation is called for instead of learning
- Client cannot rearrange priorities so participants can be fully engaged

Number of Participants:

• 8–1, 000

Types of Participants:

• Broad cross-section, from senior executives to administrative assistants
• Multilevel, multifunctional

Typical Duration:

• Preparation: 2–3 days for client discovery
• Event: Two 4-day conferences over 6 months
• Follow-up: Coaching for individuals and teams
• Total Transition: Begins immediately through recurrent practices and covers a lifetime

Brief Example:

The Board of Continuing Education Services of New York State (BOCES) contracted to work directly with their call centers. The call centers were consistently failing and drawing complaints from customers. During the discovery process, it was assessed that tech reps and support were quickly consumed by bad moods and lost effectiveness with customers. After a couple of 2-day conferences with follow-up coaching, BOCES reported that complaints fell 85 present and that the improved cycle time with customers paid for their engagement and saved $250, 000 over the year.

Historical Context:

Created in 1985 by Richard Strozzi-Heckler, influenced by his study and research of the Somatic Philosophy of Learning and his implementation of the Trojan Warrior Project on Leadership Development for the Army Special Forces. Additional contribution from Fernando Flores"s Ontology of Language. Use of Aikido as a paradigm for conflict resolution and a leadership presence.

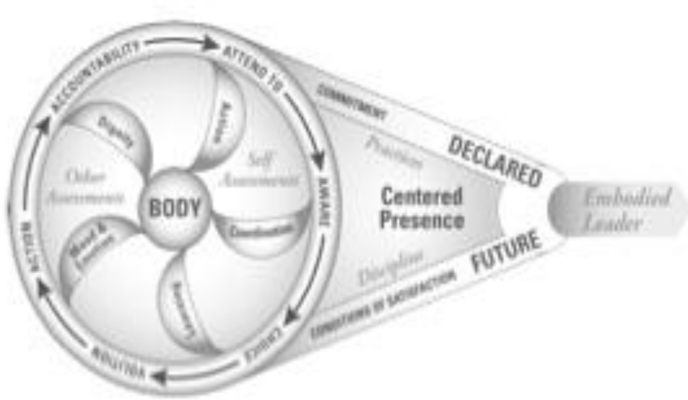

Figure 58: Leadership Dojo

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE LEARNING MAP APPROACH

For More Information: Root Learning, www.rootlearning.com

Purpose:

To create shared understanding, connection, and contribution to the future through dialogue and discovery.

Outcomes:

• Increased organisation al alignment and employee engagement
• A line of sight from the marketplace to each individual
• Goals connected across the organisation
• Skills and capabilities to deliver the strategy are developed
• Where cultural change has been measured, many employees offer statements such as "The company cares what I think, " "Now I understand why we have to do it this way " or "I can see how I make a difference"

When to Use:

• To create a line of sight for everyone in the organisation to understand the "why" of change, such as big-picture issues affecting the business—marketplace, customer, competitive, and technology issues
• To connect people to the organisation and team goals—"what" is changing, including the specifics of the change, process information, and key metrics and measures
• To identify the "how" of change—how they can contribute to the success of the organisation

When Not to Use:

• In a "command and control" environment where leaders are uncomfortable and unwilling to share information and engage employees

Number of Participants:

• 8–10 people per table
• Organisation s of 125–500, 000+

Types of Participants:

• Primarily internal stakeholders, multifunction and multilevel
• Has been used with external stakeholders

Typical Duration:

• Development: 3 weeks–6 months; average, 2 months
• Implementation timelines vary greatly and are determined by business needs

Brief Example:

An innovative fashion retailer was focused on transforming its sales and customer service strategy, shifting from a task-focused culture to a customer-service culture. The company used the Root Learning Map process to help managers, associates, and other key stakeholders to become truly engaged in the

brand, to live the new customer service approach, and to develop a sense of ownership in the business.

Historical Context:

Created in 1987 by James A. Haudan and Randall C. Root.

Figure 59: The Learning Map Approach

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

ONLINE ENVIRONMENTS

For More Information: Methods for Change, http://methodsforchange.com

Purpose:

To support and extend the impact of your change methodologies by using technology for both time-delimited and on-going efforts.

Outcomes:

• Increases access by enabling distributed participation
• Creates a record of the interaction

• Increases transparency
• Changes the assumption that face-to-face is the only way to implement real change

When to Use:

• Networks and communities need to be nurtured over time/distance
• Events can be maximized through online support
• Cost or other factors prevent gathering face-to-face
• A process lasts a long time
• Records, on-going conversation, and information sharing is useful
• Increased participation and more diverse voices are desired
• Complexity requires a variety of interaction and recording options
• To support greater transparency
• Special participant requirements lend themselves to online interactions

When Not to Use:

• There is no leadership support
• There is no Internet access or participants are not skilled in the technology
• Insufficient motivation/attention to issues

Number of Participants:

• 2–10, 000s

Types of Participants:

• Everyone who needs or chooses to be present

Typical Duration:

• Preparation: Integrate into the change process
• Process: 1 hour–weeks or on-going
• Follow-up: Integrate into the follow-up plan

Brief Example:

In 2004, the Gender and Diversity Program of the Consultative Group on International Agricultural

Research convened an online consultation to gather the needs and priorities of its member organisation s. The program gathered input from more constituents than was possible face-to-face, resulting in knowing the priorities that might not have been heard otherwise. This input guided the program toward serving the actual needs of constituents rather than assumed needs.

Historical Context:

Created by people who have nurtured online interaction since the 1950s when computers were first networked. The history of online environments for change sits in the evolution of online communities

(Rheingold, www.rheingold.com/vc/book), computer-supported communication, and distributed group work (teams).

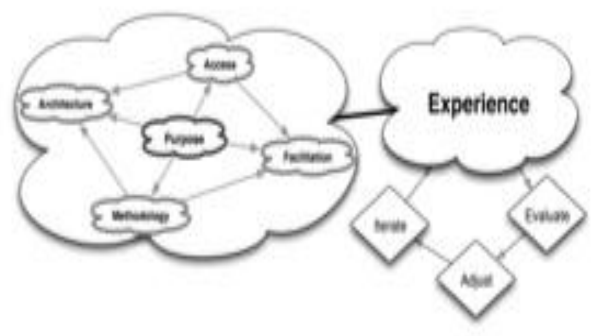

Figure 60: Online Environments

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

OPEN SPACE TECHNOLOGY

For More Information: The Open Space Institutes, www.openspaceworld.org

Purpose:

To enable groups to address complex, important issues as a high-performing system by inviting people to take responsibility for what they love for a few hours, a few days, or as an everyday practice.

Outcomes:

• Discover the capacity to operate as self-managed work teams with high levels of personal responsibility and leadership

When to Use:

• In critical situations requiring resolution characterised by high levels of complexity, diversity (of participants), and conflict (potential or actual), and with a decision time of yesterday

When Not to Use:

• Specific predetermined outcomes are desired

Number of Participants:

• 5–2, 000 people; no limit, theoretically, by using computer-connected, multisite, simultaneous events

Types of Participants:

• Anybody who cares about the issue under consideration
• Diversity is a plus

Typical Duration:

• Preparation: The space opens with the first conversation
• Event: 1–3 days
• Total Transition: May last for the rest of the organisation's life

Brief Example:

In Bogota?, Colombia, 2, 100 people—1, 800 street kids, aged 15–22, and 300 of their teachers—convened for two days to consider the future of their jobs program. The core idea from the conference was responsibility. The program was permanently altered, with the young people taking more responsibility for themselves and a much more responsible attitude toward their jobs. Lateness, laziness, and disrespect are almost gone. There were many structural changes in the schools. And finally, respect from the young peoples" bosses increased as their quality of work improved. The experience profoundly impacted the kids" approach to their lives.

Historical Context:

Created in 1985 by Harrison Owen with collegial assistance from a global cast of thousands. Open Space came initially from the wisdom and experience of indigenous people from around the world. Insights into the function of Open Space are from cultural anthropology, chaos and complexity theory, and non- Western (rational scientific) traditions.

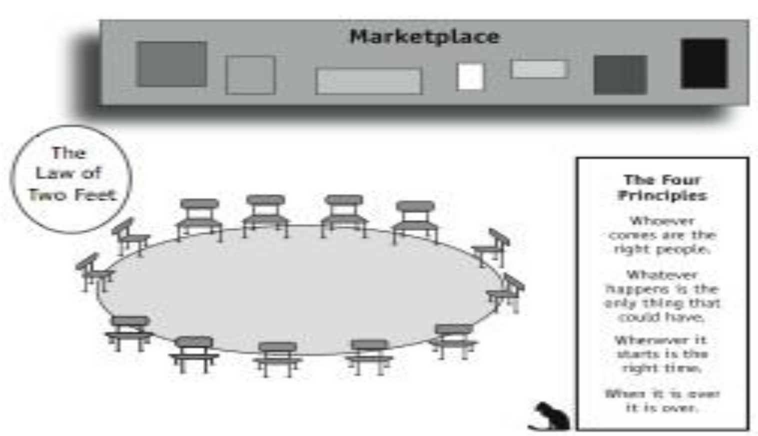

Figure 61: Open Space Technology

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

OPEN SYSTEMS THEORY

For More Information: Modern Times Workplace, www.moderntimesworkplace.com

Purpose:

To address virtually any participative work, puzzle, or problem.

Outcomes:

• Greater cooperation, energy, and motivation for the task at hand
• A democratic team structure that supports sustainability and continuing motivation
• For unique designs, the selected application of Open Systems Theory principles and tools ensures productive participation and high levels of intrinsic motivation to perform the needed work

When to Use:

• When effective results are required in a complex environment of multiple perspectives, clashes of interests and values, and rapidly changing external and internal conditions

When Not to Use:

• Insufficient educative preparation
• Top leadership is averse to distributing responsibilities downward

Number of Participants:

• 4–100s

Types of Participants:

• May or may not be members of the system

Typical Duration:

• Preparation: 2 weeks–6 months
• Event: 1 hour to a series of meetings over months or longer
• Follow-up: Sustainable, if uses participative democratic structure and process

Brief Example:

Since 2000, Roadway Express has held close to 40 summits across the organisation to engage the workforce, improves margins, create service innovations, launch new strategies, and consolidate its merger with Yellow Corporation. The process has energized the workforce, produced millions of dollars of cost savings, and generated millions more in new revenues.

Historical Context:

Created in the early 1990s by Merrelyn Emery together with a cast of thousands. From a very good family— parents are Search Conference and Participative Design Workshop, grandmother was Social-Technical Systems. Lewin's work on democracy, autocracy, and laissez-faire. Asch's work on conditions for effective communication.

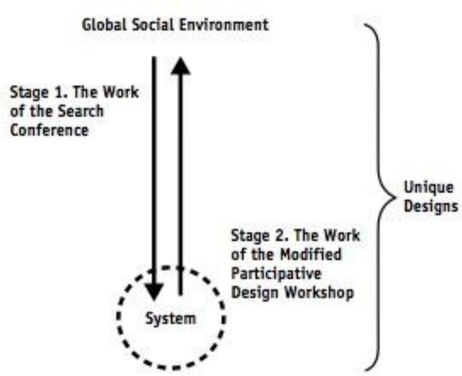

Figure 62: Open Systems Theory

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OPENSPACE-ONLINE REAL-TIME METHODOLOGY

For More Information: OpenSpace-Online GmbH—The Power of People, www.OpenSpace-Online.com

Purpose:

To enable a (r)evolutionary global "do-it-yourself" dimension of collaborative excellence and sustainable development in economy, society, politics and education across distance.

Outcomes:

• High level of co-creative excellence among many
• New ideas and agreements for next steps
• Results reported quickly on topics that really matter
• High commitment which sustains continued work
• Savings in travel costs, time and natural resources
• Increased competencies to initiate and facilitate change
• Complementary synergies between different methods and activities (on-line and face-to-face)

When to Use:

• When groups or organisation s are facing important questions or urgent issues and people are separated by distance
• When highly productive, liberated and joyful real-time collaboration is desired
• When immediately reported results and sustainable further work is important

When Not to Use:

• Participants have no access to the Internet
• IT policies do not allow quick software installation
• The meeting agenda is already fixed and organizers want to play a dominant role during the event
• No trust that the right people will show up

Number of Participants:

• 5–125
• Parallel meetings are possible

Types of Participants:

• Decentralized learning, interest, project, citizen, research, customer, stakeholder, network, and community groups.

Typical Duration:

• Preparation: 1 hour–on-going
• Real-time conference: 2–8 hours
• Follow-up: 1 hour—on-going

Brief Example:

An international marketing and sales company uses OpenSpace-Online with trainers, seminar groups, sales managers, and project leaders for diverse activities (e.g., on-going project and team development, pre-meetings, and follow-ups of face-to-face activities).

Historical Context:

Created by Gabriela Ender (1999–2002) and supporting people after 30.

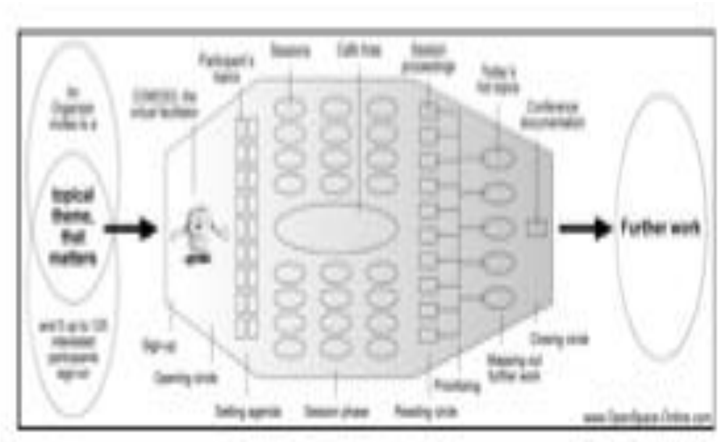

Figure 63: Openspace-Online Real-Time Methodology

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

ORGANISATION WORKSHOP

For More Information: Power and Systems, www.powerandsystems.com

To Purpose:

Create the knowledge and skills of system sight that enable us to create partnerships up, down, and across organisation al lines.

Outcomes:

• Causes organisation members to rethink their behaviours when they are in top, middle, bottom, and customer interactions
• Creates shared language and concrete strategies for partnership behaviour in those relationships

When to Use:

• In any setting in which the client wants to redirect member energy from unproductive “sideshows” onto the business of the system
• Rapid change is desired to increase individual power and overall organisation al system power to achieve previously unattainable stretch goals

When Not to Use:

• It is being imposed on people
• Tops are using it on Bottoms to “straighten them out”
• People have not been adequately informed about the workshop’s purposes and methods

Number of Participants:

• 24–50 people
• Variations for 50–100+ people

Types of Participants:

• Can be internal and external stakeholders
• Cross-level, multifunction, or same function

Typical Duration:

• Preparation: 2–3 hours by telephone
• Event: 1-, 2-, or 3-day variations
• Total Transition: Variable

Brief Example:

A Fortune 50 company has used the Organisation Workshop on more than 25 separate occasions for various business leadership teams, multilevel cross-functional teams, top-to-bottom plants, and various functional groups (information systems, advertising, research and development, and several new product start-up ventures).

Historical Context:

Created in 1978 by Barry Oshry. Roots in experiential education with National Training Laboratories (now NTL Institute), experimental work at Boston University, but most directly from 30 years of work with the Power Lab.

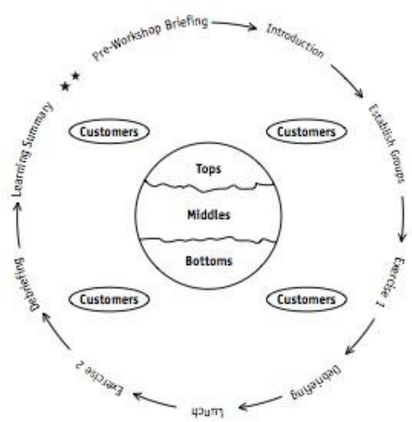

Figure 64: Organisation Workshop

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

PARTICIPATIVE DESIGN WORKSHOP

For More Information: Modern Times Workplace, www.moderntimesworkplace.com

Purpose:

To produce a participative, democratic organisation al system.

Outcomes:

• New behaviours evolve and assumptions change
• People cooperate rather than bicker and protect their turf
• Responsibility, motivation, care about overall business outcomes, and quality and productivity increase

When to Use:

• An organisation wishes to increase productivity and innovation
• An agreement is in place

When Not to Use:

• When above conditions are not in place

Number of Participants:

• 15–200 people per workshop; can run many Participative Design Workshops in parallel

Types of Participants:

• Everyone who is part of the section of the structure being designed
• A deep-slice team covering these levels and as many functions and skills as possible

Typical Duration:

• Preparation: 2 weeks to many months
• Event: 1–3 days or session by session
• On-going: For the life of the agreement and usually longer

Brief Example:

J.Robins & Sons Pty Ltd.increased output from 72 units per hour to 89 units per hour, up 25 present; reduced shortages and thus stoppages in production; reduced absenteeism; reduced overall production time for a shoe from 6 to 8 weeks with 50 to 60 minutes actual processing time to less than 12 hours with 20 to 30 minutes processing; rejects have fallen from 4 present to 0.5 present.

Historical Context:

Created in 1971 by Fred Emery, based on nearly 60 years of intensive research.

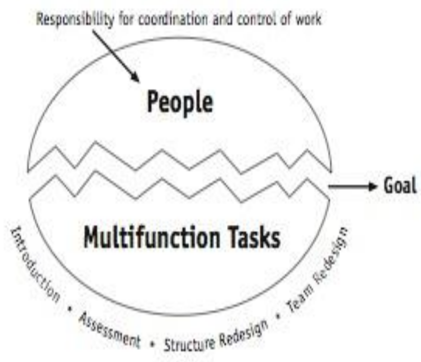

Figure 65: Participative Design Workshop

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

PEERSPIRIT CIRCLING

For More Information: PeerSpirit, www.peerspirit.com

Purpose:

To focus on the power of communication to release the full potential of working groups.

Outcomes:

• Wisdom is in the room
• Wise organisation al decisions occur at all levels

When to Use:

• When you want to create a collaborative field

When Not to Use:

• When thought leaders are invested in hierarchy and are not willing to change to a collaborative culture

Number of Participants:

• 5–20 people/per circle: numerous circles may function simultaneously

Types of Participants:

• Anyone willing to work in a nonhierarchal, collaborative process

Typical Duration:

• Preparation: 3–4 hours
• Process: 1–2 hours to increase quality of communication, and 1–2 days to set the framework for initiating change
• Follow-up: As requested

Brief Example:

A University Dean says: "We combined two departments and now everybody is playing lone ranger—protecting their own turf, or putting their friends forward for positions or funding. How do I get them to consider who's best for the job or what's best for the university?"

PeerSpirit response: "We worked with a combined faculty committee to reframe the situation from loss to gain. In a series of facilitated dialogues, the committee began to see the merging of departments as a chance to develop a new departmental culture with the potential to become a leading-edge model for the university. They included graduate students who documented and qualified their successful change."

Historical Context:

Created in 1994 by Christina Baldwin and Ann Linnea. Grounded in historical archetype of circle emerging from indigenous cultures throughout the world. Many indigenous scholars have helped circle emerge into modern consciousness: Willie Ermine, Eber Hampton, Fyre Jean Graveline, and Malidoma Patrice Some? represent a few of the many who have opened the way for circle.

Figure 66: PeerSpirit Circling

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

PLAYBACK THEATRE

For More Information: International Playback Theatre Network, www.playbacknet.org

Purpose:

To promote dialogue, build empathy, surface critical issues, and mark transitions.

Outcomes:

• Makes corporate culture visible; gives voice to all levels of hierarchy

When to Use:

• To give a group a voice
• To build a sense of community
• To foster open discussion

When Not to Use:

• When mistrust is too high
• When alcohol is being consumed

Number of Participants:

• 10–150+

Types of Participants:

• Multifunction employees at all levels in an organisation , grouped either heterogeneously or homogeneously. Could also include external clients and customers
• Audience format
• Workshop format

Typical Duration:

• Consultations: 0.5day–2 days
• Process: 1- to 2-hour performance
• Follow-up: 0.5 day minimum

Brief Example:

Line workers, support staff, and managers gather for a kickoff to visioning as part of strategic planning. A Playback Theatre team dramatizes in vivid fashion their stories of success and meaning in the workplace, along with system wide frustrations they would like to see resolved. Understanding and empathy increases.

Historical Context:

Created in 1975 by Jonathan Fox, Jo Salas, and original Playback Theatre company. Influenced by Paolo Freire and J. L.Moreno.

Figure 67: Playback Theatre

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

POWER OF IMAGINATION STUDIO

For More Information: Vernetzung von Zukunftswerksta?tten, www.zwnetz.de

Purpose:

To build self-esteem and expertise on key themes; anchor individual strategies in organisation s; and overcome hierarchical limitations and mental blocks.

Outcomes:

• Conviction that the future is alterable, that several possibilities ("futures") can be formed
• A stance of esteem and encouragement exists at all levels of the organisation

When to Use:

• When participants are perceived to be the experts responsible for finding a solution and making changes
• In situations with negative changes

• When content is open

When Not to Use:

• No chance of implementing/carrying out the conclusions
• No strength/financial resources/support
• Strategies/conclusions were decided long ago

Number of Participants:

• 12–120

Types of Participants:

• All hierarchical levels
• Different backgrounds
• Less adroit in speech (lack of courage/spunk to speak freely)

Typical Duration:

• Preparation: 1–6 months
• Process: 1–5 days
• Follow-up: 1–3 months

Brief Example:

Full-time and volunteer employees of the Red Cross from 20 different locations in northern Germany founded 13 statewide project teams after a three-day Imagination Studio. They published a handbook for members, devised a new concept for canvassing members, initiated an Internet information portal as a model project, organized an event to dissuade young people from drinking, inaugurated the annual meeting of all association members, issued guidelines for employees to improve their public image, and proposed teaching concepts in schools for strengthening volunteer involvement.

Historical Context:

Created in 2004 by Petra Eickhoff, Annegret Franz, Stephan G. Geffers, Fritz Letsch, Annette Schlemm, and Axel Weige. Builds on the Future Workshop created in 1965 by Professor Robert Jungk, Dr. Norbert R. Muellert, and Ruediger Lutz.

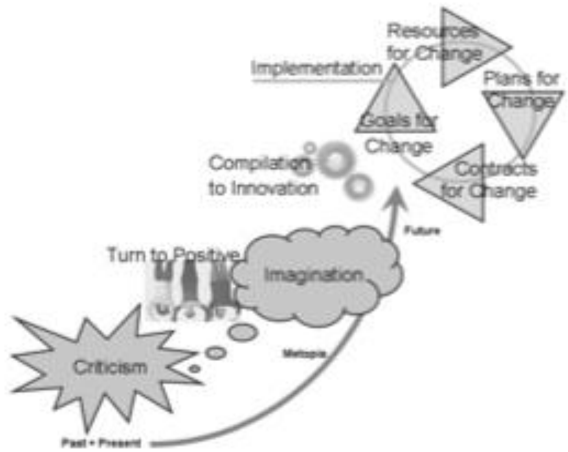

Figure 68: Power of Imagination

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE PRACTICE OF EMPOWERMENT

For More Information: Empowerment Institute, www.empowermentinstitute.net

Purpose:

To change behaviour and develop talent in organisation s. An alternative use is for community-based behaviour change by public sector agencies and non-profits.

Outcomes:

• An empowered organisation al culture

When to Use:

• To change behaviour and develop talent in organisation s

When Not to Use:

• When there is not a trained practitioner

Number of Participants:

• 15–40 per group

Types of Participants:

• Any level

Typical Duration:

• Preparation: 30–90 days to plan and design with input of project champion and key leaders
• Process: 3-day training
• Follow-up: 12 months of coaching and master classes
• Project duration: 1–3 years

Brief Example:

Senior industry leaders at Deloitte Consulting delivered a mentorship program to empower high-talent women and minorities to develop their full potential. The program was designed to retain and advance these people and build the capacity of senior leaders in talent development.

Historical Context:

Created in 1981 by David Gershon.

Figure 69 : The Practice of Empowerment

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RAPID RESULTS

For More Information: Robert H. Schaffer & Associates, www.rhsa.com

Purpose:

To build capacity for large-scale change through the vehicle of short-term projects.

Outcomes:

- Change becomes an inherent part of the job
- Joint responsibility for shared objectives
- Parallel work flow
- Experimental, “let’s try it” attitude
- Focused accountability
- “Better results with what we have”

When to Use:

• The most powerful driver of better performance is better performance itself. If you want to help an organisation develop its ability to perform better, nothing is more effective than helping it to experience a tangible success on some of the dimensions it is trying to strengthen.

When Not to Use:

- Guiding principles are not present
- Senior management wishes to hand team’s solutions to implement versus challenging teams to both set

and implement their own goals

- Senior management/sponsors are not prepared to be involved beyond the launch of the projects
- The organisation does not exhibit “readiness” to move forward

Number of Participants:

- 7–10 people per team
- 100+ teams in successive waves

Types of Participants:

- Any team composition where all members are committed to achieving results and learning
- Senior management sponsors prepared to be involved during the entire cycle

Typical Duration:

- Shape: 2 weeks
- Launch: 1 day
- Implement: 30–100 days
- Scale-up: 30+ days

Brief Example:

In Nicaragua, farmers using Rapid Results witnessed measurable improvement in their productivity and income in 100–120 days. Daily milk production almost tripled among 60 producers; 30 farmers increased pig weight by 30 present; and 30 chicken farmers” productivity increased by 20 present.

Historical Context:

Created in the 1960s by Robert H. Schaffer and colleagues.

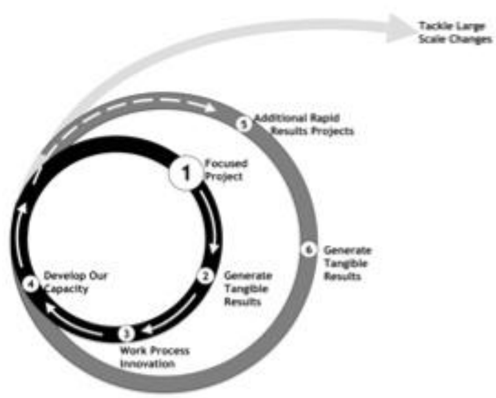

Figure 70: Rapid Results

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

REAL TIME STRATEGIC CHANGE

For More Information: Robert W. Jacobs Consulting, www.rwjacobs.com

Purpose:

To enable people to create their future—faster than they ever believed possible.

Outcomes:

• Better ways of doing business that lead to major improvements to key financial, quality, cost, timing, and other performance measures
• More flexible, resilient, and responsive organisation s to meet emerging market demands
• Improved "changeability" that makes changes a core competence
• Unleashing of organisation al energy and commitment

When to Use:

• When you need to make big things happen—fast

When Not to Use:

• When you don't have full commitment of leadership to support the development and implementation of better ways of doing business—for themselves and their organisation

Number of Participants:

• 1–10, 000 or more

Types of Participants:

• Broad base of internal/external stakeholders who can help you create your future, faster

Typical Duration:

• With Real-Time Strategic Change (RTSC), "before, during, and after" don't exist. It's an approach to everyday work and major transformation efforts.

Brief Example:

City of New York Out of School Time program involving several hundred providers, multiple funding streams, city agencies, and oversight bodies. Through applying RTSC, these diverse stakeholders with competing needs reached consensus on a common vision, goals, and operating principles. These agreements have ensured funding goes to programs that meet specifications and improved the overall care given to children before and after school and during holidays and weekends in New York City.

Historical Context:

Created in 1994 by Robert "Jake" Jacobs and Frank McKeown, RTSC is based on work by Kathleen Dannemiller, Chuck Tyson, Bruce Gibb, Al Davenport, and Nancy Badore. The method has undergone three generations of evolution.

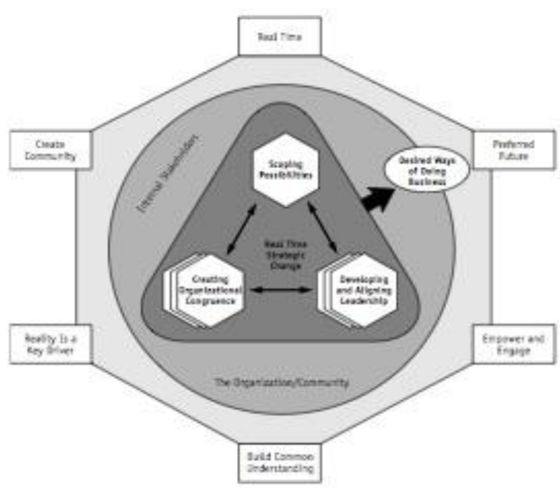

Figure 71: Real Time Strategic Change

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

SCENARIO THINKING

For More Information: Global Business Network, www.gbn.com

Purpose:

To arrive at a deeper understanding of the world in which your organisation operates, and use that understanding to inform your strategy and improve your ability to make better decisions today and in the future.

Outcomes:

• Set strategic direction
• Catalyze bold action
• Accelerate collaborative learning
• Alignment and visioning

When to Use:

• When the solution to a strategic issue is unclear
• You are working in a highly uncertain environment
• There is leadership support for scenario thinking
• Your organisation is open to change and dialogue
• You have the resources for a successful initiative

When Not to Use:

• The problem you are dealing with is not central to your organisation al strategy and/or your problem and solution are clear
• The outcome will largely be shaped by internal or external forces
• There is not enough urgency for change
• There is too much urgency to step back for a reflective and creative conversation
• Desired outcomes are poorly aligned with your dedicated resources

Number of Participants:

• 10–20 interviewees
• 15–500 workshop participants

Types of Participants:

• Decision makers
• Internal and external stakeholders representing a range of functions and perspectives

• Outsiders introducing provocative perspectives

Typical Duration:

• Orient phase: 1–2 months
• Explore, synthesize, and act phases: 2–4 months
• Monitor phase: Indefinite

Brief Example:

A financial services company needs to better understand potential impact of emerging technologies and consumer behaviour on the market for investment services during the dot-com bubble—and beyond. It engages in a scenario thinking process that involves the company's key decision makers. As a result, the company makes a decision that prevents overinvestment in growth during the peak of dot-com speculative bubble, and new product development is initiated.

Historical Context:

Scenario pioneers include Herman Kahn, Pierre Wack, Peter Schwartz, Kees van der Heijden, Ted Newland, and Napier Collyns. Roots in military planning and Wack"s work at Shell in the 1970s.

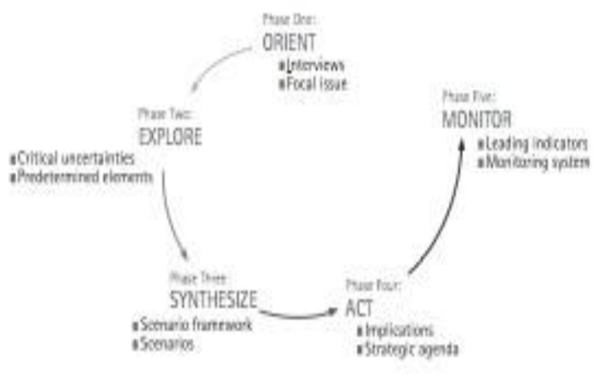

Figure 73: Scenario Thinking

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

SEARCH CONFERENCE

For More Information: www.moderntimesworkplace.com

Purpose:

To create a well-articulated, desirable, achievable future with action plans for implementation within a definite timetable by a community of people who want to and know how to do it.

Outcomes:

• A well-articulated set of goals.
• Coordinated action plans for achieving the goals.
• A community of people who have learned how to actively and adaptively plan.
• A shared commitment to, and energy for, implementing a plan to achieve the desired future.

When to Use:

• Strategic planning and the basis of policy making
• Creation of new systems to manage emergent or neglected issues
• Rationalization of major conflicts within a strategic context

When Not to Use:

• When guarantees are not present to abide by the conditions governing the effective use of the method
• When the task is only about means to a preordained conclusion
• When there is not at least one trained and experienced Search Conference manager who knows their theory.

Number of Participants:

• 20–35 people for a single Search Conference event. To involve more people, conduct a series and integrate the results.

Types of Participants:

• Members of the system

Typical Duration:

• Preparation: 1–18 months recorded so far
• Event: 2 days and 2 nights consecutively
• Follow-up: Self-sustaining

Brief Example:

Two national industrial relations Search Conferences held in 1972 and 1977 set the ground for the first national accord governing new directions for the democratization of work and revitalization of industry and business in Australia through “award restructuring” and other national processes.

Historical Context:

The method was conceptualised and designed by Fred Emery and Eric Trist in 1959. Fred and Merrelyn Emery and others have continued its development.

Figure 73: Search Conference

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

SIMUREAL

For More Information: Klein Consulting, http://www.kleinconsulting.com/

Purpose:

To bring together key members of an organisation or a community in a way that allows them to (a) experience/learn more about their interactions with one another, (b) work on real issues, (c) make decisions within a compressed time frame, and (d) gain skills and understandings they can use to deal more effectively with future challenges in their “back home” setting.

Outcomes:

• SimuReal holds a “mirror” to the organisation about how it actually works (or does not work). It can be a powerful change agent, because everyone sees the impact of the system and can self-organize to improve it.

When to Use:

• To shorten the time it takes to make or implement decisions
• To “test drive” a restructuring plan before it is implemented
• To address a complex problem or decision
• To uncover the structural/procedural blocks to solving a problem effectively
• The organisation is prepared to engage in self-examination

When Not to Use:

• To focus on creating a common vision
• To align the organisation around a given vision/strategy
• To do team building
• The organisation is in crisis
• To redesign an entire business process

Number of Participants:

• 35–125

Types of Participants:

• Flexible—can accommodate both internal and external stakeholders, as well as same-function or multifunction participants.

Typical Duration:

• Preparation: 1-day design team meeting, 2 days in additional preparation
• Process: 1 day
• Follow-up: Typically ranges from immediate to a year, depending on initial contract with clients, SimuReal outcomes, and leadership needs in implementing those outcomes.

Brief Example:

"Test drive" of a restructuring plan, involving all who would be affected. The "test drive" showed the design gaps and resulted in a 50 present change in overall design in the days that followed the SimuReal, with support for implementation 3 months later.

Historical Context:

Created in the 1970s by Donald C. Klein.

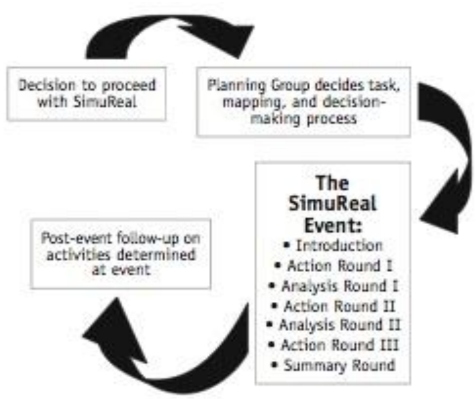

Figure 74: SimuReal

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE SIX SIGMA APPROACH

For More Information: American Society for Quality, www.asq.org

Purpose:

To improve process performance and eliminate causes of mistakes in manufacturing and business processes by focusing on process outputs that are critically important to customers.

Outcomes:

• Process improvements resulting from completed improvement projects
• Human elements like leadership, teamwork, and customer focus integrated with the process aspects of improvement
• An infrastructure of management systems and permanent change agents is created to lead, deploy, and implement improvement projects
• Leaders are provided with the strategy, methods, and tools for changing their organisation s
• Benefits produce culture change, rather than trying to change the culture to produce benefits

When to Use:

• To solve the problem by improving processes, whether they are manufacturing, financial, supply chain, or customer service

When Not to Use:

• When the solution to a problem is already known— for example, installing a new piece of equipment, bringing information technology into line with new corporate guidelines, building a plant, most capital projects

Number of Participants:

• 4–6 team members per improvement project
• From 1 to more than 100 parallel teams

Types of Participants:

• Leadership, Champions, Master Black Belts, Black Belts, Green Belts, functional support members

Typical Duration:

• Preparation: 2 days–1 months
• Process: 4–6 months per project

• Follow-up: Weekly management reviews; monthly for improvement projects, quarterly for the overall deployment, and annually to plan for the coming year

Brief Example:

A major pharmaceutical manufacturer that anticipated being unable to meet demand for a blockbuster new product used Six Sigma's sequenced problem-solving methodology to improve the process and address underlying organisation al issues.

Historical Context:

Early 1980s, stimulated by Japanese companies" use of statistical methods in manufacturing. Mid-1980s, created by Motorola and named Six Sigma. Mid-1990s, extended by G.E. to include all processes.\

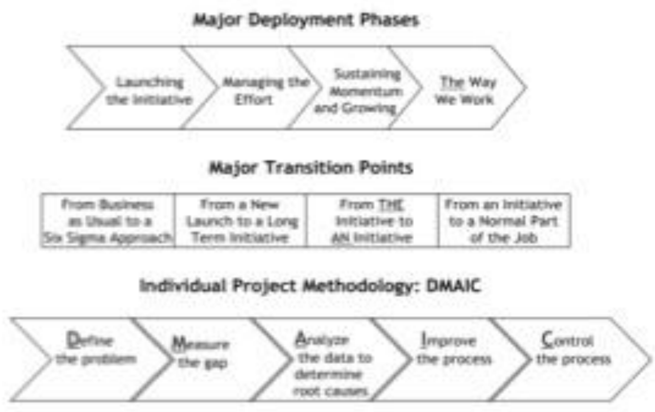

Figure75: The Six Sigma Approach

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SOAR

For More Information: Dynamic Relationships, www.dynamic-relationships.com

Purpose:

To accelerate the strategic planning process by allowing creativity and innovation while inspiring the organisation's people to SOAR.

Outcomes:

• Develops a whole system perspective
• Uncovers the strengths and opportunities of the organisation

• Co-creates the values, vision, and mission of stakeholders
• Develops a strategic and tactical plan
• Identifies the structures, systems, and processes
• Engenders continuous informed appreciative reflection and action

When to Use:

• For environmental scanning
• To accelerate existing strategic planning processes
• To create strategic and tactical plans
• To embrace a whole systems approach to strategic planning
• To heighten awareness of organisation al relationships and how to best use these relationships

When Not to Use:

• Leadership is not supportive (top-down approach)
• Participants are not empowered to act on their aspirations and plans

Number of Participants:

• 10–400

Types of Participants:

• Internal and external organisation al stakeholders

Typical Duration:

• Preparation: 0.5 day to 1.5 days
• Process: 0.5 day to 4 days (average is 2–3 days)
• Follow-up: Continuous

Brief Example:

A health-care facility was in a shutdown state and needed a "last-ditch effort." The administrator gathered 76 stakeholders to discuss creating constructive accountability and strategic initiatives so corporate would not close the facility. The results were a 20 present increase in census within six weeks, improved employee morale and resident satisfaction, and the facility broke even for the first time in three years.

Historical Context:

Created in 2000 by Jackie Stavros, David Cooperrider, and Lynn Kelley. Theory Base: Appreciative Inquiry, Dialogue, Whole Systems Approach to Change, Lippit's Preferred Futures, Strengths-Based Theory by Don Clifton, Social Construction, and Positive Organisation al Scholarship.

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

STRATEGIC FORUM

For More Information: Pontifex Consulting, www.pontifexconsulting.com

Purpose:

To help the organisation and/or policy makers explore future scenarios when issues are complex, and multiple stakeholders see things differently.

Outcomes:

• Shared understanding of different futures
• Collective mental model for testing the efficacy of strategic choices
• Experiential (visceral) understanding of how a strategy should unfold
• Measure progress and/or to prepare for major shifts
• A dynamic and balanced scorecard

When to Use:

• There's a need to develop a balanced/holistic picture
• Groups are rushing down the solution path
• Discussion of a strategy has not resulted in a consensus
• There is a need to look at nonphysical variables
• It's important to see the impact of a strategy
• Wanting to understand potential unintended consequences

When Not to Use:

• You can't find a competent modeller
• There is little time for exploration of assumptions
• It is considered a one-time event
• Organisation is unwilling to embrace an on-going systems thinking

Number of Participants:

• 2–50
• Ideally, 5 teams of 3–5 participants

Types of Participants:

• At a minimum, should include participants from across multiple functions, silos, and levels
• Ideally, some participants will come from clients and suppliers to the organisation

Typical Duration:

• Preparation: 1–6 months

• Process: 1–2 days
• Follow-up: 6 months

Brief Example:

In the 1980s, a rapidly growing high-tech firm experienced “growing pains” and internal dissension as the service organisation demanded a greater percentage of the organisation ’s overall resource base. A Strategic Forum was developed to allow participants to understand the physics and to lay out several strategic choices they could pursue. As a result, the strategy team continued using the system dynamics approach to understanding issues, holding subsequent forums.

Historical Context:

Created in the 1980s by Barry Richmond.

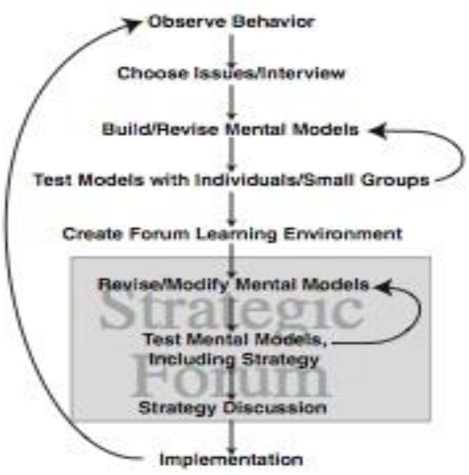

Figure 76: Strategic Forum

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STRATEGIC VISIONING

For More Information: Strategic Visioning, www.grove.com/learning_center/method_pm_svm.html

Purpose:

To help leadership teams in organisation s and communities combine historical hindsight with future-oriented foresight to support insight in present action.

Outcomes:

• Catalyses real engagement
• Deepens relationships
• Shifts perspectives
• Develops appreciation of new factors and forces creation of a “perceptivity” to new ideas before they actually become viable in action

When to Use:

• Task force action planning, 2-day board retreats, 3–6 month Strategic Visioning processes, and special, large-scale change processes
• Planning processes needing involvement and breakthrough thinking
• Making leadership assumptions visible, shareable, and as a result, open to challenge and push-back

When Not to Use:

• When leadership teams are locked into a top-down plan
• When leadership doesn’t want to test their ideas and hear from people
• For situations in such crisis that no-one has any room for reflection and big-picture thinking

Number of Participants:

• Leadership teams of 5–12 plus larger numbers of stakeholders

Types of Participants:

• Leadership teams
• Other stakeholders

Typical Duration:

• Preparation: 6 weeks
• Process: 1–2 days
• Follow-up: 3–6 months

Brief Example:

A national architectural firm engaged its 50 partners in appreciating system wide opportunities and developed an aligned set of priorities. They reviewed their history, current environment, internal strengths and weaknesses, and then developed a vision, set of strategies, and fleshed out game plans over two 2-day meetings with some action teamwork in between.

Historical Context:

Created in 1995 by David Sibbet, Ed Claassen, and associate consultants who have contributed additional templates: Strategic Planning (Porter, Minzberg); Visioning (Fritz, Senge, Halprin); Large-Scale Change (Dannemiller Tyson, Weisbord), and Graphic Facilitation (Sibbet).

Figure 77: Strategic Visioning

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STUDY CIRCLES

For More Information: Study Circles Resource Center, www.studycircles.org

Purpose:

To help communities develop their ability to solve problems by exploring ways for all kinds of people to think, talk, and create change together.

Outcomes:

• Helps communities develop a more democratic public culture
• Demonstrates the whole community is needed
• Embraces diversity
• Shares knowledge, resources, power, and decision making
• Combines dialogue and deliberation; builds understanding and explores a range of solutions
• Connects deliberative dialogue to social, political, and policy change

When to Use:

• An issue concerns the daily lives of many different types of people
• An issue captures widespread public attention

• An issue is best addressed through multiple forms of social, political, and policy change

When Not to Use:

• On issues of personal transformation that do not include public and problem-solving dimensions
Number of Participants:
• 100 to 1, 000s

Types of Participants:

• Reflects the diversity of the community—in organizing, facilitation, and participation

Typical Duration:
• Preparation: 2–4 months
• Process: 4–6 weeks
• Follow-up: On-going

Brief Example:

KCK Study Circles addressed neighbourhood issues, as part of a public school reform initiative in Kansas City, Kansas. Since 1999, this United Way project has involved 1, 800+ residents on neighbourhood issues, education, and diversity. Study circles have led to: public housing residents starting a tenants" association, setting up a youth sports camp, and getting rid of about ten drug houses; 100+ young people conducting a downtown cleanup; Spanish-speaking parents forming a parents" association; young people doing minor home repairs and beautifying houses in their neighbourhood to attract businesses where they can get jobs; a local church opening a food pantry.

Historical Context:

Created in 1989 by Paul J.Aicher, who founded the Study Circles Resource Center. Based in the deliberative traditions of town hall meetings, "study circles" were part of the Chautauqua movement in the U.S. Progressive Era (1870s–1920s). Swedish temperance and union movements brought them to Sweden where thousands are now government supported. They returned to the U.S. in the 1980s through National Issues Forums, unions, and the Study Circle Resource Center.

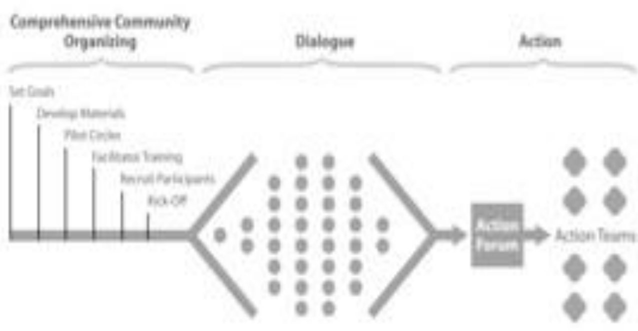

Figure 78: Study Circles

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

TECHNOLOGY OF PARTICIPATION

For More Information: The Institute of Cultural Affairs, www.ica-usa.org.

Purpose:

To elicit participation of a group, organisation , or community in creating a thoughtful discussion, consensus formation, or the collaborative creation of short-term or strategic plans.

Outcomes:

• Create solutions that represent a group's best thinking and which it will own
• Deeper understanding of and commitment to decisions and directions

When to Use:

• A group, organisation , or community has a question or concern related to change and future action
• New strategies and focused directions are needed
• People need in-depth dialogue to allow them to operate with a common understanding and focus

When Not to Use:

• Severe and unyielding group conflict is present
• The outcome is predetermined
• Key stakeholders will not be present
• No leadership support for decisions the group might make

Number of Participants:

• 5–1, 000

Types of Participants:

• Those directly involved in the issues or who will be affected by any solutions
• Those expected to support or implement any plans developed

Typical Duration:

• Preparation: 1–3 days
• Process: Typically 1–3 days
• Transition: Variable

Brief Example:

A 40-person state government department used ToP methods to restore communications and trust and to develop a vision and new direction. Some outcomes: new in-house facilitators helped sections develop goals and mission statements; assessment of staff needs resulted in computer and quality training; and the office restructured, folding many functions into other departments.

Historical Context:

Developed by the Institute of Cultural Affairs in the 1960s and 1970s for change initiatives in different countries, especially community development and corporate strategic planning.

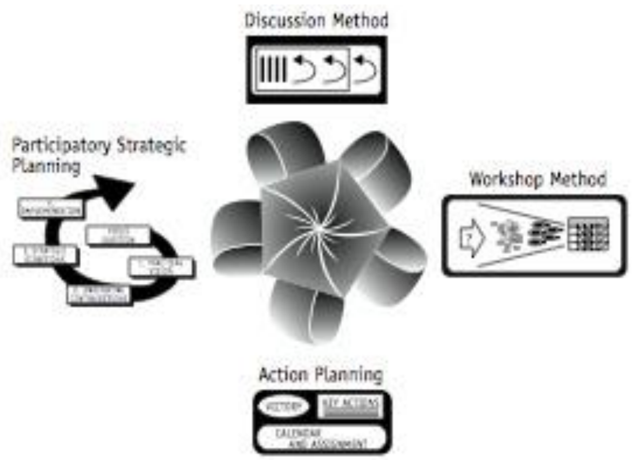

Figure 79: Technology of Participation

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THINK LIKE A GENIUS

For More Information: Think Like a Genius, www.ThinkLikeAGenius.com

Purpose:

To express and represent people's ideas, feelings, knowledge, views, insights, experiences, and the like in new ways using multidimensional symbolic models that help improve human communication and foster understanding.

Outcomes:

• Uncovers "cultural assumptions" that are sinking an organisation so that they can be changed, and the organisation not only survives but flourishes
• Willingness to examine assumptions about using "unusual" methods to collaborate and to share personal knowledge and expertise while leveraging the organisation's resources

• More openness to far-reaching, exploratory, and experimental approaches to innovation and "borderless thinking"

When to Use:

• To represent individual explicit and tacit knowledge or personal life experiences in memorable ways
• To collaboratively create new ideas
• To establish a sense of trust and true community
• To create and share new knowledge that can spark innovations

When Not to Use:

• When you don't care what other people think about your ideas, your mission, your plans, your sense of success or purpose
• If you don't care to hear, see, or know what your coworkers have to say.

Number of Participants:

• 12–1, 200 or more

Types of Participants:

• Internal and external stakeholders
• Experts in the field or profession
• Intact teams, cross-functional groups, consumers, clients, and the like

Typical Duration:

• Preparation: 3 hours–1 day
• Process: 3 hours–1 day
• Follow-up: Within 1 week

Brief Example:

Immediately following a strategic planning and implementation workshop at NTT/Verio, the Verio CEO in America presented a detailed "Distillation Drawing" that translated the workshop's accomplishments to the NTT CEO in Japan. The drawing helped the NTT visionary quickly understand what needed to build on the recommendations offered by the senior executives of NTT who had participated in this hands-on workshop.

Historical Context:

Created by Todd Siler in 1978 with organisation s and in 1993 with individuals. The Magdalenian cave painters of the Ice Age in Altimira, northern Spain, and Lascaux, France, were the first in recorded history to use symbolic objects as visual stories to express human experiences of the world.

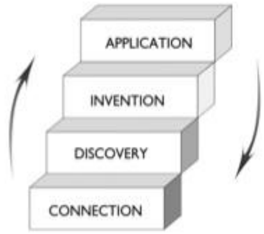

Figure 80: Think Like A Genius

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

21ST CENTURY TOWN MEETING

For More Information: America Speaks, www.americaspeaks.org

Purpose:

To engage large numbers of citizens in government decision making on public policy issues by supporting deliberation that is well informed, synthesized, and directly connected to real opportunities for action.

Outcomes:

• Playing field levelled between citizens and special interests
• Decision makers incorporate citizen priorities in public policy development
• Increased expectations for transparent, accountable governance

When to Use:

• There is a direct link to the key decision makers and governance processes that can ensure results
• The nature of the issue requires people to deeply wrestle with strategies and choices
• Polling data indicate that citizens believe they can reach consensus even if partisan positioning means the politicians cannot

When Not to Use:

• There is no commitment by decision makers to participate and/or act on the results
• The issue is in the early stages of development and action opportunities have not crystallized
• Insufficient availability of infrastructure and resources

Number of Participants:

• 100–5, 000

Types of Participants:

• Citizens or residents affected by the issue
• Stakeholders (advocates, community-based organisation s, or representatives from affected businesses or industries)
• Community leaders, decision makers

Typical Duration:

• Development and Preparation: 6–12 months
• Meeting: 1 day (or partial day)
• Follow-up: Generally 3–12 months

Brief Example:

In 2002, the Hamilton County, Ohio, Regional Planning Commission engaged the community in developing a comprehensive plan for issues including employment, housing, transportation, and education. In addition to a 1, 300-person 21st Century Town Meeting, the effort included 11 community forums, one youth forum, and a weeklong online forum. Afterward, action teams produced 160 specific strategies for helping the county reach its goals. The county commissioners endorsed the citizens" vision statement, and in November 2004, the commission began implementing the citizen-driven priority initiatives.

Historical Context:

Created in 1995 by Carolyn J. Lukensmeyer and the America Speaks staff. Founding tenets of American Democracy: "government of the people, by the people and for the people, " "consent of the governed".

Figure 81: 21st Century Town Meeting

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

VALUES INTO ACTION

For More Information: Values into Action, www.valuesintoaction.net

Purpose:

To explore an issue through questions focused on its external (global and local) complexity and internal relationship to deeply held values, convictions, and perspectives, leading to individual commitments to act.

Outcomes:

• People of different views and values, stature and status understand and support each other
• People learn from the convictions of others without having to give up their own positions
• People make commitments and discover that individual acts unfolding over time can make a difference

When to Use:

• Positive change around an issue (e.g., AIDS, elimination of hunger, affordable housing, accessing clean water) is desired, and consensus vision and collaborative planning are not necessary or practical.

When Not to Use:

• A shared vision and collaborative planning and action are desired or there's not a compelling issue

Number of Participants:

• 30–1, 000+

Types of Participants:

• Within an organisation : internal and external stakeholders
• Within a community: stakeholders from different segments of the community
• Across diverse geographies (regional or global gatherings): multisector teams from the same area

Typical Duration:

• Preparation: Up to 3 months
• Process: 1–3 days
• Follow-up: Optional tracking support

Brief Example:

Carry the Vision: Building Cultures of Peace in Our Families, Our Communities and Our World was a one-day community-based conference with 400 participants from diverse segments of the regional community focused on how people can work for peace. Workshops and panels highlighted stories of what is working in the world. An afternoon reflecting on the Values Into Action questions moved from stories of connection to the issue, through reflection on values and convictions, culminating in commitment to individual simple and profound acts for peace. The conference collected 250 commitments.

Historical Context:

Created in 2003 by Susan Dupre, Ray Gordezky, Helen Spector, Billie Alban, Emily Axelrod, Jorge Estrada, Thava Govender, Sam Magill, Rita Schweitz, and Nan Voss in partnership with Dirk Ficca, executive director of the Council for a Parliament of the World's Religions. Principle-based processes including Future Search, Open Space, and Appreciative Inquiry.

Figure 82: Values into Action

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

VISUAL EXPLORER

For More Information: Center for Creative Leadership Visual Explorer, www.ccl.org/visualexplorer

Purpose:

To explore a complex issue using a visually mediated dialogue that fully engages each point of view in a fun, safe, relatively quick, and yet deep way.

Outcomes:

• Rapid depth of dialogue and shared understanding among differing perspectives
• Produces memorable metaphors and stories
• Produces a creative relationship to the ideas, emotions, and intuitions of self and others
• Produces a visual record of the dialogue for group memory and future reuse

When to Use:

• When a deep, creative, fun, and productive dialogue is in order among a variety of differing perspectives
• Best used at the front end of a creative, exploratory process as a group needs to make sense of a complex challenge

When Not to Use:

• When a group is driving toward closure, or when analysis of data can produce a definitive answer to a group's issues

Number of Participants:

• 2–100s

Types of Participants:

• Any; works well across vast differences in perspective, background, language, and culture.

Typical Duration:

• Preparation: 20 minutes
• Process: 1–4 hours
• Follow-up: Selected images are used to engage ideas and restart dialogue with subsequent audiences

Brief Example:

A corporate e-commerce team opened their two-day planning retreat with a Visual Explorer (VE) session. Each member chose two images from the standard VE set of 224 images: One about "what it's been like this year to work on the team, " and another image about "what our work should look like in the next year." The resultant dialogue set a standard of candour and listening for the rest of the retreat. The team leader was pleased that this normally buttoned-down group was energized by the process of talking imaginatively about their recent history and their desired future.

Historical Context:

Created in 1997 by Charles J. Palus and David Magellan Horth with colleagues at the Center for Creative Leadership as a result of the work of Targeted Innovation, LeaderLab, and the Leading Creatively Project (see The Leader's Edge). VE has roots in the work of David Perkins at Harvard Project Zero (see The Intelligent Eye); in the field of dialogue; in the group dream-work process of Montague Ullman; and in the understanding of leadership as relational meaning making in the work of Bill Drath.

Figure 83: Visual Explorer

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

VISUAL RECORDING AND GRAPHIC FACILITATION

For More Information: The International Forum of Visual Practitioners, www.visualpractitioner.org

Purpose:

To record ideas and facilitate conversation using images, symbols, words, and phrases, thereby supporting participants in a group process SEEing their ideas, noticing relationships and patterns, and reviewing and sharing the content of the event.

Outcomes:

• Open up individual and group creativity.
• Engage and connect people by supporting both linear and intuitive ways of working with information
• Challenge the notion that groups have to be clumsy, with unproductive means of getting things done

When to Use:

• At the inspiration and learning phases of process when imagery can be used in evocative ways to open up deeper understanding
• For planning and implementation, when clear thinking is critical

When Not to Use:

• When a speaker has a slide or video presentation

Number of Participants:

• Groups of any size
Types of Participants:
• Whatever mix is appropriate to the situation

Typical Duration:

• Preparation: Short process design meeting
• Process: The length of time of whatever process is being supported
• Follow-up: Digital and hardcopy reproductions available in 2–3 days

Brief Example:

In 2005, 50 graphic recorders and facilitators gathered to assess the development of this field. The conference cantered on 21st Century Literacy, opening with a session graphically facilitated on 16 running feet of paper. A former Apple multimedia leader posed key questions. Group dialogue was recorded, creating a huge map. Themes swirled and clustered in the visual space. Simple illustrations and diagrams complemented large headlines, building spontaneously. The mural became a springboard and backdrop for the rest of the conference.

Historical Context:

Visual recording and graphic facilitation adapted from architecture, design, and teaching in the early 1970s. David Sibbet and Nancy Margulies are among its modern pioneers. It's reflected in the design and visualization work of all creative people, and recently accelerated in acceptance with the integration of word and image in new digital tools.

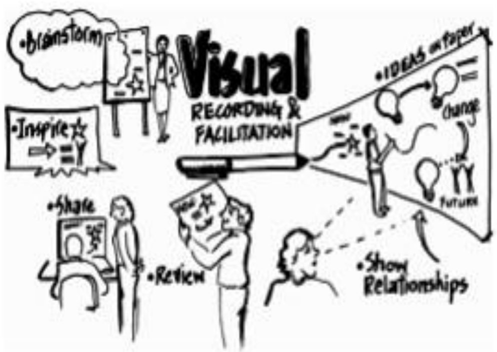

Figure 84: Visual Recording and Graphic Facilitation

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

WEB LAB"S SMALL GROUP DIALOGUES

For More Information: Web Lab, www.weblab.org/sgd

Purpose:

To create an online "space" that fosters positive, transformative "dialogues across differences" on public, social, political, organisation al development, and personal issues. Participants expressing divergent and sometimes conflicting perspectives work toward finding common ground and possible solutions.

Outcomes:

• Engages participants
• Fosters collaboration and builds trust
• Improves intergroup understanding
• Informs decision makers
• Transforms conflicts

When to Use:

• To enable a culture focused on information and constructive debate, allowing people with widely varied perspectives to learn from one another, and setting the stage for better decision making
• When disagreements are highly contentious

When Not to Use:

• Where participants are compelled to join in or do not have a personal stake in the outcomes

Number of Participants:

• 200–10, 000s
• Simultaneous small groups of 40–100 people

Types of Participants:

• Internal or external stakeholders, same function, multifunction, and public stakeholders

Typical Duration:

• Preparation: 1–3 months
• Online Dialogue: 2–4 weeks
• Follow-up: 2 weeks–1 month

Brief Example:

Fly into the Future Dialogues (FITF) was a two-week online dialogue addressing the San Diego region's long-term air transportation needs. FITF was organized with Viewpoint Learning, founded by public opinion researcher Daniel Yankelovich to foster "learning through dialogue. "Participants" ideas, suggestions, and questions were reflected in subsequent official planning. See http://future.signonsandiego.com.

Historical Context:

Created in 1998 by Marc Weiss, Barry Joseph, and Brian Clark. Eric Trist: Social Technical Systems. Kurt Lewin: Experiential learning and action research. David Bohm: Theory of Dialogue. W.Barnett Pearce and Vernon Cronen: Coordinated Management of Meaning.

Figure 85: Web Lab"s Small Group Dialogues

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

WHOLE-SCALE CHANGE

For More Information: Dannemiller Tyson Associates, www.dannemillertyson.com

Purpose:

To help organisation s remain successful through fast, deep, and sustainable total system change.

Outcomes:

• Strategic alignment as one brain (all seeing the same things) and one heart (all committed to achieving the same preferred future)
• Intentionally designed and fully owned processes, skills, information, and guiding principles
• A new culture with the behaviours everyone desires to achieve common purpose

When to use:

• With a particularly challenging, changing environment
• For quick, sustainable results

When not to use:

• Sharing information, engaging and empowering people are not consistent with leaders" values

Number of Participants:

• 10–10, 000 people (or more using Web-based tools)
• Critical mass (10 present to 100 present) to shift the paradigm

Types of Participants:

• Microcosms of “the whole” system that’s changing

• Cross-section of key stakeholders needed (physically and/or virtually) in order to achieve the purpose and outcomes

Typical Duration:

• Preparation: 2–4 days per event
• Events: Several 2- to 3-day events with 4–6 weeks of interim task team work
• Follow-up: 1 month–1 year

Brief Example:

Best Friends Animal Society, a national humane organisation , completely redesigned its organisation structure and processes. It launched a new strategic vision, using four Whole-Scale events over 6 months, involving the entire 300 member staff. The results: an expanded mission; reorganized workgroups with people focused around the critical work to support the expanded mission; clarity of roles, work, and coordination across work groups; creation of a rapid response team that led the rescue of thousands of animals after hurricane Katrina; streamlined administration and board governance structures; and a succession strategy to free founders of day-to-day responsibilities and move them into public advocacy roles.

Historical Context:

Created in 1981, based on theory, principles and methods combined by Dannemiller, Tyson, Gibb, Davenport, and Badore for Ford Motor Company. In 1990, Paul Tolchinsky combined his sociotechnical systems expertise with Kathie Dannemiller”s large-scale strategic change processes to develop Real-Time Work Design. The integrated approaches became Whole-Scale in 1997.

Figure 86: Whole-Scale Change

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

WHOLE SYSTEMS APPROACH

For More Information: Whole Systems, www.maxcomminc.com

Purpose:

To effectively weave multiple organisation al initiatives into a well-designed, highly effective organisation - wide change effort that creates employee engagement, buy-in, and results.

Outcomes:

• Create a world of work where people and organisation s thrive by streamlining work processes, creating shared meaning around work, and accelerating and substantially increasing results.

When to Use:

• A need to fundamentally change or transform is evident
• A new organisation al focus is required
• Existing efforts require integration into a comprehensive whole
• Large-scale engagement/commitment of stakeholders is desired

When Not to Use:

• No top-level commitment, leadership, and full involvement

Number of Participants:

• All organisation al members and stakeholder constituency representatives

Types of Participants:

• Representatives from every stakeholder constituency and all employees

Typical Duration:

• Set the Stage: 3–12 months
• Change the Business: 12–18 months
• Transition: 6–12 months
• Run the Business: 6+ months
• Entire effort: 30–48 months

Brief Example:

Carlson Companies, Inc., a privately-owned, family enterprise, has more than 190, 000 employees in 50+ countries providing services in travel, hospitality (hotels and cruises), marketing, and the restaurant industry. For more than 50 years, Carlson operated as a holding company with six distinct business units managing more than 16 brands. In 2003, Carlson leaders strategically chose to move from a holding company to an integrated operating company focused on the customer. The changes have been massive, far-reaching, and impact every area and system of the organisation . Carlson has realised substantial business results.

Historical Context:

Developed in 1985 by Bill Adams and Cindy Adams, encompassing years of research and "day in and day out" work partnering with leaders and organisation s to successfully realise their change goals.

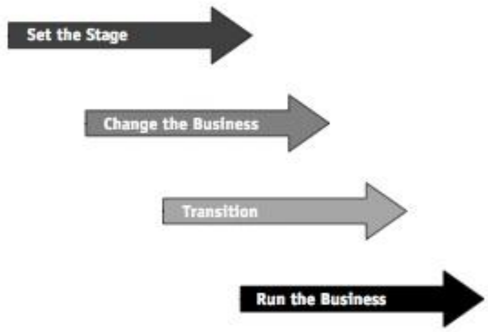

Figure 87: Whole Systems Approach

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

WORKOUT

For More Information: Robert H.Schaffer & Associates, www.rhsa.com

Purpose:

To reduce bureaucracy, solve business problems, and streamline processes through fast and concentrated decision making and empowerment.

Outcomes:

• Drives business results through the resolution of complex business challenges across hierarchical, functional, and other boundaries
• Simultaneously facilitates cultural change—particularly speed, simplicity, empowered self-confidence, and rapid decision making

When to Use:

• Ambitious business challenge requires resolution of several issues
• Multiple functions, groups, and/or layers need to be involved in crafting an aligned solution
• Business processes need to be simplified—while improving quality and cycle time

• Fast, clear management decisions will stimulate action and focus people's energy and attention on an urgent issue

When Not to Use:

• When the aim is to get buy-in for preconceived solutions
• When the obvious aim is to reduce head count

Number of Participants:

• 20–100

Types of Participants:

• People across functions and levels that are able to contribute to the desired result
• Senior manager as a "sponsor" and decision maker
• Lead consultant and subgroup facilitators

Typical Duration:

• Design: 2–4 weeks
• Conduct Event: 1–3 days
• Implementation of Recommendations: 3–4 months

Brief Example:

A UK insurance unit of Zurich Financial Services used WorkOut to transform its financial performance and corporate culture. In one year, more than 30 WorkOuts produced measurable savings in excess of $10 million.

Historical Context:

Conceived in 1988 by GE chairman Jack Welch with support from James Baughman, head of the company's Crotonville Leadership Center. Developed by an academic/consultant team led by Dave Ulrich, Len Schlesinger, and Todd Jick, and including Steve Kerr, Ron Ashkenas, and others.

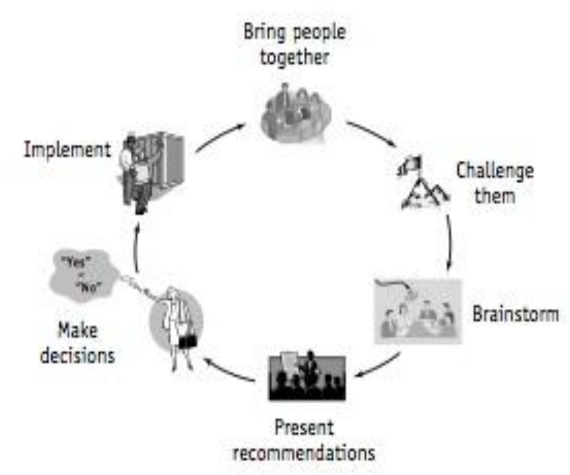

Figure 88: WorkOut

This text is provided by courtesy of Peggy Holman, Tom Devane, and Steven Cady, The Change Handbook.

THE WORLD CAFE

For More Information: The World Cafe? www.theworldcafe.com

Purpose:

To foster the conditions for the emergence of collective intelligence by engaging people in dynamic strategic conversations around questions that matter to their lives and work.

Outcomes:

• Surfaces unquestioned assumptions
• Redefines the relationship between talk and action and reveals conversation as core process for creating business/social value
• Clarifies the relationship of strategic questions, catalytic conversations, and networks of relationships in change efforts
• Fosters "coherence without control" among diverse stakeholders, even in very large groups

When to Use:

• Generate input, share knowledge, stimulate innovative thinking, and explore action possibilities around real-life issues and questions
• Engage people who are meeting for the first time in authentic conversation
• Conduct an in-depth exploration of key strategic challenges and opportunities
• Deepen relationships and mutual ownership of outcomes in an existing group
• Create meaningful interaction between a speaker and the audience
• Invite all voices into the conversation

When Not to Use:

• Driving toward an already determined outcome, solution, or answer
• To convey only one-way information or to do implementation plans
• Have less than 90 minutes or fewer than 12 people

Number of Participants:

• 12–1, 000s with no upper limit in theory

Types of Participants:

• Diverse voices and perspectives on key issues

Typical Duration:

• Preparation: Less than 1 day to several months
• Process: 2 hours to several days. Regular on-going Cafe's may unfold over months or years
• Follow-up: As determined by designers, host, and participants

Brief Example:

When faced with a budget shortfall, the Museum of Science and Industry used cafe? dialogues to discover innovative revenue-producing programs enabling them to end fiscal year 2003 with a $267, 000 surplus.

Historical Context:

Discovered in 1995 by Juanita Brown and David Isaacs with colleagues. Grounded in patterns of community organizing and the spread of social movements. Underpinnings include research by David Bohm, Humberto Maturana, Francisco Varela, Christopher Alexanderl, Fritjof Capra, Meg Wheatley, and other approaches to dialogue and collective consciousness. Deep commitment to democratic ideals.

Figure 89: The

BOOK REVIEWS

Dilts, R.B.: Meta Publications, Capitola, 1990 (order/bestellen)	**Changing Belief Systems with NLP** Die Veränderung von Glaubenssystemen. NLP- Glaubensarbeit. With this book, Dilts gives a broad description of how our believe systems influence our behaviour - and how we can change limiting beliefs. Out of his many book, this is a very particular one, which touches your personal self. An indispensable guidebook for personal and professional growth, which helps you to make the quantum leap.

Dilts, R.B.: Meta Publications, Capitola, 1994-1995 (order/bestellen)	**Strategies of Genius Vol. I, II and III** My favourite books of Dilts. In this series, he analyses what was the intellectual and creative background that made such different persons as Aristotle, Leonardo Da Vinci, Albert Einstein, Sherlock Holmes, Wolfang Amadeus Mozart and others being a genius - and how we can apply their strategies for achieving excellence. Many of Robert"s tools are derived from this series. Volume I: Aristotle, Sherlock Holmes, Walt Disney and Wolfgang Amadeus Mozart. Volume II: Albert Einstein Volume III: Sigmund Freud, Leonardo da Vinci and Nikola Tesla
Dilts, R.B.: Meta Publications, Capitola, 1996 (order/bestellen)	**Visionary Leadership Skills** Von der Vision zur Aktion. A rich collection of strategies on how to become a leader. One of my essential books for change management.
Satir, V.: Science and Behavior Books, 1988 (German Edition: Kommunikation - Selbstwert - Kongruenz. Junfermann, 1990) (order/bestellen)	**The New Peoplemaking** Virginia Satir, who died 1988, was certainly one of the greatest psychotherapists of the last 30 years. She was one of the developers of systemic family therapy. Her approach is based on multiple perspectives: "How would you see yourself with the eyes of your mother? What is the good intention of your father?" Her system of family role play is now widely applied for organisation al development. "The New

	Peoplemaking" is her legacy, the essence of her work. Although it focuses on families, part one it is a good base for working on one's own self-respect and the second part provides tools for teambuilding. Essential reading for anybody who wants to understand systemic family therapy and the derived discipline of systemic organisation al behaviour from the very beginning.
Senge, P.: Doubleday/Currency, New York, 1990 (German Edition: Die Fünfte Disziplin, Klett-Cotta) (order/bestellen)	**The Fifth Discipline. The Art and Practice of the Learning Organisation**
Senge, P.; Kleiner, A.; Roberts, C.; Roos, R.B. and Smith, B.J.: Nicholas Brailey Publishing, London, 1994 (order/bestellen)	**The Fifth Discipline Fieldbook. Strategies and Tools for Building a Learning Organisation** What a good stuff. There are certainly no other books on organisation development, which have influenced me more than those from Peter Senge. And not only me. The Fifth Discipline and the complementary Fieldbook are already the most referenced books. This toolbook is based on the categories introduced by Senge. While The Fifth Discipline gives the background, the Fieldbook puts the theory into practice. Ycan't do without it!
Bandler, R. and Grinder, J.: Palo Alto, 1975	**The Structure of Magic, Vol. 1** Forget all what you have learned about interview techniques. Trash all other

(order/bestellen)	books on this subject. This is the one you need. Nearly 30 years old and still one of the most important books for a change practitioner, including coaches, consultants and trainers. This is the first description of the famous Meta Model of Language which gave birth to what 5 years later was called NLP. Bandler and Grinder studied and modeled the language patterns of famous psychotherapists, e.g. Virginia Satir, Fritz Pearls and Milton Erickson. Out of the patterns they observed from the therapeutic session, they coined a linguistic model that helps to understand why and how people alter their perception of the reality and how a consultant or a coach can reveal information from a client. Social systems tend to take a level of equilibrium (homoeostasis), which optimises energy consumption. Consequently, systems might resist changes. New information or proposals for change might be neglected or altered in order to fit into the existing system. If individuals or social systems are confronted with a new experience, they need to bring this experience in line with their concept of self (identity). They might accept the new experience and relate it to their concept of self, ignore the new experience or part of it, because it does not relate to their concept of self (deletion), or alter the new experience until it fits into their concept of self (distortion, generalization).

	The three mechanisms of information processing (deletion, distortion, generalization) can be observed on a day-to-day basis. They occur on a deep structure level (cognition) and on a surface level (language). This book gives concrete hints how to dissolve this malformation by asking the right question. It will change the way you work
Pedler, M.; Burgoyne, J. and Boydell, T.: McGraw-Hill Book Company, London, 1991 (order/bestellen)	**The learning Company. A Strategy for Sustainable Development** A good collection of ideas on organisation al development, summarised in 101 "glimpses". Another toolbook, which was an important source for me, writing this one.
Waldrup, M.M.: New York, Simon & Schuster, 1992 (German Edition: Inseln im Chaos, die Erforschung komplexer Systeme, Reinbek bei Hamburg, rororo science, 1996) (order/bestellen)	**Complexity: The Emerging Science at the Edge of Order and Chaos** One of the most fascinating books I have read recently. It describes the history of the Santa Fé Institute, which brings together scientists from various disciplines to explore the space beyond conventional science: "Why did in 1989 the hegemony of the Soviet Union in Eastern Europe break within a few months, after having lasted more than 40 years? Why did the DOW JONES fall at a singular Monday in October 1987 by more than 500 points? What really is life?"
Senge, P; Scharmer, C.O.; Jaworski, J.; Flower, B.S.: Society for Organisation al Learning, 2004	**Presence: Human Purpose and the Field of the Future** "How would the world change if we learned to access, individually and

(order/bestellen)	collectively, our deepest capacity to sense and shape the future? This is just one of the questions posed by the authors of a book that combines unusual personal honesty with rigorous critical thinking." This book is just the start into the development of a new skill - the skill of presenting. For those who have been working with scenario analysis like myself, the idea of learning from the future instead of (or in addition to) learning from the past was not new. However, the authors of this book explore the idea of listening to what kind of stories the future might tell us much deeper than anybody before. Far away from being a textbook, "Presencing" is a transcript of an on-going dialogue the authors had over a period of 2 years. It is surprisingly (or not surprisingly) spiritual, taking into account that all the authors are well embedded in the business world that all four are working with many of the largest global corporations. We are witnessing the development of a new theory of organisation al change.
P. Holman, T. Davane, S. Caddy: Berrett-Koehler Publishers, 2007 (order/bestellen)	**The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems** Peggy Holman's Change Handbook is now available in its second edition. Since its first edition in 1999, it has increased in volume and in significance. Peggy and her co-authors describe 61 collaborative methods that can be applied for working with large groups in private corporations, the public sector and for the development of democratic institutions. The book provides more than a thesaurus and an

	encyclopaedia of change - it contains probably more than 90% of the current world knowledge on whole systems change applications. Beside the well-know methods and frameworks such as Open Space Technology, Appreciative Inquiry, etc. there are a lot of new methods that I have never heard of. Unfortunately, there is no article on Worldwork and the Process Oriented Psychology Framework. Next Edition, please? The Change Handbook is very well organized, methods are categorized and there are good hints for when to apply the different methodologies. It is a must for Change Practitioners. If you are keen on The Standard Reference, you need to buy The Change Handbook.

IMAGES FROM OPEN SPACE CONFERENCE IN SOFIA, MARCH 2005

”Creating Networks for Social Transformation through Intercultural Learning”

Number of participants: 46	
Origin of participants: Bulgaria, Romania, Croatia, Bosnia-Herzegovina, Macedonia, Greece, Serbia, Montenegro, Kosovo, Albania, Turkey, USA and Germany.	
Duration:2 1/2 days	
No. of workshops: 24	
Number of project proposals identified at the end of the conference: 12	
 Ready to start	 The designated break-out rooms

Bumblebees…

…and butterflies

The centre

Creating the agenda

 Opening the market place	 The market place
 Group work I	 Group work II