

CONSCIOUS BUSINESS EDUCATION



**CONSCIOUS
BUSINESS**
EDUCATION



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Conscious Organisations & Transformation

Module 1, Seminar 1: Conscious Organisations & Conscious Culture



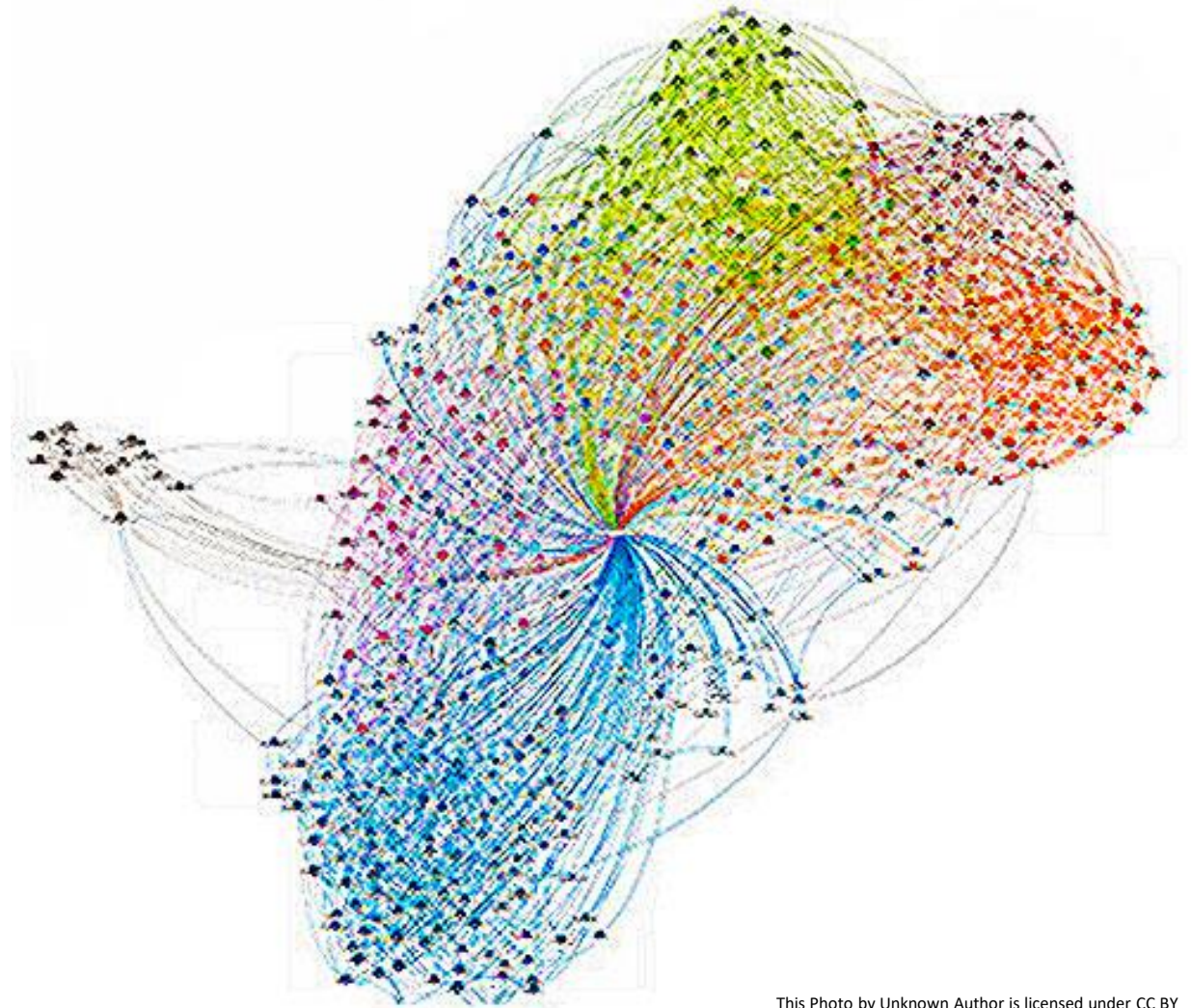
Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Conscious Organisation

“We human beings did not stop evolving when we became *Homo Sapiens*; our evolution continued but became more culturally and internally driven. The changes are most manifest in an increase of different types of intelligence and a rise of consciousness.”

Mackey & Sisodia (2014). *Conscious capitalism: Liberating the heroic spirit of business* (p. 26).



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Modules

- 1 Conscious Organisations and Conscious Culture
- 2 Qualities and Values of Conscious Cultures
- 3 Conscious Leadership & Management
- 4 Organisations as Living Systems
- 5 Organisational Change
- 6 Transforming Organisations

Conscious Organisations & Transformation

Agenda Module 1, Seminar 1:

Conscious Organisations & Conscious Culture

- Set Ground Rules for Respectful Class Participation
- Four Tenets of Conscious Business
- Concepts: Consciousness, Culture, Conscious Culture
- Workshop: Developing a Shared Purpose



Setting Ground Rules for Respectful Class Participation

- Confidentiality – we keep confidential the sharing of others in the class.
- Attention – we bring our whole self to the time together in class. Tablets with a pen can be used for notes. Other electronic devices are not permitted as they inevitably distract and do not allow for an inner journey.
- Authenticity – we bring our whole selves to this class

What else will ensure a respectful, safe environment for learning and sharing?

Consciousness

What does it mean to be conscious?

To be conscious means to be aware of our inner and outer worlds, to be fully awake.

It includes self-reflection on one's own beliefs, emotions, motives, values, goals and impact.

Consciousness also includes the capacity for abstraction which allows humans to manage complexity.



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Key Source:

Kofman, F. (2008). *Conscious business: How to build value through values* (Vol. 1). ReadHowYouWant. Com.

Consciousness

Activity:

In small groups, answer the following questions to share with the larger group.

How does this definition of consciousness align with your idea of what it means to be conscious?

What are some of the indicators that human consciousness is evolving and rising around the world?

- *To be conscious means to be aware of our inner and outer worlds, to be fully awake.*
- *It includes self-reflection on one's own beliefs, emotions, motives, values, goals and impact.*
- *Consciousness also includes the capacity for abstraction which allows humans to manage complexity.*

Definition of Conscious Business

In the context of "conscious business," being conscious generally refers to an approach to business that takes into consideration the direct and indirect impacts of business practices on all stakeholders, including employees, customers, the environment, and society at large.

Being conscious in the context of conscious business also involves cultivating a culture of mindfulness and awareness among employees, promoting collaboration and empathy, and encouraging personal and professional growth and development.

Ultimately, conscious business aims to create a more equitable, resilient and flourishing world by using the power and resources of business to contribute to the greater good.

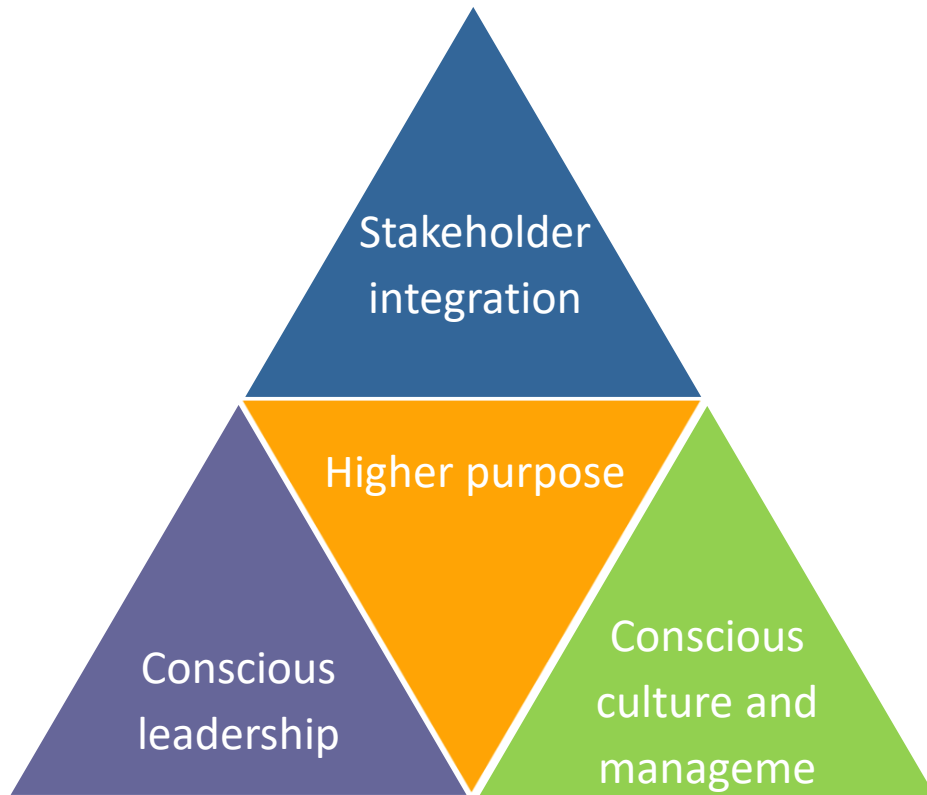
Key Source:

Kofman, F. (2008). *Conscious business: How to build value through values* (Vol. 1). ReadHowYouWant. Com.

The Four Tenets of Conscious Business

Based on Conscious Capitalism Principles

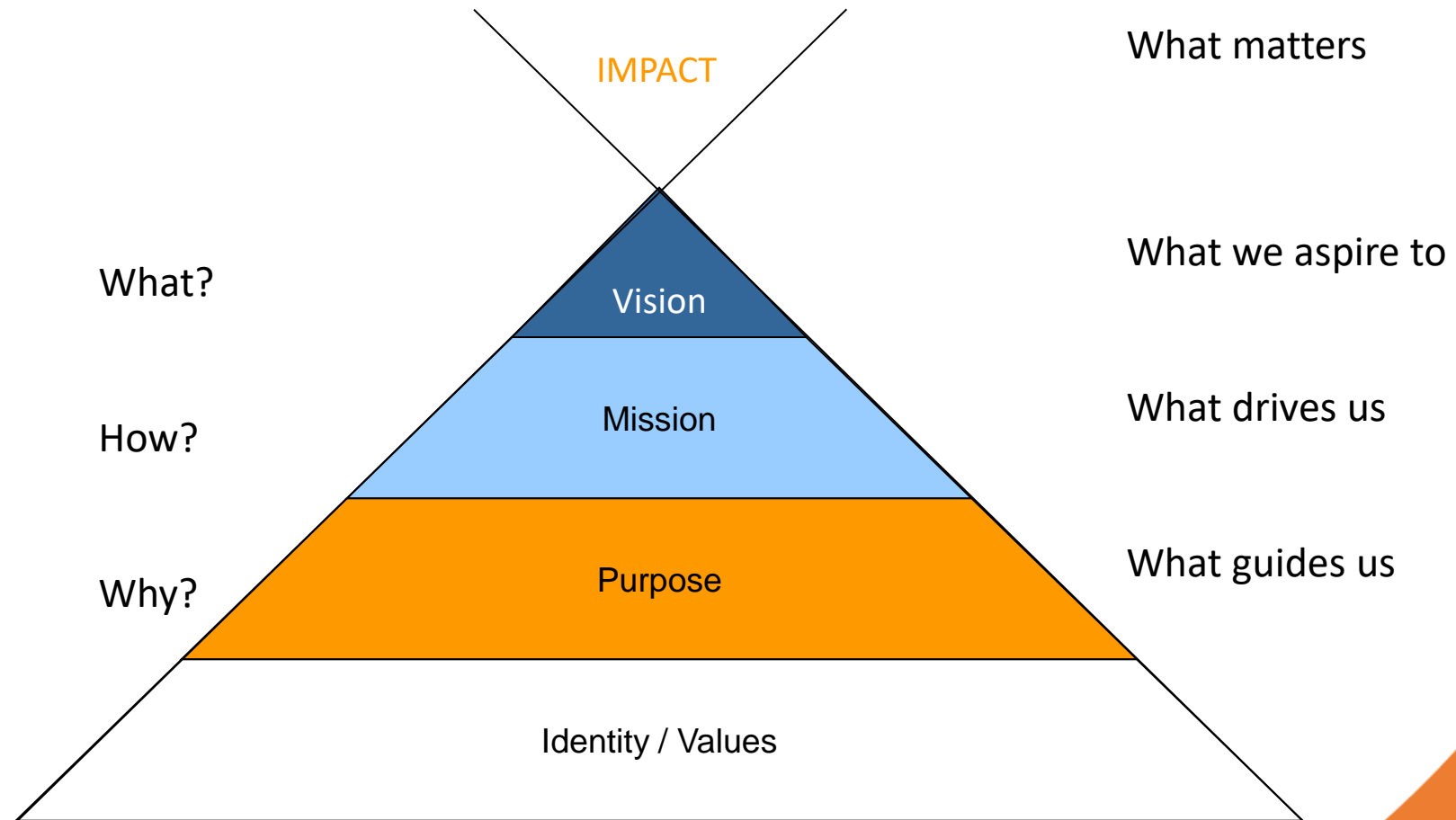
The Four Tenets of Conscious Business



Source: Mackey, Sisodia (2013)

- Interconnected and mutually reinforcing
- Foundational, not tactics or strategies
- Represent the essential elements of an integrated business philosophy that must be understood holistically to be effectively manifested

Higher Purpose, Vision and Mission



Benefits and concerns of “Conscious Capitalism”

Possible Benefits (selection)

- Enhanced reputation
- Greater employee engagement
- Improved customer loyalty
- Increased innovation and creativity
- Increased resilience due higher openness for innovation
- Consideration of long-term impacts
- Better risk management due to stakeholder orientation (e.g. external shock due to climate change in the long term)
- Enhanced employee well-being

Possible Concerns (selection)

- Implementation challenges
- Lack of clarity due to holistic approach
- Perceived hypocrisy (if done wrong #purposewashing)
- Leadership mindset which assumes decreasing profitability
- Lack of accountability due to missing clear metrics
- Complex stakeholder management
- Resistance to change among stakeholders

Conscious Culture

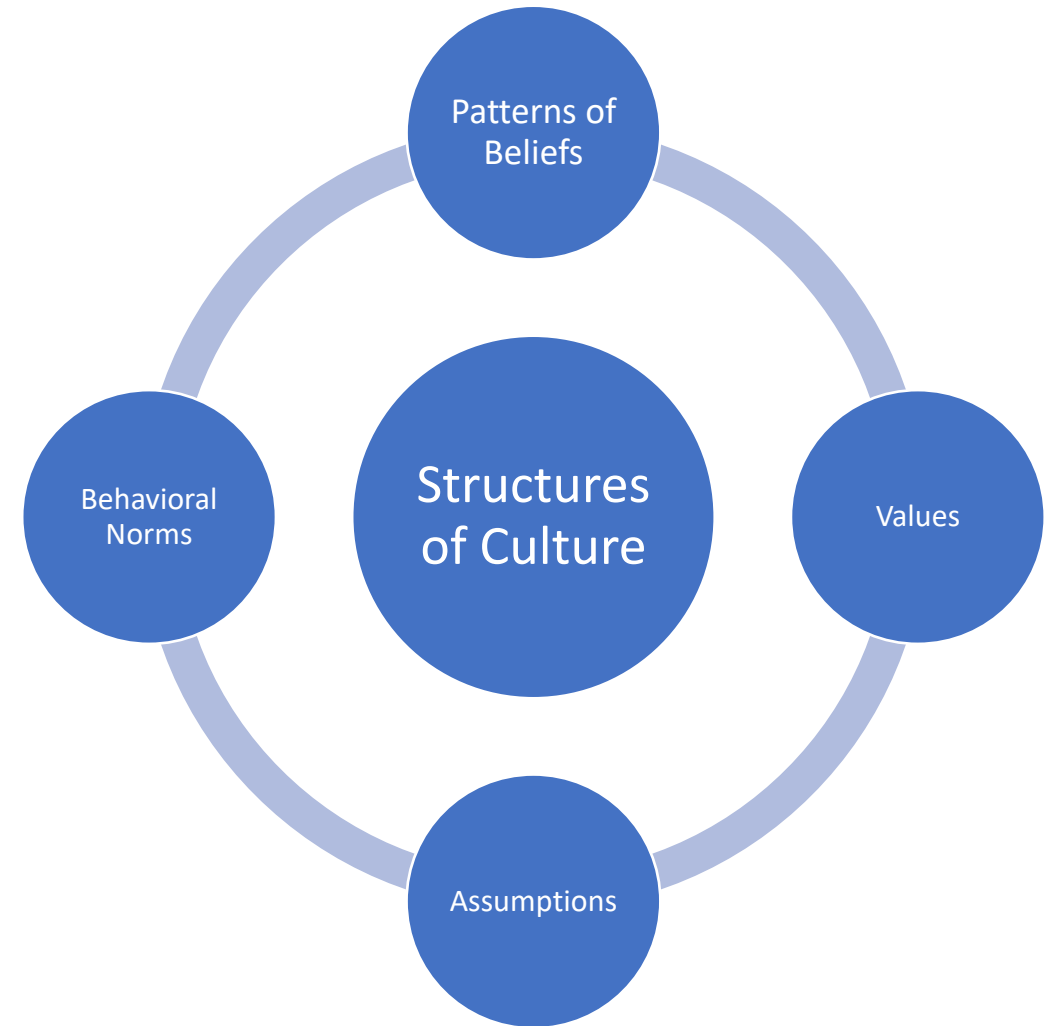
“The culture of a group can be defined as the accumulated shared learning of that group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems” (Schein, 2017, p. 6).



Culture

“This accumulated learning is a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness” (Schein, 2017, p. 6).

Schein, E. H. (2017). *Organizational culture and leadership* (5th ed.). Wiley.





Schein: Levels of Culture

1. Artifacts
2. Espoused beliefs and values
3. Underlying assumptions

Conscious Culture

“The culture of a company is the place where people are front and center, where the richness and complexity of human beings resides, where your humanity shines through. As such it is the most powerful part of a business. When it is consciously affirmed, nurtured, and developed over time, it becomes both a true differentiator and the ultimate competitive weapon.” ~ Walter Robb, co-CEO, Whole Foods Market

Source: Mackey & Sisodia (2014). Conscious capitalism: Liberating the heroic spirit of business (p. 216).



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Conscious Culture

How do we know that a culture is *conscious*? What can we observe?



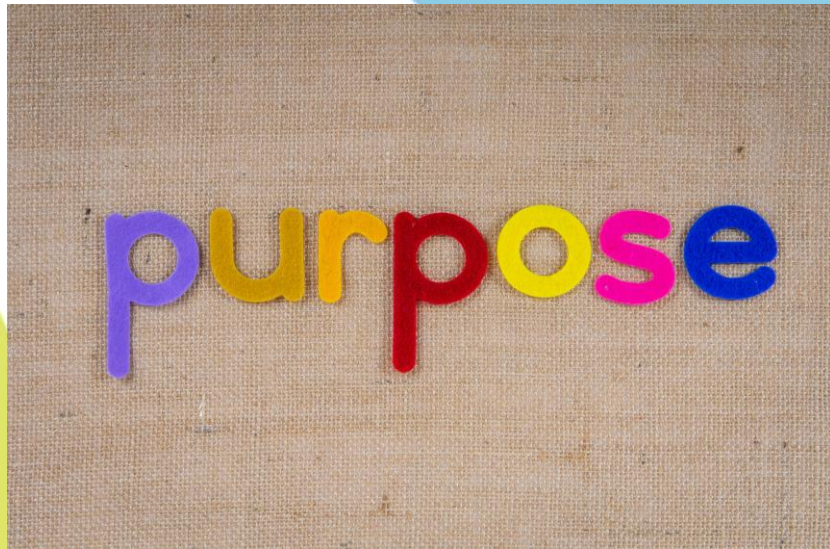
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Relating Conscious Culture to the Other Three Tenets of Conscious Business

- Higher purpose
 - Stakeholder integration (orientation)
 - Conscious leadership
- How does each tenet relate to conscious culture?
 - Can you have conscious culture without the other three tenets?

Workshop: Developing a Shared Purpose

The class will collectively develop a shared purpose for the duration of this course.



“Purpose refers to the difference you’re trying to make in the world ... A higher purpose gives great energy and relevance to a company and its brand ... Purpose is something we can never take for granted; the moment we do, it starts to be forgotten and soon disappears. It has to be at the forefront of consciousness (and therefore decision making) literally all the time.”

Mackey & Sisodia (2014). Conscious capitalism: Liberating the heroic spirit of business (pp. 47 - 49).



Purpose

Individuals can make a difference in the world, as well as organisations.

Examples of Purpose Statements

Empowering people to stay a step ahead in life and in business. - *ING*

Our ultimate purpose is to inspire and develop children to think creatively, reason systematically and release their potential to shape their own future - experiencing the endless human possibility. - *LEGO*

With great courage, integrity and love – we embrace our responsibility to co-create a world where each of us, our communities and our planet can flourish. All the while, celebrating the sheer love and joy of food. - *Whole Foods*

<http://www.thepurposeprojectinc.com/blog/2018/4/25/22-inspiring-business-purpose-statements>

Individual Purpose

- What would you like to see as a result in yourself from taking this course?
- How are you thinking and behaving differently?
- How do you feel?
- What will you do or create as a result of taking this course?
- How will your friends, family, colleagues, community, and the world benefit?



Individual Purpose

Share with a partner – 5 minutes each

- What would you like to see as a result in yourself from taking this course?
- How are you thinking and behaving differently?
- How do you feel?
- What will you do or create as a result of taking this course?
- How will your friends, family, colleagues, community, and the world benefit?



Developing a Shared Purpose for the Class

- What is the best possible impact participating in this class can have on students and instructors of this course?
- What is the best possible impact participating in this class can have on the community? (Ask for examples)
- What is the best possible impact participating in this class can have on the world? (Ask for examples)
- How would you feel as a result of these positive impacts?



Developing a Shared Purpose for the Class

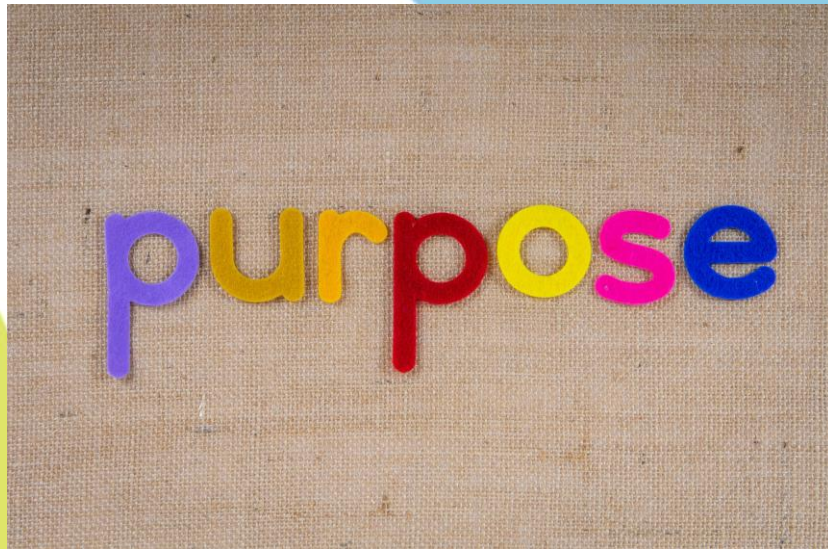
- What is the best possible impact participating in this class can have on students and instructors of this course?
- What is the best possible impact participating in this class can have on the community? (Ask for examples)
- What is the best possible impact participating in this class can have on the world? (Ask for examples)
- How would you feel as a result of these positive impacts?



Developing a Shared Purpose for the Class

The Shared Purpose of this class is to [impact on students and instructors] and [impact on the community] and [impact on the world].





*Visualize the complete
fulfillment of our shared
class purpose*

Conscious Organisations & Transformation

Module 2, Seminar 1: Qualities and Values of Conscious Cultures



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

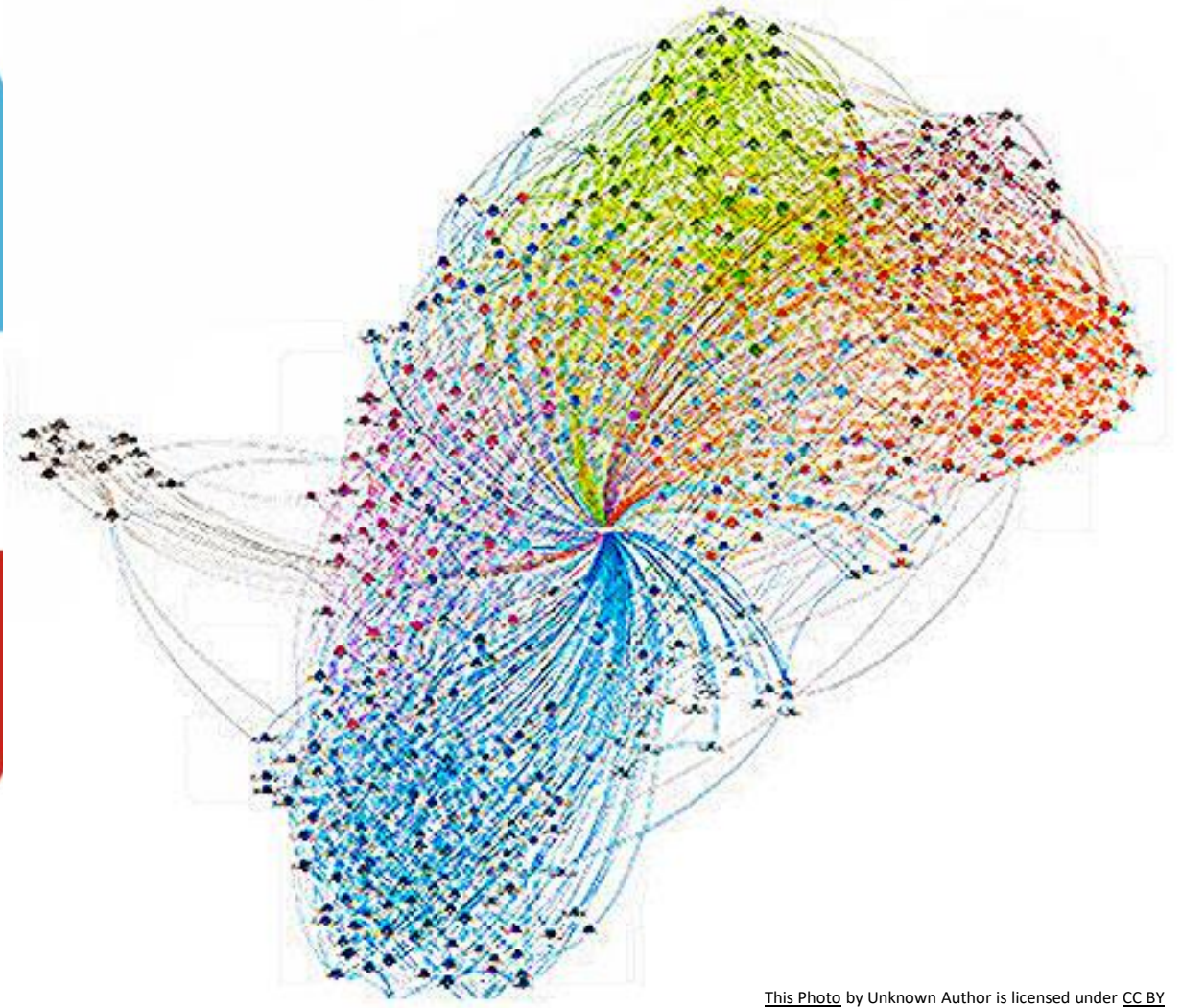
Add the class purpose here – revisit each class session



Qualities & Values of Conscious Culture

“Our ability to work effectively together in a creative, non-reactive, and prosocial fashion depends just as much on entering a situationally appropriate form of conscious awareness as it does on our ability to analyze.”

Brendel, W. T. (2022). Conscious organization development: A distinctly mindful theory & practice. *Organization Development Journal*, 40(3), p. 81



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Conscious Organisations & Transformation

Agenda Module 2, Seminar 1:

Qualities and Values of Conscious Cultures

- Qualities of Conscious Cultures
- Introduce Concepts: VUCA & Self-Managing Teams
- Workshop: Developing Shared Values
- Activity: Team Reflection



Qualities of Conscious Cultures

- Trust
- Accountability
- Caring
- Transparency
- Integrity
- Loyalty
- Egalitarianism



Qualities of Conscious Cultures

Activity:

In small groups, answer the following questions for your assigned quality and be ready to present the answers to the class.

1. Provide a short definition of the quality
2. How do you know this quality exists within an organisation? What are the behaviors you see?
3. Why is this quality important?
4. What is the result of having this quality in an organisational culture?

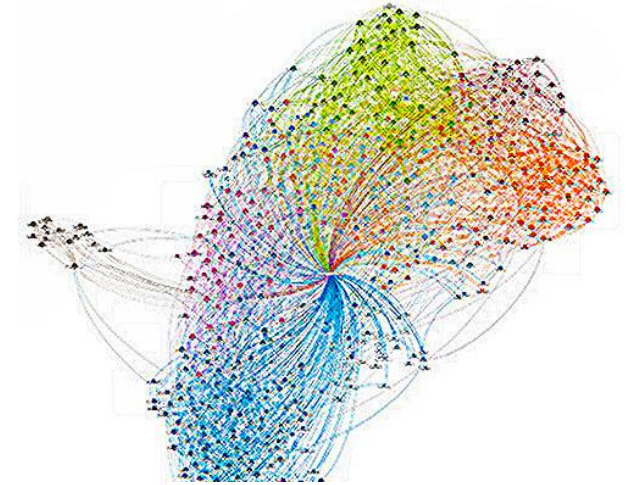
VUCA: Volatile, Uncertain, Complex, Ambiguous



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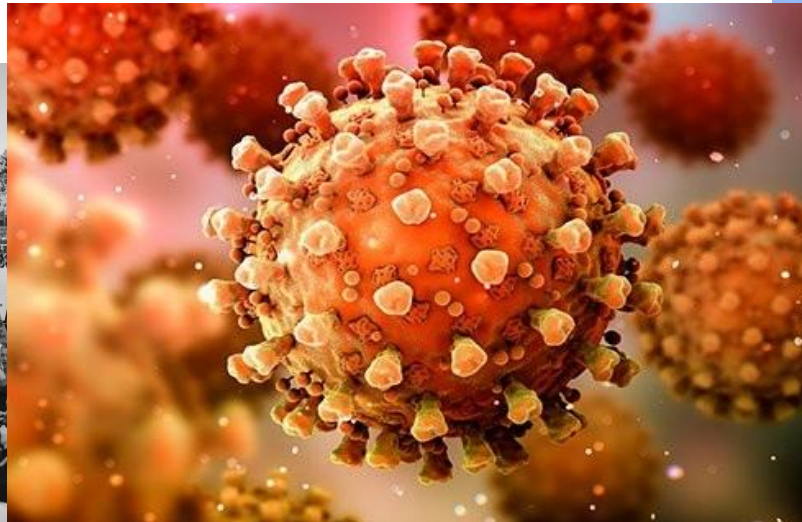
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Self-Managing Teams

- Empowered
- Set own goals
- Responsible for self-management
- Collaborate
- Choose own working methods
- Review own performance



Workshop: Developing Shared Values

Each self-managing team will develop a set of shared values which align with the shared purpose of this class.



Shared Values

“The purpose of establishing a set of values is to create a code of behavior that builds a cohesive culture and supports the vision and mission. The values provide a framework within which every member of the organization can operate with responsible freedom. When individuals fully embrace the organization’s values, everyone becomes mutually accountable. Values that are shared build trust and create community. They also create cohesion and unity.”

Richard Barrett: Liberating the Corporate Soul – Building a Visionary Organization and Building a Values Driven Organization – A Whole System Approach



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Activity: Defining Shared Values

Nominate a person to be the “scribe” who will write the results of the process in table form on a white-board or in a spreadsheet.

Brainstorm a short list of 5-7 values. If you have more than 7, ask each team member to rate each value on a scale of 1-5, where 1 is not important and 5 is most important. Total up the ratings for each value. The 5 values which have the highest totals are selected for the team.

Process for Defining Shared Core Values:

1. Definition - What does this value mean for us?
2. Describe why this is our core value. This is the underlying reason for discerning that this is one of the core values of the team or organization. Take time to fully explore this question. Talk through scenarios and apply the core value in each scenario as part of the exploration.
3. What must this team or organization do specifically to demonstrate this value?
4. What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?

(Be prepared to report back to the class the value and definitions – nominate a person to report back – 2 minutes)

Shared Values

1. Definition - What does this value mean for us?
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4. What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?

Core Value	Rationale (Why)	Organizational Actions	Individual Behaviors
Value	Why is this one of our core values? What is the rationale?	What must we do as a team or community do to demonstrate this value?	What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?
Respectful Communication			
Definition: <i>To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL</i>	<ul style="list-style-type: none"> • To understand each other more deeply. • A way to demonstrate compassion. • To allow authentic freedom of expression. • To help people get their needs met. • To express love. • Provide the safety to be real. • Respectful communication is an avenue for forgiveness. 	<ul style="list-style-type: none"> • Create opportunities for empowerment. • Encourage people to express ideas, emotions, and perspectives. • Model acceptance and respect. • Provide platforms and structures to support respectful communication. • Provide opportunities to learn. • Continue the Appreciative Inquiry process 	<ul style="list-style-type: none"> • Be open to new ideas, express curiosity • Participate actively in dialog and communication processes. • Practice active listening. • Be non-judgmental. • Practice acceptance, honor and respect in all relationships • Be receptive to each person's ideas, emotions, and perspectives. • Practice generosity.

Shared Values

Present each value and its associated definition (not the rationale, actions or behaviors)

3 minutes per team

Core Value	Rationale (Why)	Organizational Actions	Individual Behaviors
Value	Why is this one of our core values? What is the rationale?	What must we do as a team or community do to demonstrate this value?	What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?
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Activity: Team Reflection

Return to your self-managing team to reflect on the shared values process:

- What did you learn about working together in this process?
- What aspects of this process were easy?
- What aspects of this process were challenging?
- What did you learn about yourself as a member of a self-managing team?
- What are the strengths of your team?
- What is one thing you would do differently next time working together?

(Be prepared to report back to the class a short summary – 2 minutes – of key learnings from the reflection)

Sharing Team Reflection

Provide a short summary to the class of key learnings from the reflection

– 2 minutes per team

Homework #1: Paper

Research Benefit-corporations in Europe and select one for this assignment which has a website and clearly stated mission (purpose) and values:

<https://bcorporation.eu/find-a-b-corp/>

Go to the website of your selected business. Read the organisation's mission (purpose) statement and values. Write a short paper and answer the following questions. Include the name and website address of your selected company.

- What do you notice about the mission (purpose) statement and how it is expressed?
- What do you find compelling about the purpose statement?
- Are the organisation's values explained? If so, How does each explanation help you to understand the organisation's values? What are the key components of each explanation?
- What interrelationships so you observe between the various values?
- Which values resonate the most with you (pick 3)? Explain why they resonate with you.



Conscious Organisations & Transformation

Module 3, Seminar 1: Conscious Leadership & Management



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Conscious Leadership & Management

“Though they differ widely in personality and style, genuine system leaders have a remarkably similar impact. Over time, their profound commitment to the health of the whole radiates to nurture similar commitment in others. ... They build relationships based on deep listening, and networks of trust and collaboration start to flourish.”

Senge, P. M., Hamilton, H., Kania, J. (2015). The Dawn of System Leadership. *Stanford Social Innovation Review*.



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Conscious Organisations & Transformation

Agenda Module 3, Seminar 1

Conscious Leadership & Management



- Management vs. Leadership
- Concepts: Extrinsic & Intrinsic Motivation, Centralization & Decentralization, Empowerment & Autonomy, Collaboration & Innovation
- Activity: World Café Discussion of Concepts

Management vs. Leadership: What's the difference?

Management

- Delegation
- Problem solving
- Decision making
- Project planning
- Day to day supervision
- Hiring/training
- Give feedback on performance
- Teambuilding

Leadership

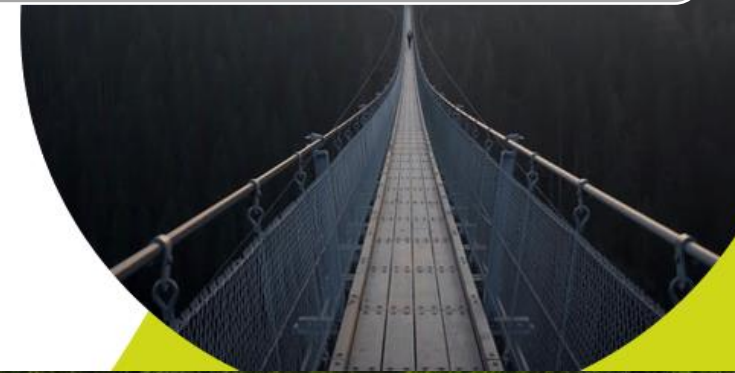
- Set vision and purpose
- Align & engage the organisation
- Establish & maintain culture
- Establish trust
- Communication with all stakeholders
- Relationship building
- Support execution of the vision
- Influencer & Role model

Extrinsic vs. Intrinsic motivation

Centralisation vs. Decentralisation

Empowerment & Autonomy

Collaboration & Innovation



Extrinsic Motivation: “carrot & stick,” rewards & punishments

Intrinsic Motivation: comes from an internal desire to accomplish something, aligned with purpose and values

Centralisation: hierarchical, well-defined roles, decisions made centrally, standardized processes, economies of scale

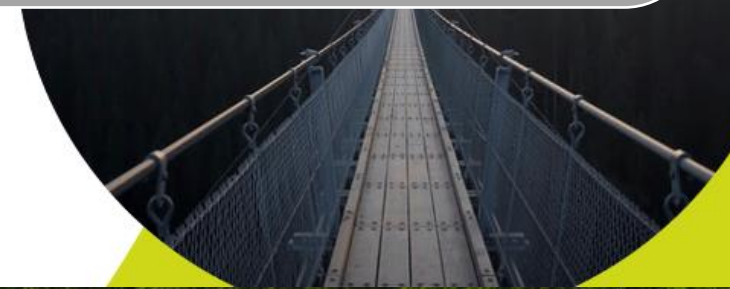
Decentralisation: decision made locally, different processes based on local needs, entrepreneurial

Empowerment: distributed decision making authority, individual power to take action

Autonomy: ability to work on one's own, without external oversight

Collaboration: sharing ideas,
working together toward a
goal

Innovation: experimentation,
creating novel solutions,
products, and services



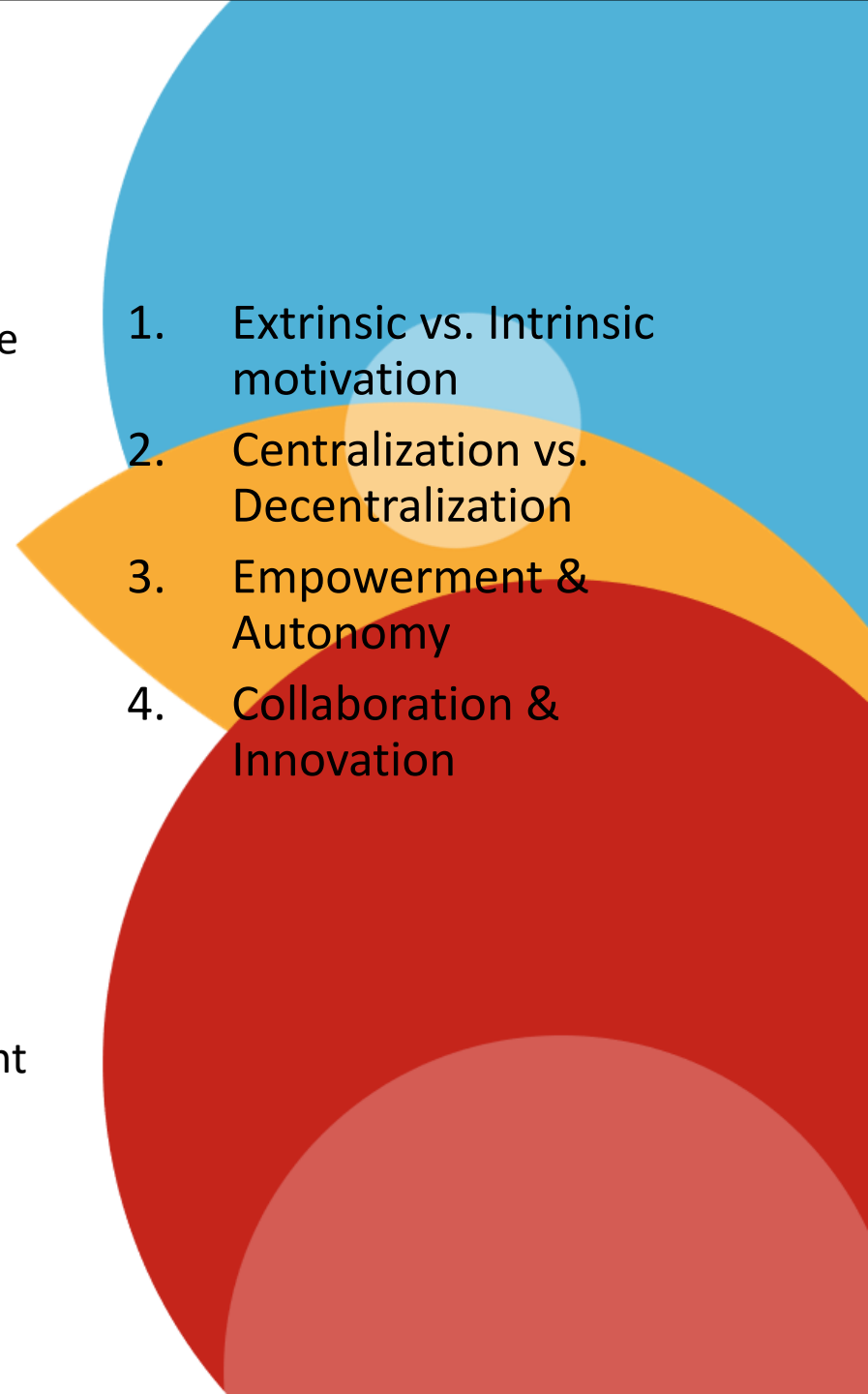
Concepts of Conscious Leadership & Management

World Café Discussion:

- Each table will have a facilitator + 2 or 3 participants
- Each table is assigned 1 concept to explore
- Answer the questions through dialog, writing the answers and ideas on the “tablecloth”
- After 10 minutes, rotate 1 person to another group
- After 10 minutes, rotate a person who has not rotated, to a group which has all new participants for the rotating person.

World Café Discussion:

- ☐ For concepts #1 & #2, what are the upsides of each aspect? What are the downsides?
- ☐ For concept #3, what are the upsides of empowerment & autonomy? How do you balance empowerment & autonomy with collaboration?
- ☐ For concept #4, in what ways does collaboration stimulate innovation? What factors might inhibit collaboration?

- 
1. Extrinsic vs. Intrinsic motivation
 2. Centralization vs. Decentralization
 3. Empowerment & Autonomy
 4. Collaboration & Innovation

Concepts of Conscious Leadership & Management

What are the intersections and interdependencies of the following aspects of conscious leadership & management?

- Intrinsic motivation
- Decentralisation
- Empowerment
- Innovation
- Collaboration

Conscious Organisations & Transformation

Module 3, Seminar 2: Conscious Leadership & Management



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Conscious Leadership & Management

“The role of management in a conscious business ... managers must create, sustain, and strengthen the conditions whereby team members operate primarily from intrinsic motivation.”

Mackey & Sisodia (2014, p. 236). *Conscious capitalism: Liberating the heroic spirit of business.*



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Conscious Organisations & Transformation

Agenda Module 3, Seminar 2

Conscious Leadership & Management



- Introduce SDGs (UN Sustainable Development Goals)
- Activity: Mind-mapping an SDG
- Team Reflections

SUSTAINABLE DEVELOPMENT GOALS



Activity: Exploring an SDG (UN Sustainable Development Goal)

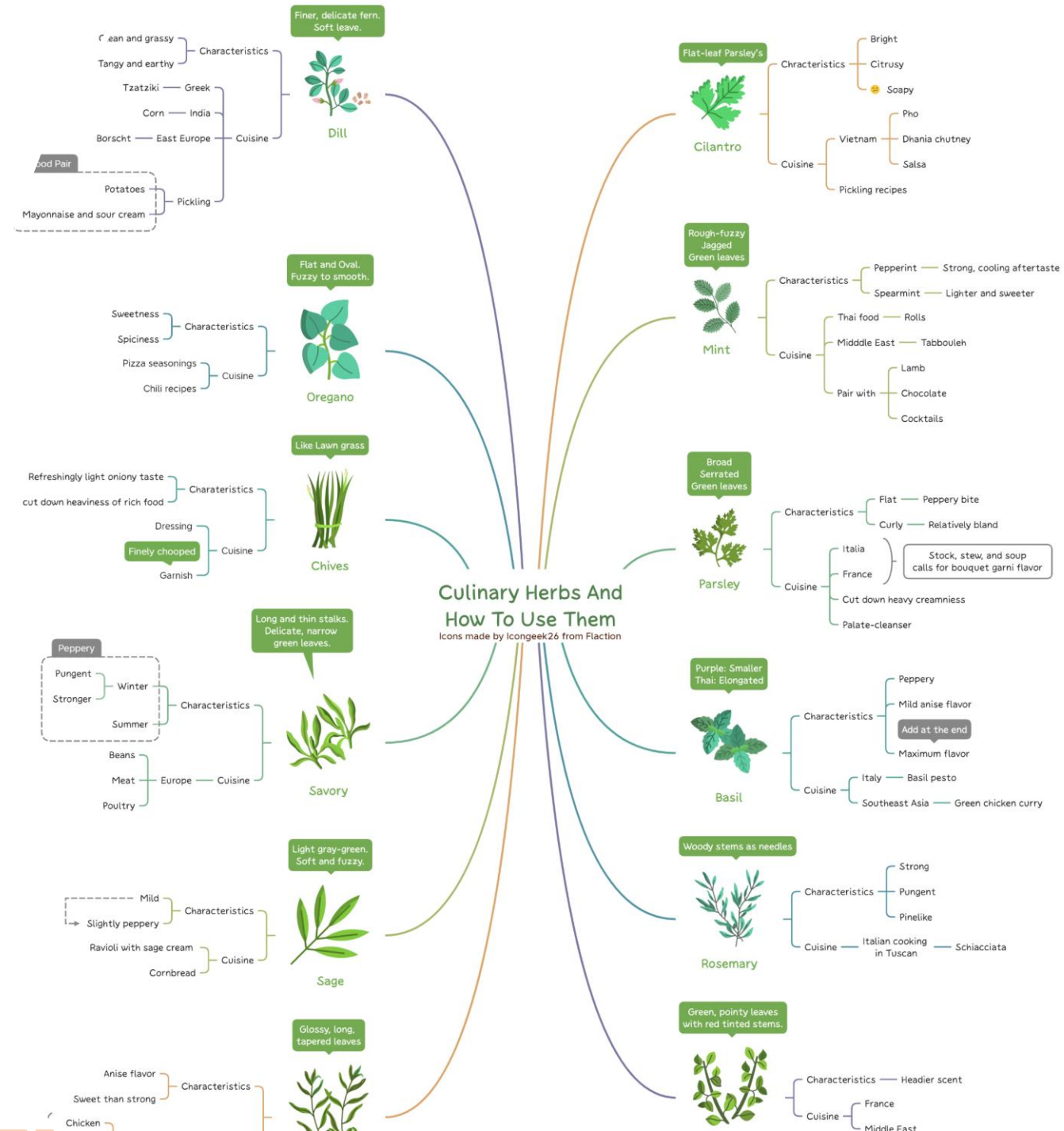
Each self-managing team will use the mind-mapping technique to explore one of the SDG's. The results from the workshop will feed into the final group project.

Mindmapping

“A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas. ... In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works.”

~ Luciano Passuello

Passuello, L. (n.d.). What is Mindmapping. [Blog]. LiteMind. <https://litemind.com/what-is-mind-mapping/>



Start with re-presenting your team values. Each person on the team shares one value that is important to them as you work together today.

Working with your team:

Choose one of the SDGs to work on for your final group project. Mind-map answers to these questions:

1. Why did you choose this SDG?
Why is it important to you?
2. What are some ideas to address this SDG?
3. What organizations are currently doing something to address this SDG?

Be prepared to present a 2-minute summary of your brainstorming session to the class.

SUSTAINABLE DEVELOPMENT GOALS



Activity: Team Reflection

Return to your self-managing team to reflect on the mind-mapping process:

- What did you learn about working together in this process?
- What did you learn about yourself as a member of a self-managing team?
- How did you demonstrate your shared values as a team?
- What is one thing you would do differently next time working together?

Homework #2A: Team Project

Begin working with your self-managing team to define an initiative to address your chosen SDG.

Brainstorm or create a mind-map of ideas for an initiative that could address your chosen SDG. Prioritise the ideas and choose an initiative.

Write a mission statement for your initiative and clarify three goals for your initiative. Prepare to present this at the next class in the form of a skit, video, or live presentation lasting a maximum of 6 minutes.

Prioritisation technique: Each person uses a marker to indicate their top 3 ideas (1 vote per idea). Add up the votes for each idea. Choose the idea with the highest score.



Conscious Organisations & Transformation

Module 4, Seminar 1: Organisations as Living Systems



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Conscious Organisations & Transformation

Agenda Module 4, Seminar 1:

Organisations as Living Systems



- SDG Initiative Mission & Goals Presentations
- Introduce Living Systems Concepts

SUSTAINABLE DEVELOPMENT GOALS



Mission & Goals Presentations

Each self-managing team will present the mission and goals for their SDG initiative.

Presentation can take the form of a skit, video, or live presentation lasting a maximum of 6 minutes.

System

Per Merriam-Webster
Online Dictionary:

“a regularly interacting or
interdependent group of
items forming a unified
whole”

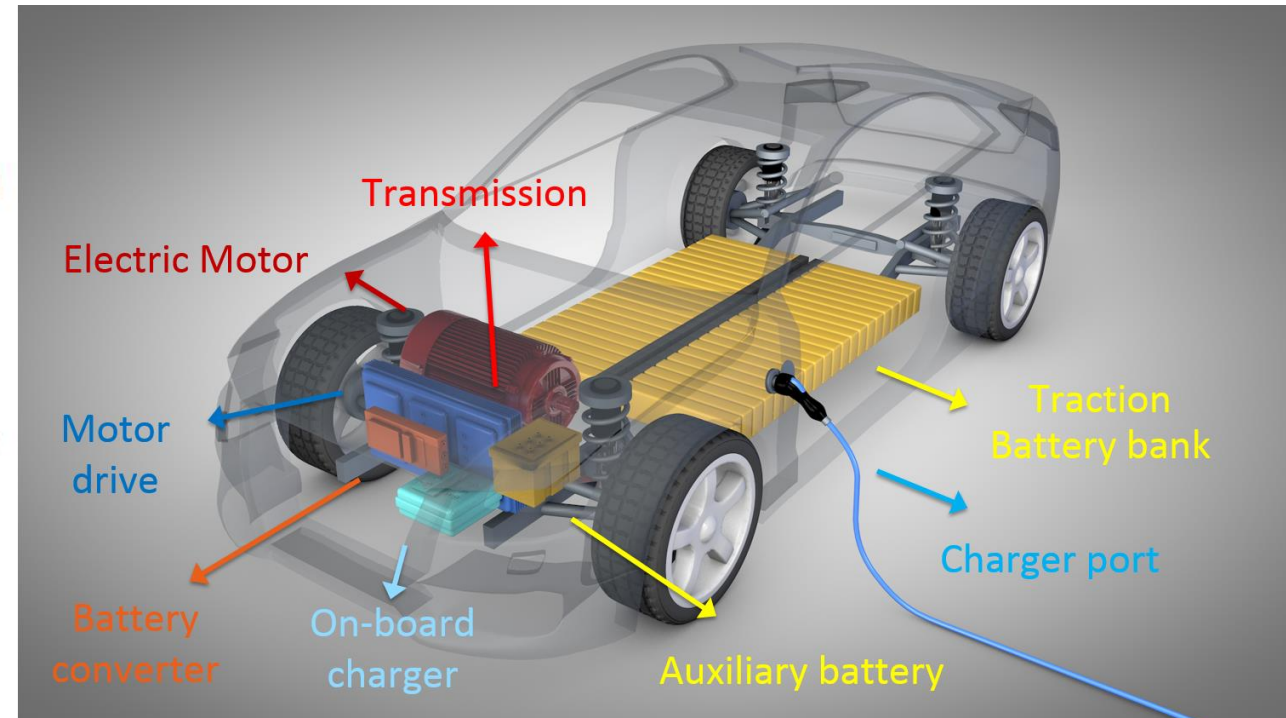


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System

“A system is an interconnected set of elements that is coherently organized in a way that achieves something ... a system must consist of three kinds of things: *elements, interconnections, and a function or purpose.*”

Meadows, D. H. (2008). *Thinking in systems: A primer*, p. 11. Chelsea Green publishing.

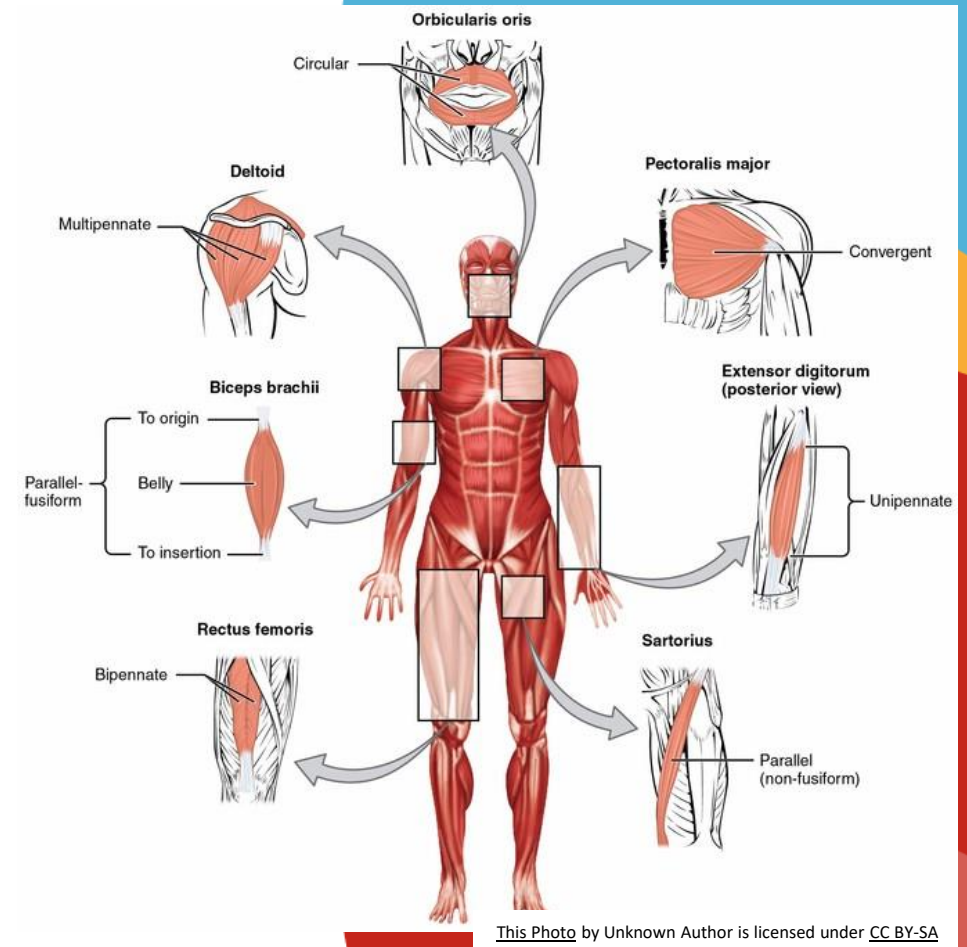


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Living Systems

“Dividing a cow in half does not make two small cows. A person might be said to be comprised of a head, a torso, and limbs; or of bones, muscles, skin, and blood; or of the brain, lungs, heart, liver, and stomach; or of a digestive system, circulatory system, respiratory system, and nervous system; or of many, many cells. No matter what distinctions we choose, we cannot grasp what it is to be human by looking at the parts.”

Kleiner, A., Smith, B., Roberts, C., Senge, P. M., & Ross, R. (2011, p. 25). *The Fifth Discipline Fieldbook: Strategies for Building a Learning Organization*. Hachette UK.





Monbiot, G.
(2022a). *How
wolves change
rivers*
[remastered
HD]. [Video].
Sustainable
Human.
<https://sustainablehuman.org/stories/how-wolves-change-rivers/>

Conscious Organisations & Transformation

Module 4, Seminar 2: Organisations as Living Systems



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Conscious Organisations & Transformation

Agenda Module 4, Seminar 2:

Organisations as Living Systems

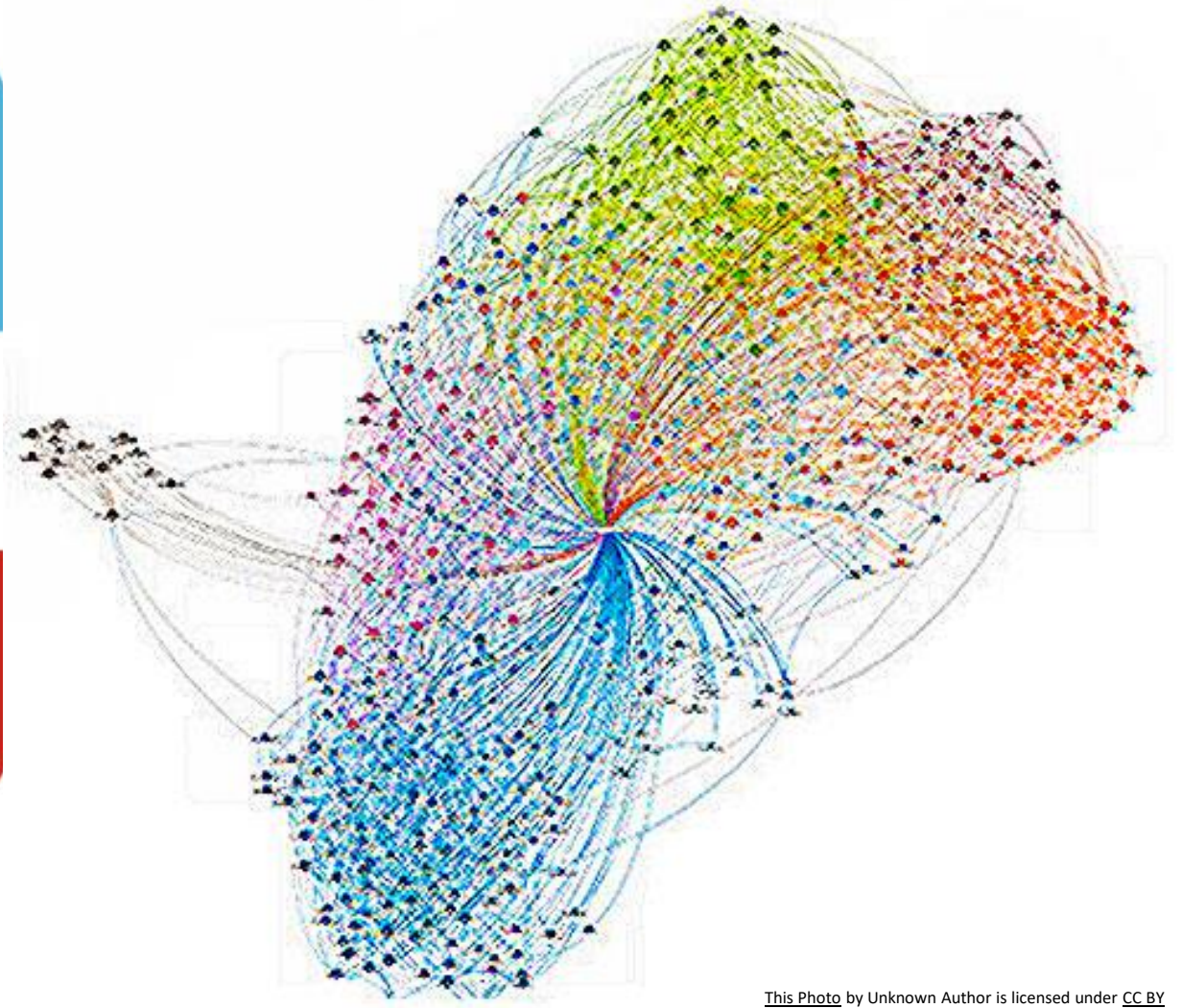


- Introduce Systems Thinking, Learning Organisations, Triple-loop Learning
- Activity: Understanding Systems
- Introduce Stakeholder Theory & Stakeholder Integration
- Group Reflection

Organisations as Living Systems

“System transformations require interconnected changes to technologies, social practices, business models, regulations, and societal norms, an intentional process designed to fundamentally alter the components and structures that cause the system to behave in its current unsustainable ways, a *paradigm shift* enabling the transition to sustainability.”

Voulvoulis et al. (2022). Systems thinking as a paradigm shift for sustainability transformation. *Global Environmental Change*, 75, 102544.



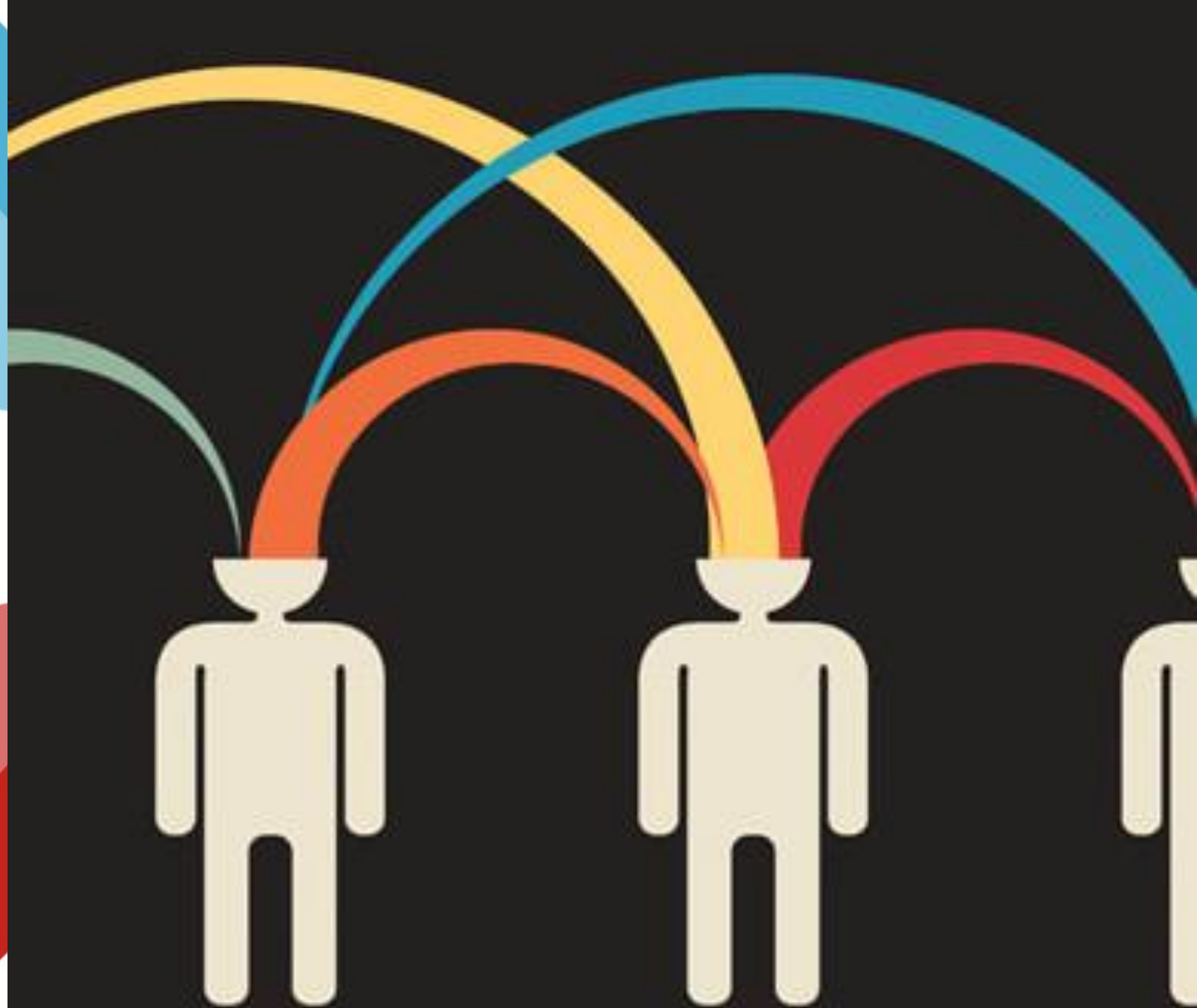
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Systems Thinking

What is Systems Thinking?

“Systems thinking is a set of synergistic analytic skills used to improve the capability of identifying and understanding systems, predicting their behaviors, and devising modifications to them in order to produce desired effects. These skills work together as a system.”

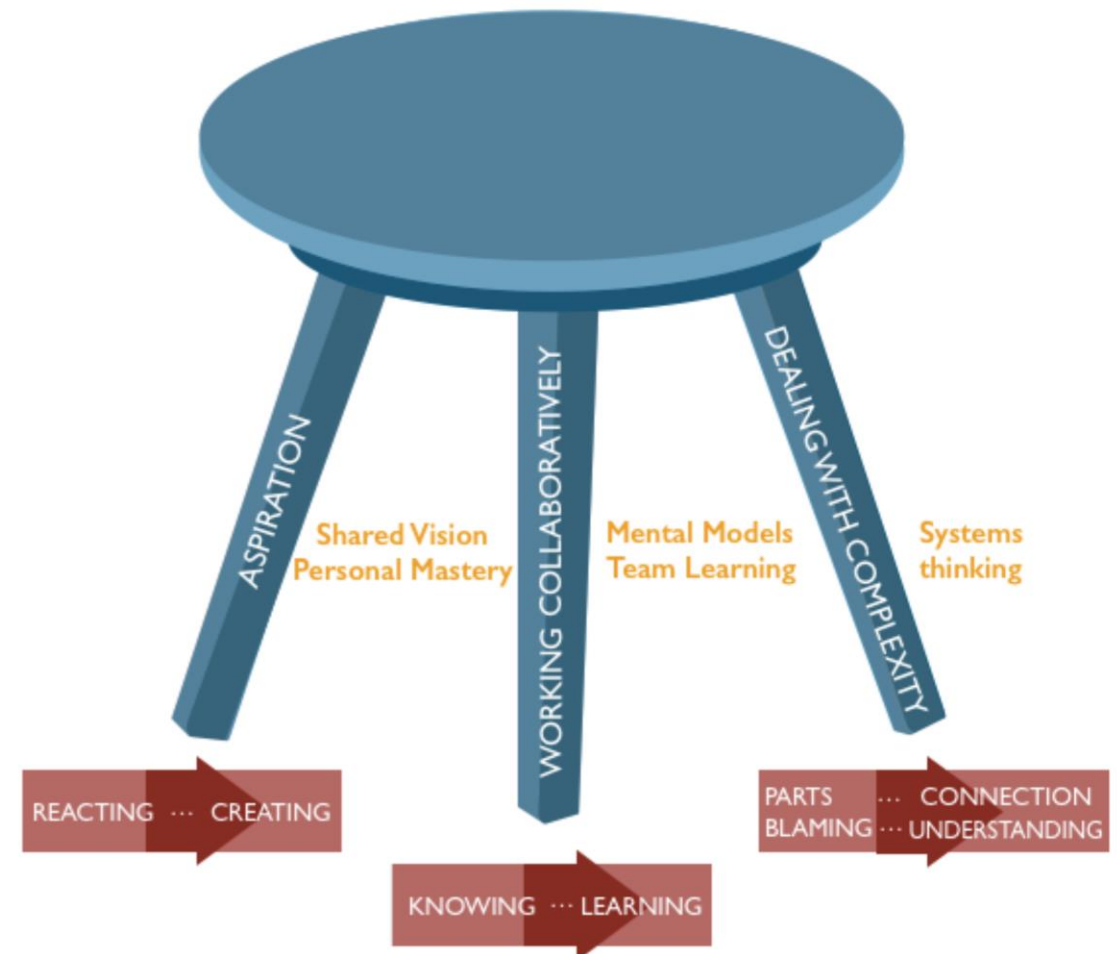
Arnold, R. D., & Wade, J. P. (2015). A definition of systems thinking: A systems approach. *Procedia computer science*, 44, p. 675.





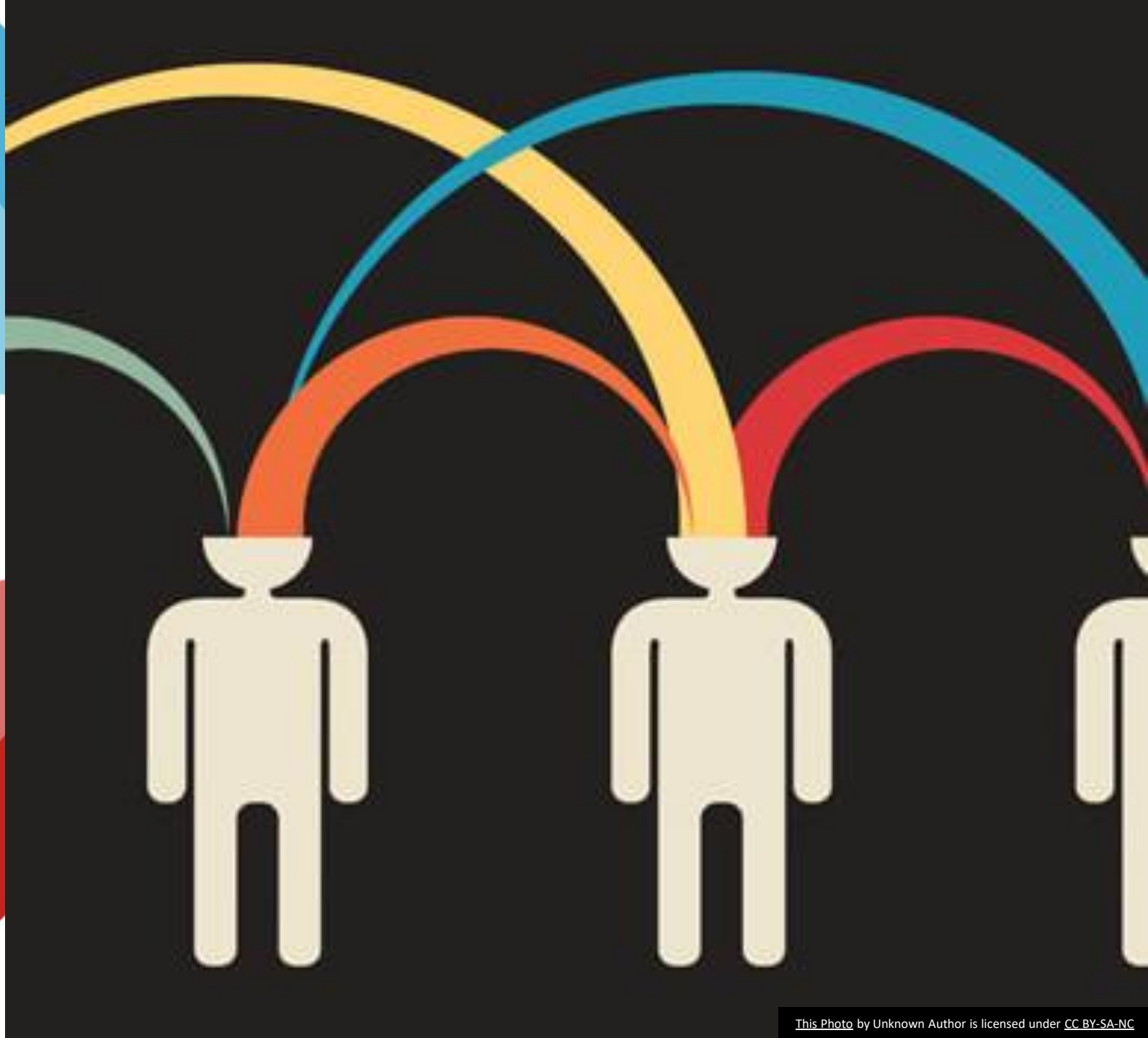
What is Organizational Learning?

<https://www.solonline.org/>



The Learning Organisation

- Common vision
- Open sharing
- Feedback loops
- Personal mastery
- Prototyping
- Best practices
- Systems thinking



The Society for Organizational Learning North America

Working together to effect change.

[Learn More](#)

We aim to create new opportunities and develop new capacities for a better society.

Peter Senge, founder, 1997

Otto Scharmer

Edgar Schein

<https://www.solonline.org/>

Triple-loop Learning

Single-loop Learning: incremental change within an existing framework

Double-loop Learning: requires reflection & questioning, changes are made to values, assumptions, behaviors

Triple-loop Learning: change to structures and strategies which result in new frameworks

Source: Argyris, C. & Schon, D. (1978). *Organizational learning: A theory of action perspective*. Addison-Wesley.



Understanding Systems

Group Activity – Self-managing Teams

Start with re-presencing your team values. Each person on the team shares one value that is important to them as you work together today.

Consider your self-managing team as your initial system

- Draw concentric circles to illustrate the systems your team is embedded in, label them
- How does your team impact the first system you are embedded in? How does that system impact your team?
- How does the first system impact the next largest system? How does the larger system impact the smaller system? (and so on...)
- Thinking of the largest system your team is embedded in, how can your team impact that system for good?

Plenary Sharing - Team System Diagrams

Self-managing Teams

Present your systems diagram and answer the following questions:

- How does your team impact the first system you are embedded in? How does that system impact your team?
- How does the first system impact the next largest system? How does the larger system impact the smaller system? (and so on...)
- Thinking of the largest system your team is embedded in, how can your team impact that system for good?

Activity: Group Reflection

Return to your self-managing team to reflect on the systems diagram process:

- What did you learn about working together in this process?
- What did you learn about yourself as a member of a self-managing team?
- How did you demonstrate your shared values as a team?
- What is one thing you would do differently next time working together?

Conscious Organisations & Transformation

Module 4, Seminar 3: Organisations as Living Systems



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

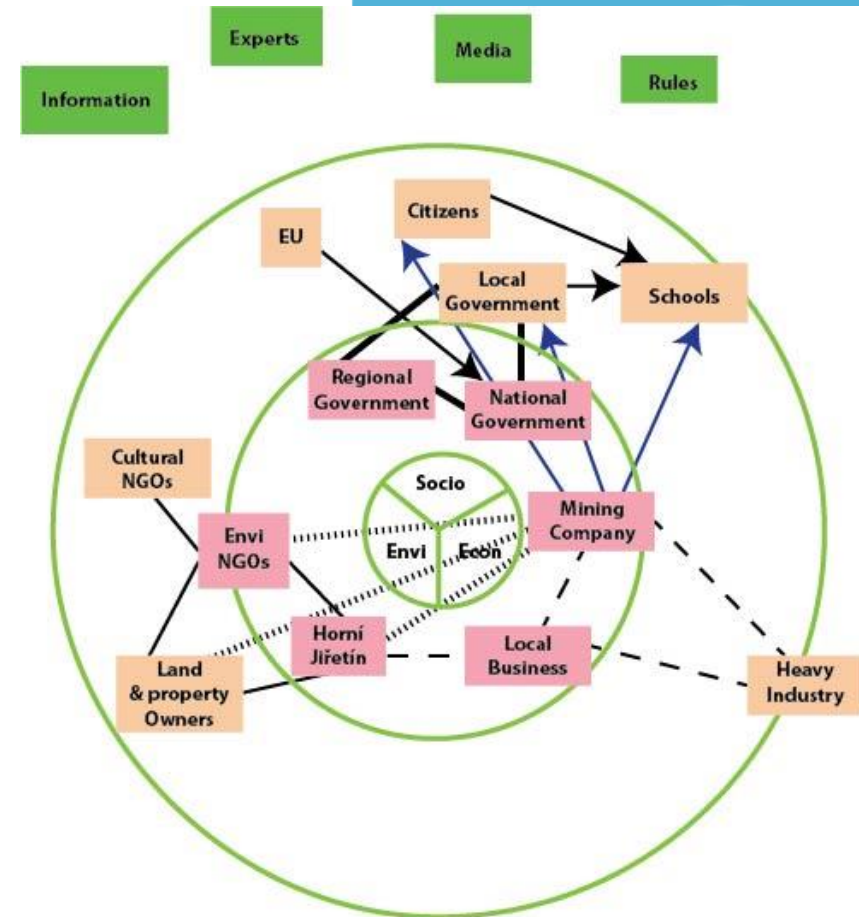
Add the class purpose here – revisit each class session



Organisations as Living Systems

“It is not easy to simultaneously accommodate the needs and concerns of all stakeholders. But it is fundamentally necessary. The way to enable it is to focus on value *creation* rather than on value division; we should not ask how best we can distribute the burdens and benefits across the stakeholders, but how we can create as much value as possible for all of them. We need to think in terms of expanding the pie, rather than just slicing it up more equitably.”

Mackey, J., & Sisodia, R. (2014). *Conscious capitalism: Liberating the heroic spirit of business*. Harvard Business Review Press.



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Conscious Organisations & Transformation

Agenda Module 4, Seminar 3:

Organisations as Living Systems



- Introduce Stakeholder Theory & Stakeholder Integration
- Activity: Draw a Stakeholder Map
- Team Reflections



Stakeholder Integration Based on Stakeholder Maps

Traditional businesses:

- Making trade-offs among stakeholders
- Managers who make trade-offs advantageous to the investors are seen as good managers

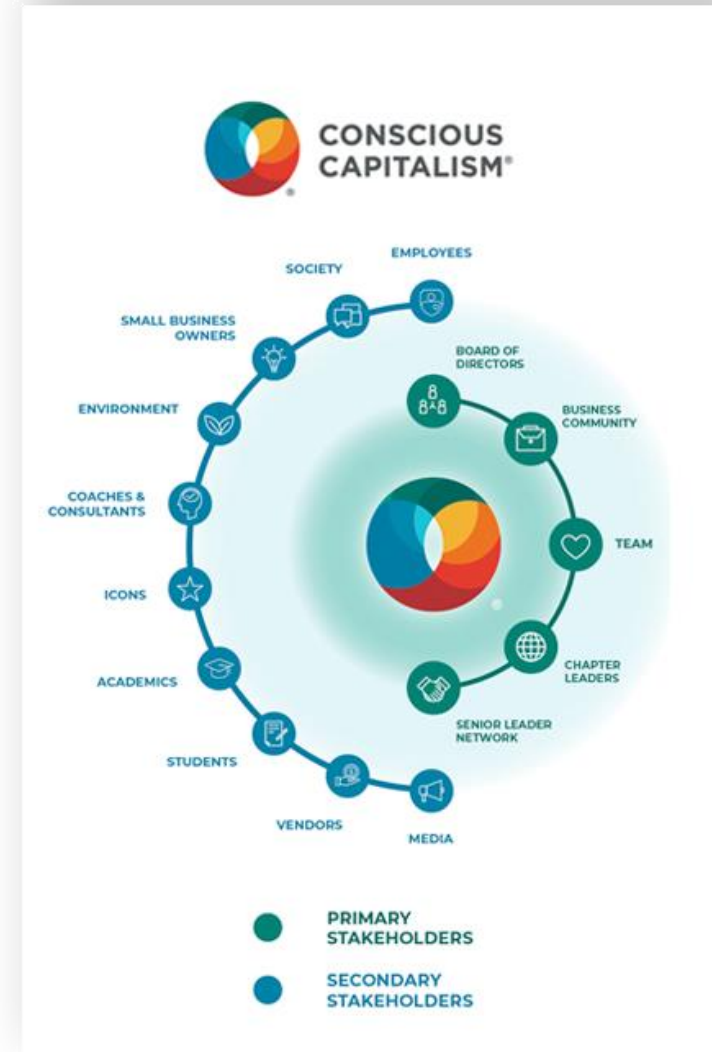
→ Zero-sum thinking

Conscious businesses:

- Goal: Making all stakeholders better off
- Business is the ultimate positive-sum game – even among competitors

→ Positive-sum thinking

Source: Mackey, Sisodia (2013)



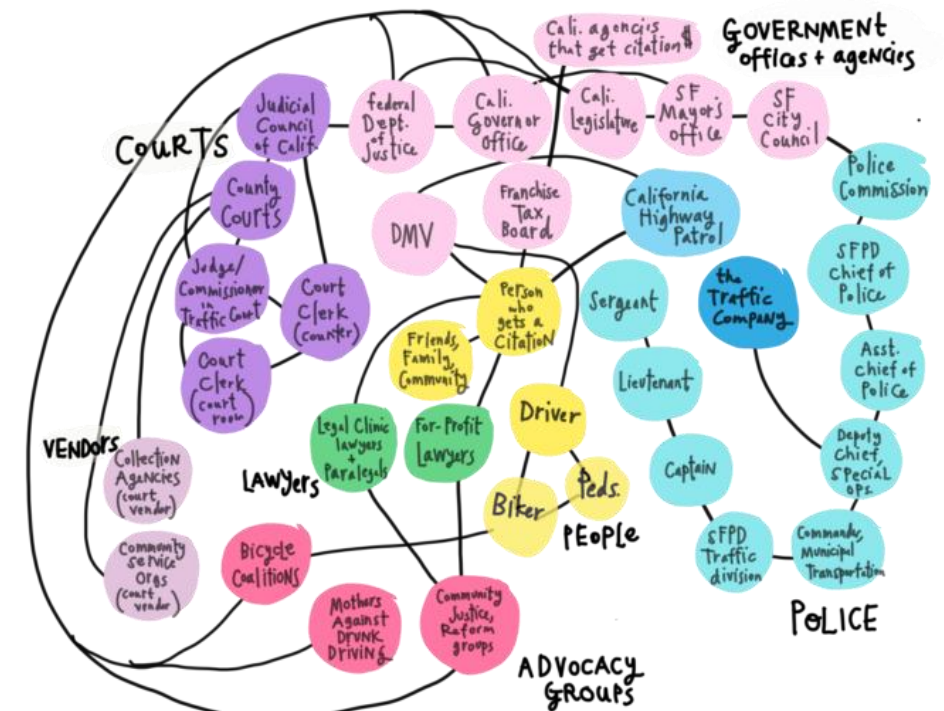
Source: <https://www.consciouscapitalism.org/philosophy>

Stakeholder Theory

“The principal idea of stakeholder theory is that businesses should create value for all their stakeholders – those who can affect or be affected by the realization of an organization’s purpose (the wide definition) or those without whose support the organization would not exist (the narrow definition).”

Dmytriiev, S. D., Freeman, R. E., & Hörisch, J. (2021). The relationship between stakeholder theory and corporate social responsibility: Differences, similarities, and implications for social issues in management. *Journal of Management Studies*, 58(6), 1441-1470.

Stakeholder Map for the Traffic Citation System

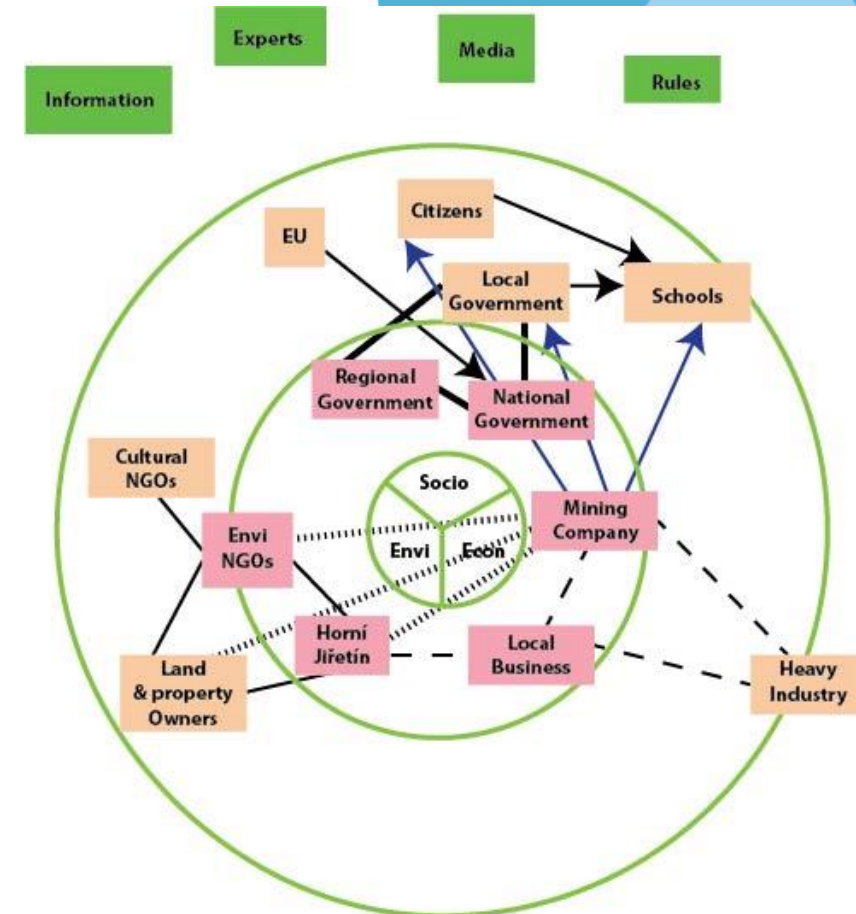


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Stakeholder Integration

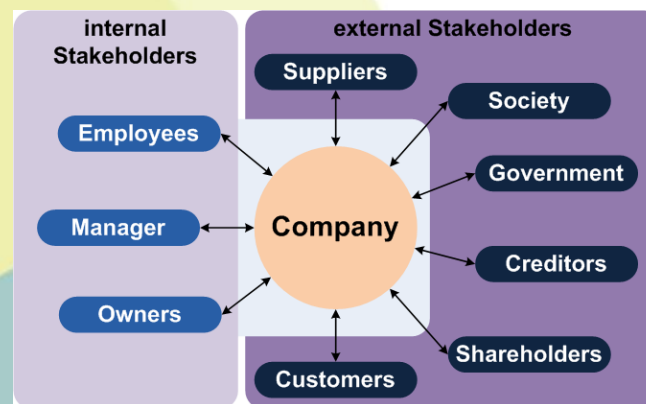
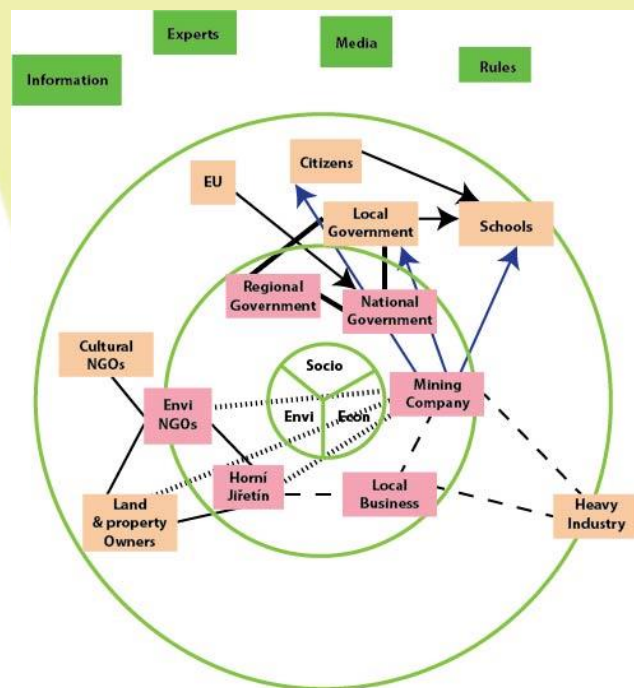
“Stakeholder relationships should be based on the principles of fairness and reciprocity and that the responsibility to maintain healthy stakeholder relationships is bilateral, meaning that not only businesses and their managers are responsible for stakeholder value creation, but company stakeholders bear responsibility for durable relationships as well” (Dmytriiev et al., 2021)

Dmytriiev, S. D., Freeman, R. E., & Hörisch, J. (2021). The relationship between stakeholder theory and corporate social responsibility: Differences, similarities, and implications for social issues in management. *Journal of Management Studies*, 58(6), 1441-1470.



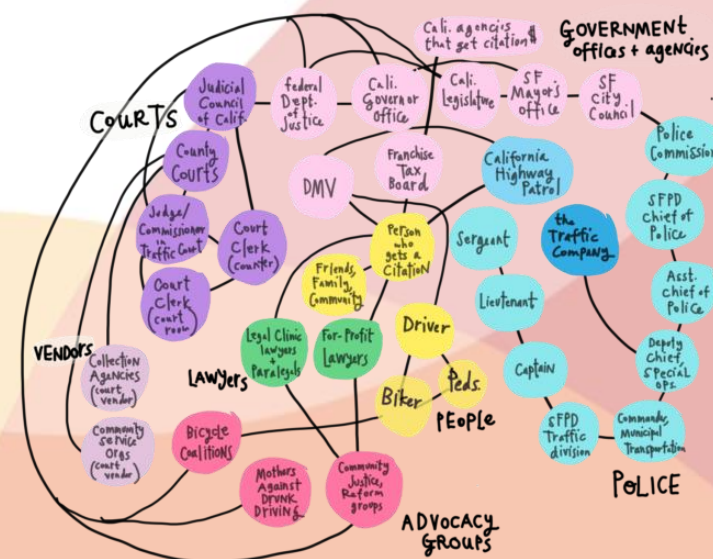
Activity: Draw a Stakeholder Map

In your self-managing team, develop a stakeholder map for your SDG-related initiative.



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Stakeholder Map for the Traffic Citation System



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Activity: Team Reflection

Return to your self-managing team to reflect on the stakeholder mapping process:

- What did you learn about working together in this process?
- What did you learn about yourself as a member of a self-managing team?
- How did you demonstrate your shared values as a team?
- What is one thing you would do differently next time working together?

Homework #2B: TeamProject



Team project: Self managing teams revisit the stakeholder map. What values, behaviours, and assumptions would each stakeholder need to make to achieve the mission and goals of your SDG initiative? Document your initiative in a ppt to present to the class, using the Japanese format called Pecha Kucha.* See assignment in the syllabus for more detail.

* Pecha Kucha: Automated display of 20 slides for 20 seconds each. Speak to the slides in the designated timeframe.

Conscious Organisations & Transformation

Module 5, Seminar 1: Organisational Change



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Conscious Organisations & Transformation

Agenda: Module 5, Seminar 1

Organisational Change

- Pecha Kucha Presentations
- Self-Managing Team Reflections



SUSTAINABLE DEVELOPMENT GOALS



Pecha Kucha Presentations Stakeholder Integration

Each self-managing team will present stakeholder values, behaviors, and assumptions that stakeholders must have to implement their SDG initiative

Activity: Team Reflections

In your self-managing teams: Reflect on the project work just completed by your team:

- Use the Team Climate assessment to determine how well your team worked together.
- Discuss the results of the Team Climate Assessment
- Identify 1-2 areas for improvement. If the team were to continue on this or another project, what actions can team members take to improve the team's working environment or process?

Organisational Change

Why Change?

“Disruptions in our current world has transformed our businesses from complex and uncertain to ambiguous and paradoxical. In this dynamic world, developments continue to influence each other, although it is unclear what the outcome will be. It seems as if everything is changing constantly, with some patterns continuing and showing a certain predictability and others suddenly emerging and prompting change.

In this situation leading change as a rational and planned process is at its end. What we need now is a change approach based on interaction and a continual process of observation, adaptation and learning.”

Boonstra, J. (2020). Syllabus based on *Organizational Change as Collaborative Play*.

Conscious Organisations & Transformation

Module 5, Seminar 2: Organisational Change



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Conscious Organisations & Transformation

Agenda: Module 5, Seminar 2

Organisational Change



- Organisational Development & Change:
A short history of concepts and
theoretical frameworks
- Small group and class discussion

Organisational Change

Planned change vs.
transformational change

“Embracing organizational change as collaborative play will lead to a fundamental choice: the path of certainty and planned change aimed at stability and control, or the path of tension and uncertainty which contributes to transformational change and in-depth innovation in our organizations and the world around us.”

**Boonstra, J. (2020). Syllabus based on
*Organizational Change as Collaborative Play.***

A SHORT HISTORY OF THE FIELD

Organizational Development & Change (ODC)

Kurt Lewin (1947) unfreeze-change-refreeze



Photo by Linnaea Mallette from www.publicdomainpictures.net

Unfreezing:

1. Disconfirmation
2. Induction of guilt or survival anxiety
3. Psychological Safety/
Overcoming
learning anxiety

Sources:

Lewin, K. (1947). Group decision and social change. In T. N. Newcomb & E. L. Hartley (Eds.), *Readings in social psychology* (pp. xiv, 672 p.). H. Holt

Schein, E. (1996). Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning. *Systems Practice*, 9(1), 27-47.

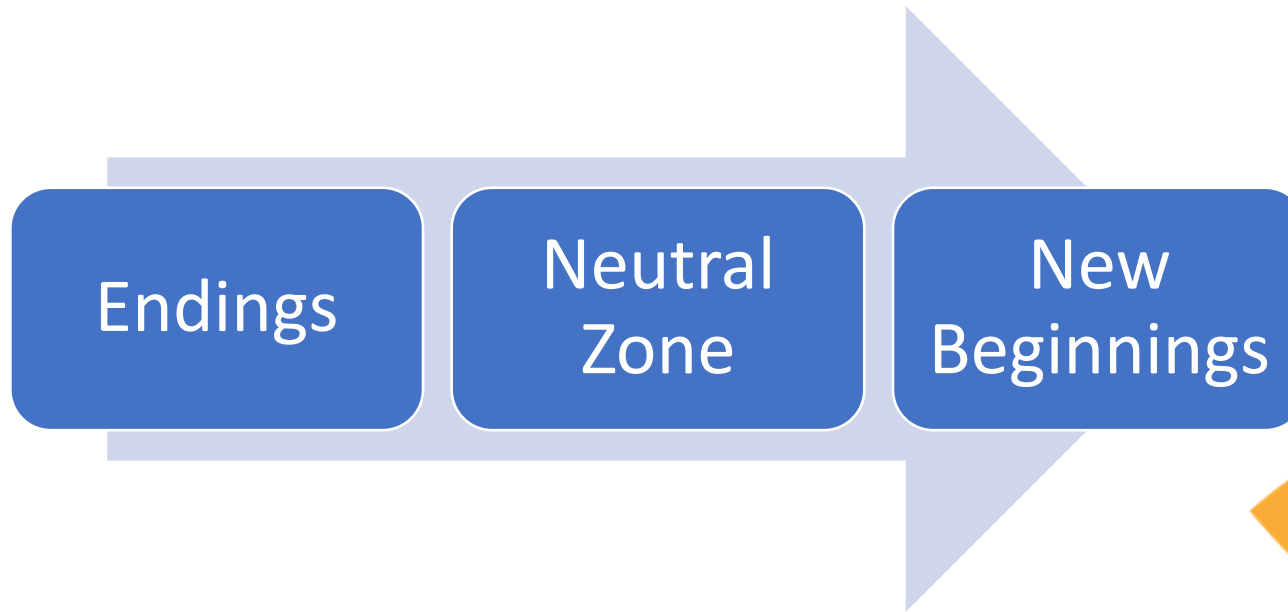
Bridges & Bridges Managing transitions

Bridges, W., & Bridges, S. M. (2016). *Managing transitions: making the most of change* (4th edition. ed.). Da Capo Lifelong Books.

“The essence of life takes place in the neutral zone phase of transition. It is in that interim spaciousness that all possibilities, creativity and innovative ideas can come to life and flourish.”
—**SUSAN BRIDGES**



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Bridges & Bridges

Managing
transitions
(2016)

NEUTRAL ZONE – THE WILDERNESS

Questioning:

- What's going to change about 'x'?
- What's my place in this shifting community?
- What's happening?
- I don't know if I can learn to 'x'
- Was this the right thing to do?



Endings

Neutral Zone

New
Beginnings

What is the transition management process?

Purpose: address the inner psychological process that people experience during change.

- Assess the organizations' transition readiness
- Understand its impact on those affected
- Communicating why the change is needed
- Educating leaders
- Gaining stakeholders' investment in the outcome
- Monitoring progress through stages
- Helping individuals to contribute

Bridges &
Bridges

Managing
transitions
(2016)

Activity: Small Group Discussion

How would you apply Bridges & Bridges' approach to managing a transition at work? (Each group choose an example from a team member's work)

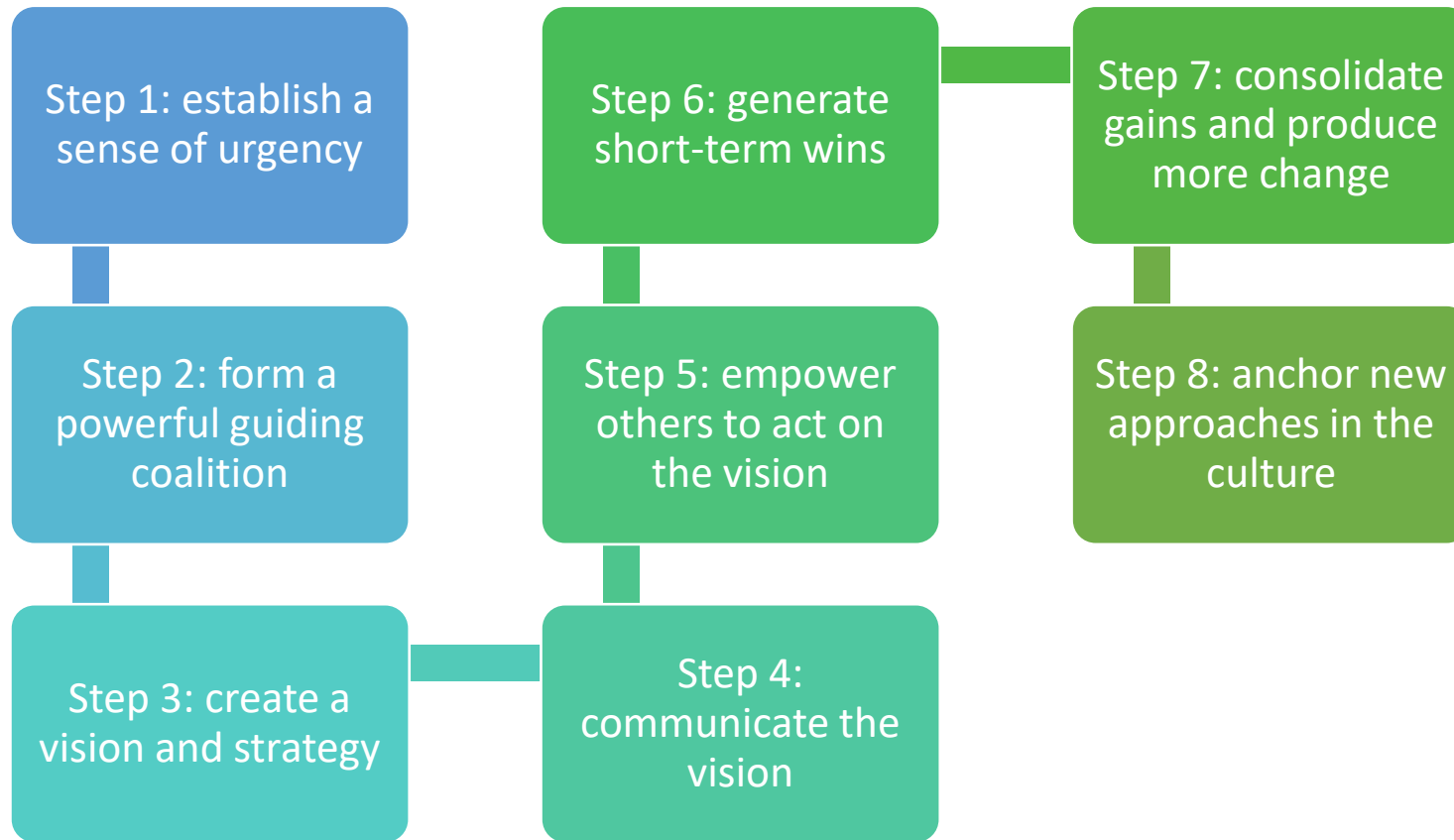
- What is the situation and why is change needed?
- Who will be affected and how will they be impacted?
- What will stakeholders gain through this change?
- How ready is the organization to change?

Plenary: Applying Bridges & Bridges' Managing Transitions approach

How would you apply Bridges & Bridges' approach to managing a transition at work? (Each group choose an example from a team member's work)

- What is the situation and why is change needed?
- Who will be affected and how will they be impacted?
- What will stakeholders gain through this change?
- How ready is the organization to change?

John Kotter - 8 step model of change



Appelbaum, S., Habashy, S., Malo, J. and Shafiq, H. (2012), Back to the future: revisiting Kotter's 1996 change model. *Journal of Management Development*, 31(8), 764-782. <https://doi.org/10.1108/02621711211253231>

Kotter, J. P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85, 96-103.

Bartunek and Moch

First-order, second-order, & third-order change



First-order change: incremental,
within a framework

Second-order change: modifications
of the framework

Third-order change: transcending
schemata/frameworks

Bartunek, J., & Moch, M. K. (1987). First-order, second-order and third-order change and organization development interventions: A cognitive approach. *Journal of Applied Behavioral Science*, 23(4), 18.

Class Discussion

- What are some examples of first-order (incremental) change in organisations?
- What are some examples of second-order change (to frameworks) in organisations?
- What are some examples of third-order change (transcending frameworks) in organisations?

Kegan & Lahey: *Immunity to Change* (2001, 2009)

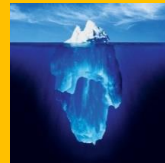
Kegan, R., & Lahey, L. L. (2009). *Immunity to change: How to overcome it and unlock potential in yourself and your organization*. Harvard Business Review Press.



Mismatch between stated goal
and a person's actions



Competing commitments



The BIG Assumption

KEGAN & LAHEY: IMMUNITY TO CHANGE (2001, P. 89)

	Stated Commitment: <i>I am committed to...</i>	<i>What am I doing, or not doing, that is keeping my stated commitment from being fully realized?</i>	<i>Competing commitments</i>	<i>Big assumptions</i>
John	<i>... high quality communication with my colleagues.</i>	Sometimes I use sarcastic humor to get my point across.	I am committed to maintaining a distance from my white colleagues.	I assume I will lose my authentic connection with my racial group if I get too integrated into the mainstream.
Helen	<i>... the new initiative.</i>	I don't push for top performance from my team members or myself; I accept mediocre products and thinking too often; I don't prioritize.	I am committed to not upsetting my relationship with my boss by leaving the mentee role.	I assume my boss will stop supporting me if I move toward becoming his peer; I assume that I don't have what it takes to successfully carry out a cutting-edge project.
Tom	<i>... hearing from my subordinates and maximizing the flow of information into my office.</i>	I don't ask questions or ask to be kept in the loop on sensitive or delicate matters; I shoot the messenger when I hear bad news.	I am committed to not learning about things I can't do anything about.	I assume as a leader I should be able to address all problems; I assume I will be seen as incompetent if I can't solve all problems that come up.

Kegan, R., & Lahey, L. L. (2001). The Real Reason People Won't Change. *Harvard Business Review*, 79(10), 84-92.

Play Model for Organisational Change

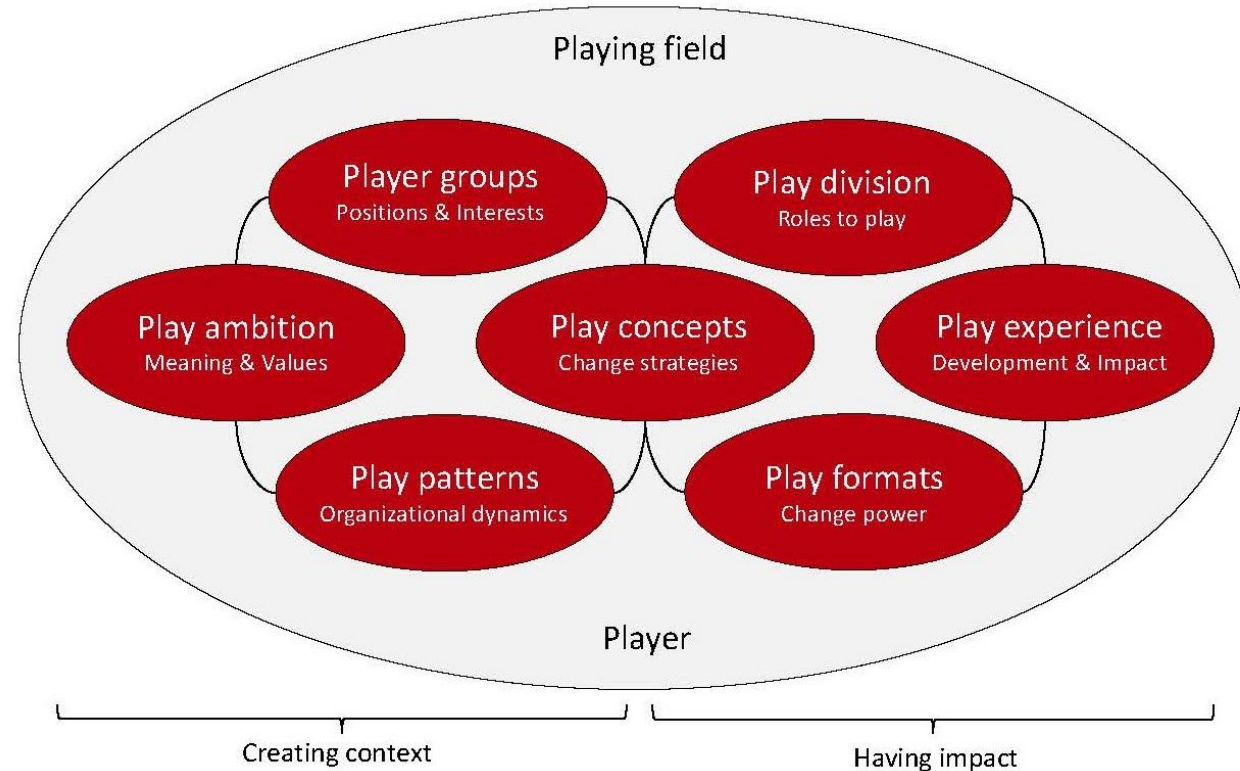
Jaap Boonstra

Professor ESADE Business
School

Barcelona

*Toward Successful
Organisational Change*

<http://www.changeasplay.com/>



Evolution toward conscious change strategies

Jaap Boonstra

Professor ESADE Business School

Barcelona

J+

inspiring
futures **E**

Change strategies

					
Power Strategy	Planned Strategy	Negotiating Strategy	Step-by-step Strategy	Learning strategy	Interactive Strategy
Forcing	Pushing	Exchanging	Developing	Learning	Discovering
Steered by top Goal oriented Position power Input controllers Linear process Pressure Tell & Sell	Initiated by top Solution oriented Expert power Input consultants Linear process Persuasion Convincing	Multiple actors Result oriented Position power Different coalitions Iterative process Negotiation Compromising	Transformative Problem oriented Seductive power Input employees Iterative process Participation Guiding	Active & reflective Transition oriented Informal power Input learners Circular process Action learning Coaching	Interactive Future oriented Visioning power Collaboration Cyclic process Mutual learning Dialoguing

Homework #3: Individual Assignment - Final Paper

Explore one of the topics below more deeply in a 10-page paper (not including title, abstract, or references).

- Appreciative Inquiry,
- An organisational change framework (e.g., Bridges & Bridges' Managing Transitions process, Kegan & Lahey's Immunity to Change, or Boonstra's Organizational Change as Collaborative Play),
- Alternative organisation models such as the Teal organisation.

Include at least 5 references from current scholarly literature (within the past 7 years).



Conscious Organisations & Transformations

Module 6, Seminar 1: Transforming Organisations



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Purpose

Add the class purpose here – revisit each class session



Transforming Organisations

“To improve the culture of an organisation, the leaders must change, or you must change the leaders.”



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Barrett, R. (2016). *Building a winning organisational culture*. Barrett Values Centre.

Conscious Organisations & Transformation

Agenda Module 6, Seminar 1:

Transforming Organisations



- Transforming to a New Culture
- Introduction to Appreciative Inquiry
- Activity: Merger Simulation with Appreciative Inquiry
- Closing Reflections and Appreciations



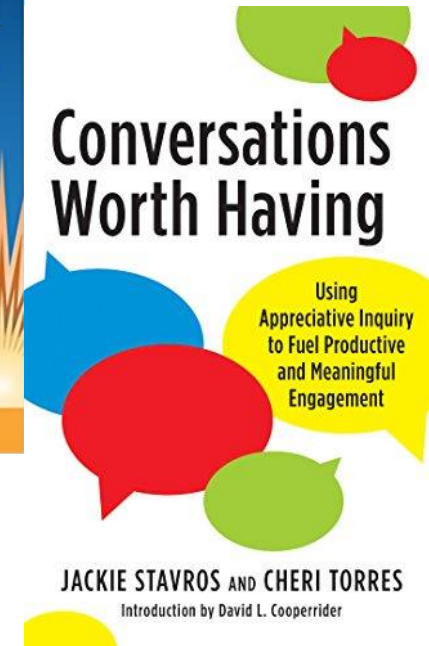
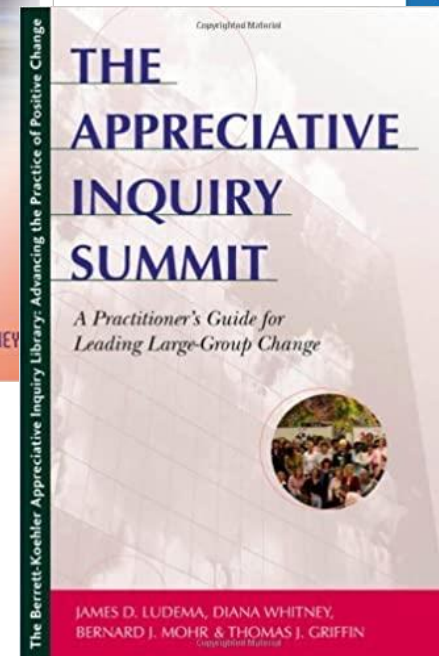
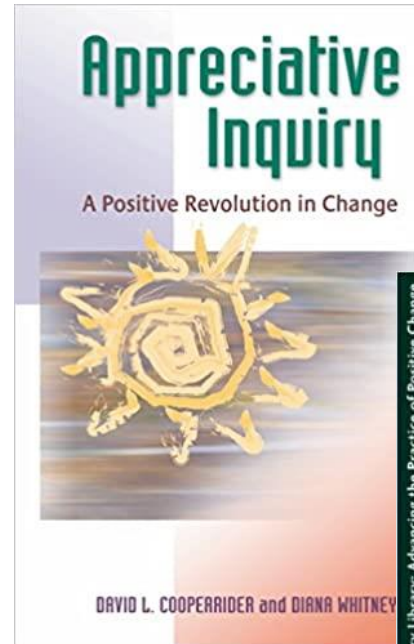
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Transforming to a Conscious Culture

Discussion:

- What happens within the chrysalis that turns a caterpillar into a butterfly?
- How is the chrysalis process similar to transforming an organisation with an established culture?
- What steps would you take to transform an organisation to a conscious culture?

Introduction to Appreciative Inquiry (AI)



Ap-pre'ci-ate, (v.)

1. Valuing ...

- The act of recognizing the best in people and the world around us;
- Affirming past and present strengths, successes, and potentials;
- To perceive those things that give life (health, vitality, and excellence) to living systems.

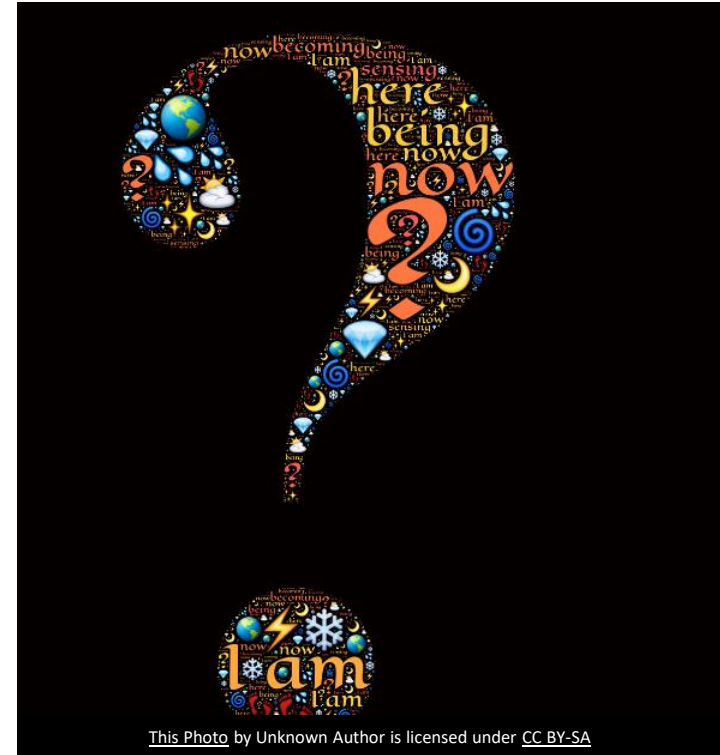
2. To increase in value, e.g., the investment has appreciated in value.

Synonyms: ***valuing, prizing, esteeming, and honoring***



In-quire', (v.)

Synonyms: ***discovery, search, study, and systematic exploration***



THE “DEFICIT” THEORY OF CHANGE... IS PERVASIVE.



Image by [Gerd Altmann](#) from [Pixabay](#)

- Identify problem
- Conduct root cause analysis
- Brainstorm solutions and analyze
- Develop action plans/intervention

**Metaphor: Organisations are
problems to be solved**

Overuse of *Deficit-Based* Management:

Unintended
Consequences &
the Point of
Diminishing
Returns

FRAGMENTATION

FEW NEW IMAGES OF POSSIBILITY

EXHAUSTION

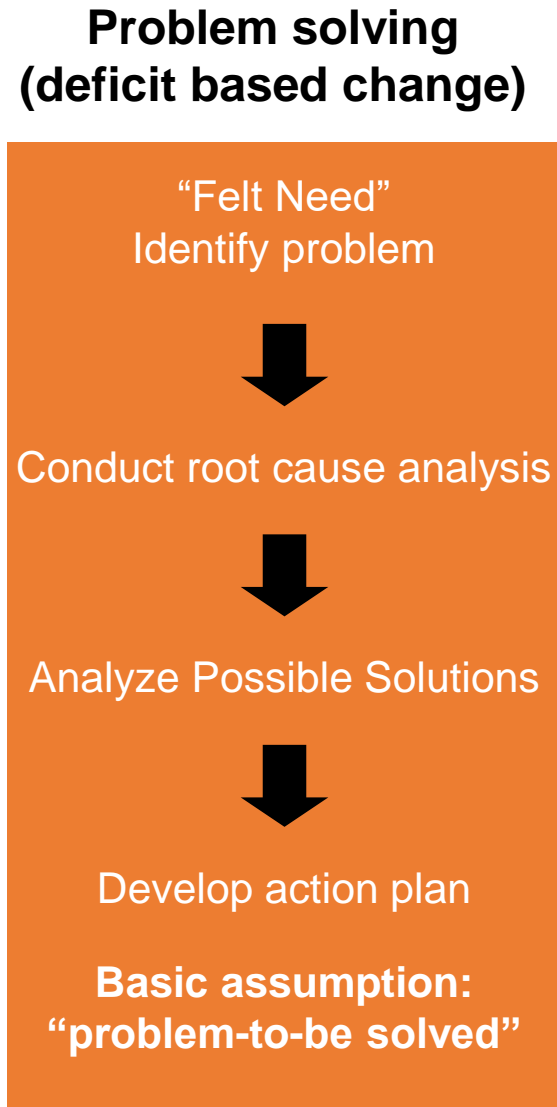
“THE EXPERTS MUST KNOW”...

DEPENDENCE AND HIERARCHY

DISEMPOWERING CLIMATE

ANTI-INNOVATION

PROBLEM ANALYSIS VS. APPRECIATIVE INQUIRY



APPRECIATIVE INQUIRY: Basic Assumptions

What we focus on becomes our reality

Reality is created in the moment, and
there are multiple realities

In every ongoing team/group/ organization
. . . Some things work

People have more confidence and comfort
to journey to the future (the unknown)
when they carry forward parts of the past
(the known)

The mode and language of inquiry effects
the organization being observed

The “Positive Core”

Appreciative Inquiry (AI) systematically and collaboratively creates a knowledge link between the entire enterprise and the life-generating *core of past, present, and future* capacities and opportunities..... this ignites change!

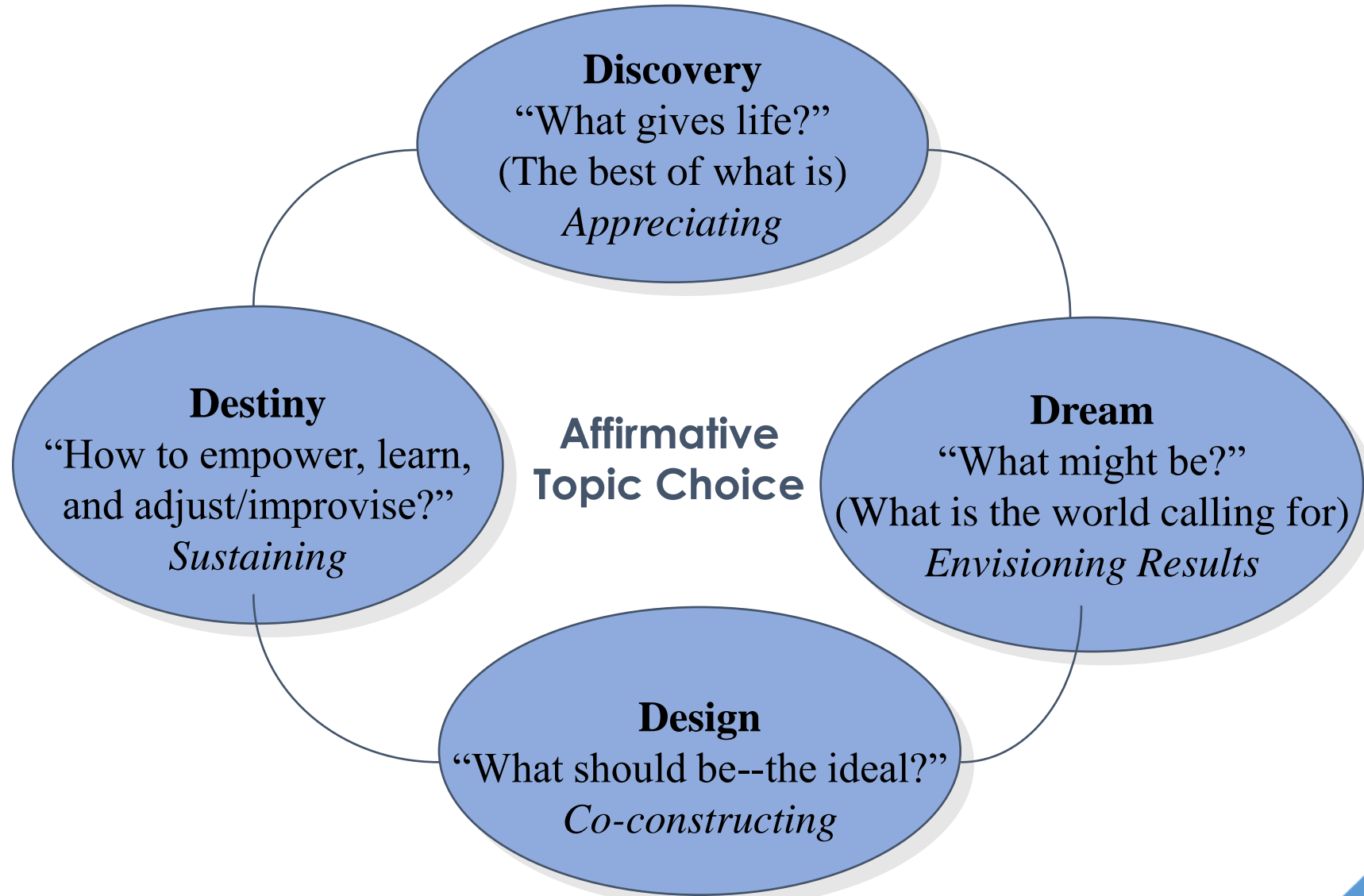


Photo by Dorianne Cotter-Lockard

Source: Frank Barrett & David Cooperrider - AI Commons at
<https://appreciativeinquiry.champlain.edu/>

Appreciative Inquiry

“4-D” Cycle



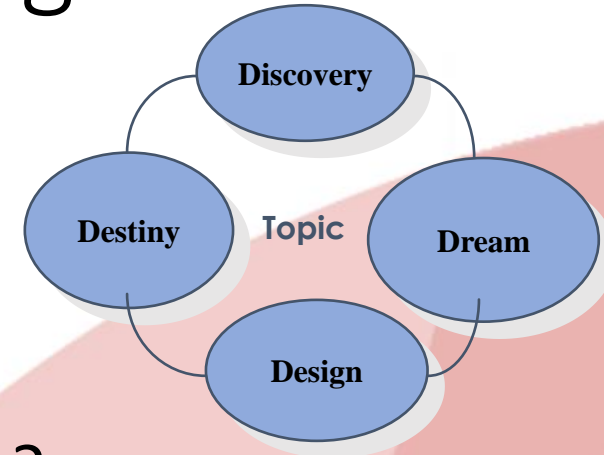
The AI Organisation Summit

AI Summit Guiding Principles:

- “Whole System” in the Room
- Task is Clear...
- Future Focus
- Self-Management and Dialogue
- Narrative Rich & Inter-generational
- From Common Ground to Inspired Action
- Uncommon Action/Follow Through

Workshop: Experience a Merger Using AI

Two self-managing teams become one team.

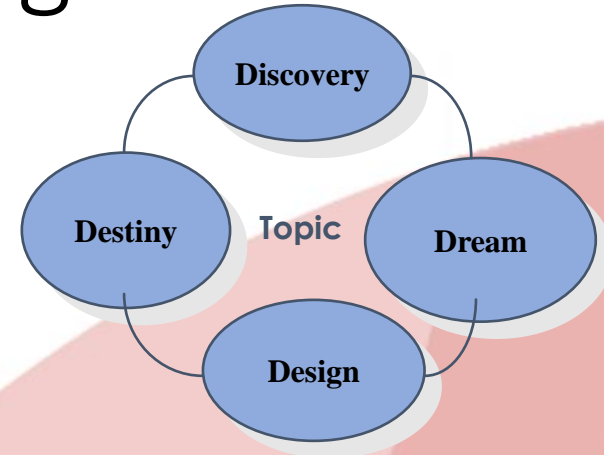


Discovery:

- Each team shares their values. Are there any similarities?
- Each team talks about what they appreciated about their process of working together
- Share the SDG initiatives with each other and why the initiatives are important

Workshop: Experience a Merger Using AI

Two self-managing teams become one team.

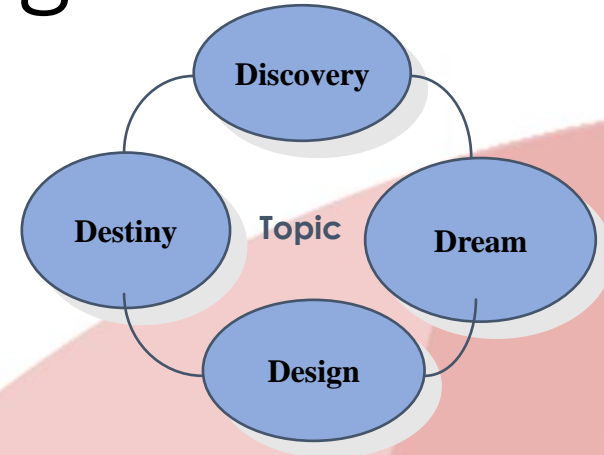


Dream:

- What is calling to this new team as something meaningful to co-create?
- Would you continue with the original SDGs, or choose a new one for the new team?
- What might be co-created with the new team?

Workshop: Experience a Merger Using AI

Two self-managing teams become one team.



Design:

- What values does the new team resonate with most?
- What could the combined new team adopt from the prior best practices and processes?

Activity: Group Reflection

Reflect on the AI process:

- Use the Team Climate assessment to understand how well your team is working together.
- Discuss the results of the Team Climate Assessment
- How did the AI process impact your new team's formation?
- What might have been the impacts if you hadn't used the AI process?

Debrief: Experience a Merger Using AI

All Class Debrief of the Experience:

- What did you learn about using Appreciative Inquiry to experience this merger simulation?
- How did the AI process impact your new team's formation?
- How does Appreciative Inquiry support transformation to a conscious organisation?

Reminder - Homework #3: Individual Assignment - Final Paper

Explore one of the topics below more deeply in a 10-page paper (not including title, abstract, or references).

- Appreciative Inquiry,
- An organisational change framework (e.g., Bridges & Bridges' Managing Transitions process, Kegan & Lahey's Immunity to Change, or Boonstra's Organizational Change as Collaborative Play),
- Alternative organisation models such as the Teal organisation.

Include at least 5 references from current scholarly literature (within the past 7 years).



Closing Reflections & Appreciations

- In what ways did the class fulfill its purpose? Has our purpose shifted or expanded?
- What did you learn about the culture of your self-managing team? Which values became most important during your work on the final project?
- What will you take with you from this course?
- What did you appreciate about this course and/or your classmates?

CONSCIOUS BUSINESS EDUCATION



**CONSCIOUS
BUSINESS**
EDUCATION



**Co-funded by
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