

Man and Organisation

A guide for the consultant and his client

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Preface

In this book we describe essential dimensions of good organizing. We explore processes of organizational development and change. We provide points of attention for the consultant and his / her client.

We do this from 50 years of practical experience, research, reflection and documentation in articles and books.

With this I aim to make this knowledge available to all who are involved in various roles as client and consultant in processes of good organizing and organizational development.

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Introduction

Good organizing and organizational development require a combination of intuition and knowledge of the people involved. Intuition means cultivating our feelings and passions connected to our process experiences, having reflected on them to arrive at certain insights. Also we search for knowledge that others have created in this area and which we can gratefully use. So there is both an inner and outer source we can use for good organizing and organizational development.

To properly visualize relevant material, we use a way of thinking and sketching in levels and relationships. That is based on an image of the human being as a developing soul and is based on a worldview characterized by multiplicity, paradoxality, polarities. Every human being and every human creation is multiple and so this human being, this human creation reveals itself in layers and levels, the vertical dimension and in creating processes and relationships for bridging, the horizontal dimension.

A triple image of man is at the basis of our explorations. Man appears as body, soul and spirit. The body contains all earthly substance, the spirit contains all cosmic spiritual substance. The soul contains everything that a person creates, forms and transforms as a physical and spiritual being him/herself. The outer world and the inner world created by man are the appearance of the human soul.

The organization as a living organism is the manifestation of the human soul.

Organizational development and change are manifestations of soul transformation.

All this ultimately leads to a heightened and broadened human consciousness. That is also the only thing that man ultimately adds to the universal creation. Everything else comes and goes.

1. The Fundament

The organization as a living organism

1.1 The organization as an organism

The organization as soul creation, as a human organism, appears in a fourfold layering:

The organization is the manifestation of a human impulse.

The organization is the manifestation of a human community.

The organization is the manifestation of processes.

The organization is the physical embodiment.

1.2 The organization as a living human organism also appears in fourfold layers

The organization appears as a question to which an answer must always be given if it is to continue.

The organization appears as work processes and development processes in which the transformation from idea to product / service is realized.

The organization appears as dialogue and cooperation and these allow the organization to achieve a synergistic result.

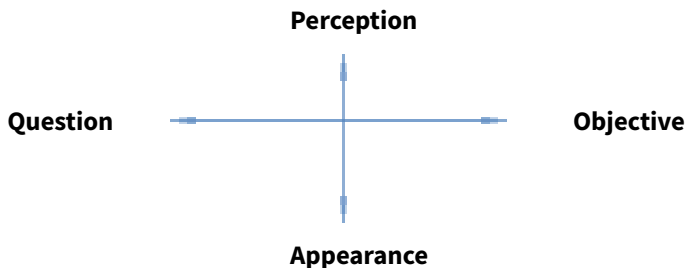
The organization appears as a biography. She writes a story, creates sense and realizes an impulse.

1.3 The organization as a living organism seeks a permanent fertile relationship between the inner world of people and the outside world as created by people.

This relationship is essentially created in two polarities.

The first polarity is that between *perception* and *appearance* and the second polarity is that between *question* and *objective*. Perception and appearance is a vertical polarity. In perception we observe reality as it manifests itself with all our senses. In the appearance we see the essential and can reflect on the meaning of what appears and we do this with our inner thoughts, feelings and intuitions.

The question and the objective is a horizontal polarity. In the question the disproportion between different layered realities manifests itself. The desire to achieve a good balance manifests itself in the objective and this objective forms the image of what the future can look like.



1.4 We can express the stratification of man in four images of the human being. They are images of the human soul.

Man is a *hereditary being*. He comes from the gender and shares with his ancestors what they have developed until then, both physically and mentally. Here we find a certain predefined life and destiny.

Man is a formed and *educated being*. The environment, as it were, registers itself in the soul of man. Educators and teachers give direction to the development of the individual soul. There is a certain space of freedom for the development of talents and character.

Man is a *karmic being*. He meets other people with whom a special relationship is created. One person brings you to another. Known and unknown souls are met and they open new possibilities for our own karma and destiny.

Man is a *unique being*. A personality all of its own reveals itself in every person. As a unique being, every person is irreplaceable and gives his/her own footprint in life. Looking back, the personal biography is a surprise.

From this quadruple nature, man creates his own life and a unique living together with others.

1.5 People are equipped with multiple capacities and possibilities. With these capacities and possibilities, man directs his life in searching for and in creating the right relationships between these different dimensions of being as a multiple being. For this to happen man can use the equipment that is given to him and that is made by him.

Man is a *sensory being*. He is equipped with twelve senses. Those are the well-known five senses such as sense of touch, sense of seeing, sense of hearing, sense of tasting, sense of smelling. In addition, humans have other senses available, such as the sense of life, sense of movement, sense of balance, word sense, language sense, I sense. These senses are gates to the soul. They can be sharpened and cultivated, so that a richer observation, experience and appearance become possible.

Man is a *soul being*. He is equipped with the capacity to think, feel and want. Man can bring about images, judgments and decisions. As a result, we can make a connection between our inside and outside world.

Man is an *I-spirit*. Man is an unique “I” appearance with his own name. The “I” can direct the human soul. The “I” can guide us in our development. We can meet on “I level” and create unique relationships and common steps together.

Fourfold body			Threefold connection	
Organisation As an Organism	Living Organism	Human Image	Connection Relation	
Identity as	Biography	Unique Individual		Human being I - being
Relations as	Dialogue	Karmic		Human being Soul being
Processes as	Rhythm and Flow	Educated		Human being Senses being
Embodiment	Question	Inheritance		

1.6 This whole of human stratification and unique relationships makes it possible for humans to develop their own soul qualities, qualities that no other being on earth can develop. These are consciousness qualities, human soul qualities that we want to describe as freedom, love and respect. This requires some explanation.

Freedom is a human moral - ethical quality. Is there a choice that man can make or is man driven by predetermined motives. In that sense, man bears responsibility for his actions, feelings and thoughts, his judgments and decisions. Man bears responsibility for the ups and downs of all those life creatures who are not equipped with freedom but with drifting laws.

Love is a quality of consciousness that ensures that man can see through the eyes of the other, that man can perceive and carry the suffering of the other, that man can support the other in his next developmental step.

Freedom and love go hand in hand. Nothing touches a person deeper than the love of another person born out of freedom.

Respect means that as a conscious being we do not place ourselves above the other or make ourselves subordinate to the other. We are not superior to any other natural or spiritual being nor are we subordinate. We stand next to the creator and his creation and bear our own responsibility for our human creation.

In the encounter with the other we can experience these purely human qualities as deeply filling the soul. In the absence of these qualities in the encounter with the other, we can experience the deep meaning of these qualities. Our lives remain unfulfilled.

1.7 Man lives a *spiritual - natural life* that is given to us in the living body and the spirit that inspires us. Man also lives an *organized life* that is in our own hands and that determines the quality of the soul.

In the spiritual - natural life we play roles such as father / mother, child, grandfather and grandmother, uncle and aunt, nephew and niece. We are fellow believers and have friends with whom we are connected in a spiritual - natural way. That is true for a lifetime, that is whether we want it or not.

We play different roles in our organized life. These roles are manifestations of human soul-clothes that we can attract, that we

can take in and that we can express. These roles we take are stretched on two dimensions. That is the vertical and horizontal dimension.

In the *vertical dimension*, we can play the role of owner and the role of employee / professional.

In the *horizontal dimension* we can play the role of client and the role of supplier.

The vertical dimension of our organized life is connected to the following characteristics.

There is an entrepreneurial impulse that must be realized.

We work in a hierarchical context.

We work from a functional assignment.

We work result-oriented.

A destination is associated with it.

The horizontal dimension of our organized life is connected to the following characteristics.

There is a process, in a rhythmic flow.

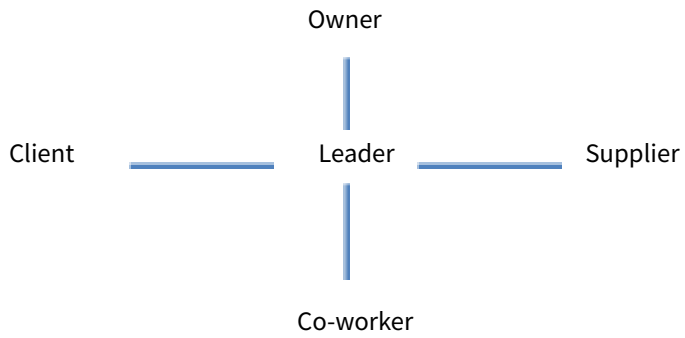
There is value creation.

There is guidance and leadership.

There is dialogue.

Fulfilment is connected with it.

The vertical and horizontal dimensions come together in our personal leadership. We are the leader of our organized life ourselves.



2. The organization as a system

Systems are for designing and controlling the organism and its processes we created.

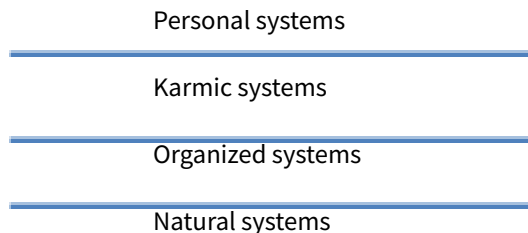
2.1 We can consider the organization as a special system. It is part of a system world and this system world can be described as a specific manifestation of four system levels.

First of all we have *natural systems*. These are the systems that we find working in cosmos and nature. They are governed by laws and they bring the components of nature in a fixed relationship with each other.

We have *organized systems*. These connect and control components like processes, relationships, results and bring them in their own connection with each other. The organized systems are performing the measurement and control work that ensures that there is repetition and progress.

We have *karmic systems*. These are the human communities and networks that work together. They have a mission and a task. They also create new impulses.

We have *personal systems*. They consist of everything that we as individual human beings use to control and shape our environment.



2.2 Systems are subject to destruction and construction. Time and again systems fall apart or are destroyed, construction and reconstruction take place time and again.

In addition, systems are subject to metamorphosis and consciousness gain. In change processes, systems are formed to an ever-higher perfection and more awareness is put into them as they demand this in handling them.

So there is permanent system transformation and transition. Transformation is recreating a new appearance. Transition is recreating a new inwardness.

2.3 The organization as a system manifests itself in three capacities.

The first capacity is the organization as a *production system*.

The second capacity is the organization as a *service system*.

The third capacity is the organization as a *learning system*.

The organization as a production system essentially ensures that raw materials become commodities that we can use.

The organization as a service system ensures that certain life processes are completed with us as a customer.

The organization as a learning system ensures that we can learn and develop as a human being.

These are just as many levels of organization as an organism. Every organization as a living organism has these three system levels in-house. However, one of the three is dominant and the other two are supportive.

So we see:

The production organisation

The service organisation

The learning organisation

2.4 The organization as an organism consists of two types of systems. These are an operational system and a development system.

The *operational system* is formed from hierarchy and functionality. It is output oriented. The operational system is controlled by the management measurement and control system. Management ensures that with the system we meet the set goals.

The *development system* is formed from leadership and entrepreneurship. It is input oriented. It monitors changing and renewing. It takes care that the organization meets the time spirit. The existing operational system loses its effectiveness over time and must always be tuned to what is required and needed over time by the development system. Taking initiatives is the appropriate repertoire for this.

The Organisation as System

Personal
Systems

Learning
Systems

Karmic
Systems

Development
System

Service
Systems

Organized
Systems

Operational
Systems

Production
Systems

Natural
Systems

2.5 We can distinguish three levels of steering based on output. They ensure that the organization meets its impulse and meets the needs of its customers.

The first level of management steering is management based on *realising results*. We imagine a specific result and send the organization towards this result. Result images can change as a result of the process and thus we redirect the course of an organization.

The second level is steering on a *process flow* so that the work processes are done with the least possible energy and the least possible waste.

The third level of steering is steering on *craftsmanship* plus a synergistic collaboration between all involved.

These three together give a maximum value addition with a careful use of all energy and resources.

2.6 In order to be able to properly handle all of this as a system, this requires people to steer input on three levels of consciousness.

The first level is: incorporate everything that is and that you meet into yourself.

The second level is: what is found and taken in is being processed.

The third level is: adding something new.

This is a consistent inner movement through these three levels, which makes the system a living whole. After all, everything that people make perishes and must be made over and over again. But everything that people have made can also be provided with a sense because it seems to be losing its meaning again and again

System steering

Steering on output

Steering on Results

Steering on Process flow

Steering on knowledge
Development

Steering on input

Integrating into
yourself

Processing it

Adding something
new

Three examples

During eight years I worked at Shell as an organization developer (a production organization): first with the NAM (Nederlandse Aardolie Maatschappij) and then with Shell Refinery Curacao. Shell is a production company that turns raw materials into energy products. All attention is focused on the detection and processing of raw materials and the supply of energy. To this end, large installations are being built and operated on. The determining factor was and is the discipline, the control of the production process and the smart handling of prices of raw materials and end products. The core policy of the group is to shape its own company policy independently within existing social structures. A strong corporate culture should keep the company community of people together.

Organizational development was introduced at Shell in the 1960's because the old binding factors in a strong corporate culture lost their effect. There was a need for a new form of community formation, better cooperation, more effective work, and new leadership skills. Work consultation was introduced, employees

trained in social skills, project work included, team formation supervised.

The most important effect was the development of awareness among managers and employees. By reflecting more on work, work processes, cooperation and personal action, managers and employees started investigating again how things work and how they determined this. The coherence between what was discussed on policy levels and what was done in the concrete work processes turned out to be a theme that required a lot of attention. Obviously a fruitful coherence of policy and practice had to be sought again and again.

For many years I supported the development of a supermarket chain in Siberia (a service company). With 250 stores in a Russian region of Siberian size, the pioneer of this company called Anix was looking at the start for new business operations, a step further than the communist practices at grocery stores. He used to see people standing in rows to buy a product. After the political change in Russia he got the idea to bring the goods to the people. He started small supermarket shops between the flats where people could satisfy their basic necessities. That turned out to be successful. What remained difficult was the corporate culture. In the communistic past people at work did not meet a management system, cooperation between different departments was not desired, an informal culture controlled the ups and downs of the people. Working together out of horizontal leadership as we had developed this turned out to be a golden hold: it provided a clear relationship between horizontal cooperation and vertical control, horizontal creative development and vertical being in control. Successively, logistics processes, financial processes, collaboration processes and decision-making processes were worked through and reinstalled. With ideas from the lean theory, the learning organization, managers and employees were trained to deal with this new reality.

A consultancy firm (development organization) in Italy called Peoplerise asked my help in shaping their institute. Projects were done with customers in varying relationships with owners, partners and employees of Peoplerise. Their key work with clients was mainly about HRM themes and the method was to provide training. The colleagues noticed that the results of their training courses were not easily integrated into the daily practice of the trained people working with their clients. They wanted more organizational development, more direct collaboration with people in the customer company. That required a different repertoire of advisory skills. What played an important role in this was the relationship between how the client work was done and how they interact as colleagues with each other inside the institute. There turned out to be a difference. The client work was done in a very programmed way but internally it was all improvising. The 4 owners and leaders of the institute created a process together to systematically reflect on their practice and to derive good interventions from it. Their personal behaviour strongly influenced the behaviour of partners and employees. Trust proved to be quickly damaged if uncontrolled differences in working and collaboration occurred. The client practice and the internal practice were brought into a more strong coherent relation.

3. The owner and the client

Finding the right relationship

3.1 There are two sources that an organization must connect to and that make up the existence of this organization and gives it strength. These are the *owner impulse* and the *client needs*.

The owner and his employees work from an impulse that must meet an identified need of the client.

The owner has a mission with the organization.

This mission is translated into a vision.

The vision forms the basis for the strategy.

To that end, objectives must be formulated.

The results that this yields are evaluated and weighed.

Action and reflection alternate in that process.

The owner decides on investments and how the profits are allocated.

The owner is the speaking partner of the person who is finally responsible.

The supervisory Board represent the ownership interest and monitor the realization of the business impulse.

The client is served by the organization as a supplier. The organization itself is also a client of suppliers. The client - supplier relationship is the existential relationship for the completion of the business.

What happens in the process between the client and the supplier is the result of all kinds of organization internal and client internal processes. If these are not aligned, then something goes wrong in the process.

Clients appear in two capacities: as a client and as a consumer.

As a client, people want a connection with the organization as a supplier. There are specific wishes and desires. The relationship is

built and is important for both of them. The service is tailored to the wishes of the client and the possibilities of the supplier. As a consumer, people are interested in standard products with a favourable price - quality ratio. It's all about convenience. There is no need for an evolving relationship. The service must be reliable: what is promised is also delivered.

3.2 There are two different types of processes running within the organization: these are *standard processes* and *specific processes*. In a standard process, fixed sizes, predictable units, structured processes and routine collaboration are used. Specific client processes work with specific conditions, specific criteria, coordinated processes, and appropriate collaboration. It is therefore desirable that a distinction is made between consumer behaviour and customer behaviour and that two company-wide processes are coordinated with this, a standard process and a specific process.

Client and Consumer

The customer as client	Client behaviour	Specific processes
The client As consumer	Consumer behaviour	standard processes

Three Examples

An Italian production organization Eurotranciatura produces parts for car engines, among others. In large factory halls, people work under a lot of noise with the help of machines. There are warehouses here and there. At the office, some departments work

and concentrate on their own work process: administration, logistics, purchasing, HRM, technology.

Some of the products are rejected by clients not meeting the specifications, there are delivery problems, the warehouses stack chaotic, customers are critical and a lot of aftercare is needed to compensate for the mistakes. We analyse the customers and see that there are customers who have specific requirements such as Bosch and BMW and there are customers who want and purchase standard products. We decide to split the entire factory into two processes. A process for the specific customers and a process for the standard customers. Own machines and tools are pinpointed for specific customers and they produce on demand. For standard customers, standard products are produced in stock that can be ordered and purchased. All internal departments are attuned to this. Machines are replaced in special units, warehouses are refurbished. Mis - productions are declining with great leaps, customer satisfaction is increasing considerably. Work teams are also formed for the various production units with clear team leadership. There is better cooperation and the financial results improve. Working more effectively and efficiently means saving jobs in time.

In a Diakonie care home in Germany (service organization), clients are cared for to the best of their ability. There is a permanent workload for employees, high absenteeism, stressed managers. The question is how to change that. The starting point is to see and treat the residents as individual clients. This means that every client has his own day program that meets his or her wishes and difficulties. All kinds of collective processes are dispensed with, such as eating at set times, going to bed and getting up at set times, entertainment and activities at set times. To the surprise of all this results in a much more relaxed situation. There is more contact between employees and residents. Residents can contribute more to their assets. Family and interested parties can also contribute more and also in a more targeted way.

Client questions are received in an advisory organization (development organization). Some client questions have been asked in competition with a few other providers. Some questions come directly from customers with a preference for this approach. Soon there appear to be major differences in how customer work can be done. For standard applications in competition, the offer is based on fixed programs. For individual customer questions, a specific process is developed together with the customer. The standard questions have been answered and there is usually no follow-up. For individual customer questions, follow-up steps are taken and a long-term customer-advisor relationship can arise.

4. Insight into money flows

Money reflects relationships

4.1 Healthy and unhealthy relationships can be detected with the help of a monetary steering instrument. Often the money-mirror-instruments such as a budget account, loss and profit account, balance sheet account are not entirely reliable because the figures are manipulated. Use is made of settlements, assumptions, accounting distributions, and unclear categories. It is important to work with money-mirror-instruments in which the numbers mirror the actual money flows. These actual money flows are connected to actual processes and actual people who do and influence these processes.

It is important for every worker to have his own numbers. Sometimes these are time - overviews, production numbers, cost types figures.

4.2 Cash flows refer to incoming cash flows and outgoing cash flows. What are these and how are they related to each other? With incoming money flows it is wise to indicate from which source this money is generated. Is it client payment for a product, a service or an advice / development? Is it subsidies to be used for specific projects? What kind are they and who is connected to them?

With outgoing money flows, it is wise to state whether this money is spent on buying a product, taking in a service or is it an investment in development.

The various processes hide themselves behind the money flows and these can be influenced in different ways.

Cash flows

Incoming cash flows generated by

- Given Advice
- Service providing
- Product sales

Outgoing cash flows spend for

- Investment in development
 - Service provider
 - Material product supplier
-

A special cash flow is the one in which the added value of our product, service or advice can be made visible. In a so-called coverage contribution account, the specific financial contribution and the specific costs of this product, service or advice are brought into proportion. It only states what money leaves when this product, service or advice is no longer there. With this information the responsible person (s) can influence and steer.

Difference between incoming and outgoing cash flows associated with one

- Product
 - Service unit
 - Consultant
-

4.3 We can distinguish two movements in dealing with money. The first movement is influencing the costs. The second movement is influencing income.

We can influence the costs by:
Save by abandoning

Clean up by cutting
Reorganize by restructuring
Change by shifting processes.

We can influence the income by:
Investing in development
Adding and incorporating
Changing the land-map
Taking initiatives.

Three examples

A production company in Germany produces shoelaces and all kinds of different yarns. The customers are worldwide as well as the suppliers. Where it used to be that clients order monthly, this is now done almost daily. That gives a very different dynamic. The entrepreneur analyses his figures and finds that an area of his company is underexposed, namely purchasing. An older lady with a young employee orders from suppliers and has been doing this in an identical way for years. The entrepreneur as a real seller was not really interested in purchasing so far. However it makes up 40% of the costs and he decides to dive into it. The older lady is tired and the young man still has little education. By delving into the purchasing process and negotiating with suppliers himself, he sees the enormous influence one can have on price and order moment. He saves considerably and at the end of the year there appears to be a considerably better profit margin. Now he can finally start investing in much-needed innovations.

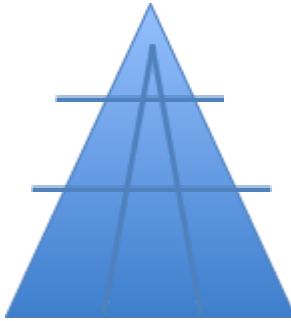
A supermarket chain, built by a creative entrepreneur, has grown rapidly. The entrepreneur has put a lot of energy into building up the assortment, the style of the stores, the involvement of the employees and the competencies of the managerial framework. An area is actually strange to him, the finances. He served that out to a financial man. When he decided to dive in, he was making shocking discoveries. Much money has been stolen and alienated,

figures are incorrect and the financial man appears to have favoured himself for a long time. He fires the financial man and he is trained himself in financial management. He starts working with actual figures and makes a big effort to provide every key person with his own reliable figures. That yields surprising results. Many more initiatives are being taken, favourable interventions are being made and the company figures are slowly coming into a healthy relationship.

In a consultancy organization there is an almost invisible competition among colleagues who actually make the best and most contributions. Those who tell the big stories get the most attention. The manager of the institute decides to work out what the individual cover contributions of colleagues look like. He asks himself: which money flows will disappear if this colleague disappears? That yields surprising results. The highest coverage contribution does not come from the noisiest colleague. It is the modest colleagues who contribute the most. After this has become visible, the proportions change. A much more nuanced picture of every colleague is created and self-confidence and appreciation are increasing.

5. The Land-map

5.1 We usually see an organization depicted in the form of a pyramidal structure with functionally divided units containing functions and tasks.



We can also view an organization as a land-map with regions, places, neighbourhoods and roads.



5.2 The organization has a horizontal stratification.

The individual is in the centre. He/she plays a specific role and has a specific task. Every individual works from personal leadership.

The team forms the first constellation around the individual. The team has its own task. She serves customers, has a certain expertise.

Every team is part of a *unit*. Every unit has a specific task and represents specific expertise.

Units together form *the organization*. The organization has an identity and functions as a living organism.

Organizations can be bundled by the '*concern group*'. The main lines are plotted there.

We also find different roads on this map. There are main roads, side roads, country roads and elephant paths.

5.3 Everyone has a place on the land-map and should know the roads.

A continuous process of exploration is needed for each employee. Roads are closed and new roads are opened. People need to get to know the roads and how to get and move on those roads. Sometimes there are customs posts, roadblocks, gates and doors.

5.4 When we see the organization as a map with these individuals, teams, units and organizations clearly positioned, there is no longer so much reorganization as there is relocation. Due to external developments, the work for certain teams is increasing and other teams have reduced tasks. People can move to other teams and units.

In essence, some teams and units are more connected to the market and outward-looking. Other teams are more connected to the hierarchical leadership and more focused inwards. It is the task for all teams and units to connect their own specific contribution with the generally desired result.

5.5 Every team, unit and organization has a leader. Together they form the leadership team. The organization leader takes care of the coherence with the bigger picture. The unit leader ensures proper coordination of the various components. The team leaders ensure a good team functioning and a good interaction between teams. The employees / professionals act as customer leaders.

Three Examples

The map is drawn in a German Sparkasse. There are 33 teams working in 8 units. Some units are market units and other units are central staff units. There appear to be some gaps between market and staff units and there are also specialized market units that do not work well with those more general market units set up in the region. In a development process, teams and units are brought into contact with each other to investigate how they can better serve customers together, how their processes can be tuned and they can achieve better results. Procedures are simplified between market and staff units and staff members are taught to go outside to investigate at an early stage how their plans relate to the wishes of market staff.

Specialists work with clients in an ISO certification institute. In large units, led by managers, everyone goes their own way. There is little control over the course of the processes, the managers lack proper management tools. It is decided to group the specialists into small teams that operate their own market with specific competencies and procedures. Every team has a team leader. All leaders receive targeted management information and have competencies to intervene and initiate developments. The team

leaders work in a few units. The leaders of the units form the management team together with the person ultimately responsible.

The organization is becoming more transparent. It becomes clear where growth takes place and where sales decline. Specialists move to other teams and units. There is consistent coordination and management without hard intervention.

A training institute has a large share in the training market for works councils and also team development assignments for business units. The trainers work with their programs for client organizations in a large pool. Participants are housed and trained on site. Radical changes in the market make it increasingly unclear to management where the future lies and where the past lies. It is decided to divide the professionals among independent teams. They have their own market, their own turnover, and their own training budget. They can grow or shrink. A wait-and-see attitude changes into a more entrepreneurial attitude among professionals. Attention is paid to customer relationships and continuity. The management of the institute has a better overview and can direct and monitor and influence market developments.

6. Questions

The Soul appears

6.1 We can distinguish three types of questions.

There are *maintenance questions* about the existing that must be cared for.

There are *problems* that need to be solved.

There are *change and renewal questions* that need to be developed.

These are three different levels of questions with three different kind of processes connected to them.

The maintenance and care questions are part of the operational whole. They can be picked up within existing conditions and facilities. It is the daily work as part of work processes.

The problems require specific solutions and for that to happen special expertise must be mobilized. There are staff departments that possess this expertise or the expertise must be hired from outside the company.

Change and renewal questions concern the organizing of the organization itself and how it is steered. Questions are raised that affect the policy and the meaning of the whole. They are slow biographical development questions that require their own initiative process. The future can manifest itself in this.

6.2 Maintenance and care questions have the characteristic that they are output-oriented, they demand a result and they are part of the system.

Problems are acute and require immediate action. Expertise must be mobilized and enabled. The daily matter is, as it were, paused for a moment to be able to give attention to the problem.

Change and renewal issues are input oriented. They require a new impulse, a learning and integration process. This requires inspiration and the will to confront oneself. The people involved

are searching for new ways in dialogue. They find new approaches experimentally.

6.3 Care questions and problems are addressed in the context of the vertical structure. Here is hierarchy and functionality in the game. They belong to the daily task and responsibility of people. Change and renewal processes go along horizontal roads. Involved people from different parts work together in a special process. Bottlenecks and Engpasses are overcome that would block progress in the existing system.

6.4 A separate infrastructure is required for tackling change and development issues. There are observations by the top leading people that initiate an issue, a change question. They choose process owners who lead the process of change. The process owners look for the people who will contribute and give them separate assignments. Steps are found, done and evaluated in dialogue between those involved. Step by step new elements are introduced into existing systems. Structural bottlenecks are therefore detected and addressed.

6.5 A change and development process has phases. This must be taken into account. We can see such a process in 7 phases. It starts with an orientation phase in which the issue/question is traced. This is followed by a research phase in which the issue/question is explored. Stakeholders are involved. This leads to a phase of new ideas and to try them out with experiments. Results of research and experiment feed decision-making, which is a separate phase. This involves the existing organs in the process and can open the door for a new step. Then work processes are adjusted and new skills are trained. The new cooperation is practiced in the new operational practice. The systems and tools are adjusted or renewed. The workings of the change or renewal are finally evaluated and the people carrying are rewarded.

Initiative process

Orientation
Investigation
Experimentation
Decision-making
Work processes
Skills
Anchoring

Three Examples

Development processes are introduced in a Dutch oil company. The employees are trained in social skills. Moreover, the managers are trained in good leadership. A distinction is made between authoritarian leading, laissez-fair leading and pedagogical leading. It appears that all three styles can work if the people involved are on the same track and the work processes also require a certain leadership. Because this process proved to be of a large scale, the development consultant selected internal employees to train their colleagues in social skills and leadership skills. That turned out to be a special experience for all involved. The responses were very varied, from strong involvement to strong resistance. Gradually it became clear that the work processes of teams and units had to be adjusted. Another consultation rhythm, working on a project basis and working with useful information overviews was introduced and practiced. In the end the personnel policy was adjusted and all sorts of unclear pay ratios were corrected. For example, those employees received a good company car that actually had to drive a lot for the business and cars were not allocated on the basis of the hierarchical position one has.

In Sparkasse Aachen, the top management identified a number of essential change questions. Among other things, they looked at

how customers were served and to what extent the points of sale and the service products had to be adapted to the specific customer wishes. Work processes were simplified and improved, making work faster and more effective. The progress of the change was discussed and new steps were found in a monthly consultation between directors and process owners. From the beginning, employees were involved with personal tasks to investigate a certain issue, to try something out. In this way, employees' own ideas and existing change practices could be used and built on. The collaboration between central staff departments and market units was examined. There were too many hierarchical layers in the staff units and they were reduced and simplified in a special change process. There was much more direct collaboration, judgment and decision-making. The customer noticed a clear acceleration in financial decisions.

In the Finnish consultancy firm Innotiimi, forty trainers conducted programs with companies on team building and cooperation. The return of this training gradually proved insufficient. Some colleagues aimed for more coaching and organizational development. That required a different repertoire. A responsible colleague from another befriended institute was asked to lead the change of Innotiimi for a few years. First of all, the group was split into teams with different themes, profiles, methods and customer groups. Each team had a team leader who, as a colleague, helped the team to act and develop as a team for several years. The new approaches were developed and practiced in five annual development and learning meetings. Gradually, more client coaching emerged and organizational development processes were set up with client organizations. The internal procedures and settlements were adjusted.

7. Leadership

Freedom and Responsibility

7.1 Personal leadership of all people involved in change processes makes the difference. Potentially, every person has a leader in him/her. This leader is often hidden and must be mobilized by others. You become a leader when others ask that of you. Life offers many opportunities to practice your own personal leadership from an early age on. In organizations, this leadership is often inhibited because people are not called to account for their leadership quality but are forced to repeat behaviour in fixed frameworks.

7.2 A good way to develop leadership is to be involved in initiatives. Tackling small improvements in one's own work process requires leadership from the people involved. Employees can be invited to participate in change processes based on a number of beacons for initiatives.

That can happen by asking them as process owners, which can be taken up because they receive personal assignments in a change process. They then have to deal with different employees from other units that they have to involve in their process and work with them. Forming a new small community of carrying people is an essential leadership task.

7.3 In order to get an initiative off the ground, it is necessary to focus on 'the who question', 'the what – question', 'the how – question' and 'the why – question'.

Who is the initiative taker, the owner of the question?

What are the goals we set ourselves and what are the results we aim for in the end?

What are the roles that others take on: a role as an expert, as a decision maker, as a supporter?

How do we work? What steps do we take, how long will this process take?

We are also confronted with existing steering principles of people.

How do we get those steering principles being moved so that new behaviour can arise?

Why do we make this effort and what leading image do we have in mind?

Why should we invest in this and what tools and resources do we want to use and can we mobilize?

With these beacon questions, development processes can be set up and controlled.

Time and again we have to create the right relationship between the beacons in order to stay on course. That is a course-seeking steering process.

7.4 In taking initiatives, we are depending on our own strengths. It depends on ourselves whether the process is progressing or not. Mobilizing attention, time, willingness and motivation of others is a leadership art. This is done on the basis of a personal collaboration with others. The “I” of man appears in the soul. That gives us the courage and the stamina to go beyond borders and sometimes make the impossible come true. Sometimes we go byways to ultimately find the right way. Sometimes we take a step back to be able to do two or three steps forward. Bringing others in movement out of my own strength makes others want to commit themselves and to make their contribution out of their own strength.

Initiative beacons

Who: Carriers – Experts- Decision makers

What: Result – Role and Responsibility

How: Process – Steering principle

Why: Leading image – Tools

Three Examples

In a training program we bring young entrepreneurs with their own small company together with managers from large organizations. In a somewhat surprising event, they both get to know each other by looking together at the issues at play in a young company and in an established company. The essence of the meeting is the question: how do you take an initiative in situations that do not immediately ask for it? A winged discovery is how people judge the situation. Is he/she caught in what others say is not possible, is not allowed or does he/she sees the possibilities, the openings that he/she can use to make a step? For example, a young entrepreneur says that the law not only states what is not allowed, but can also provide insight into what can actually be done.

Controlling money and figures, being in control, that which keeps managers busy gives young entrepreneurs clues about their sometimes-naïve prejudices for management and control. Good control of people, money and process is sometimes necessary in order not to let the ship run out of control.

College students take part in a 10-week minor programme in leadership. They expect theories and models, discussions and examples. They are surprised with a completely different approach. In small groups they go to organizations where a client

gives them a development question that plays a role in the organization. During the weeks, they hold biographical interviews with employees at all levels to discover with them what the issue is, how it can be tackled, why that could be important. The conversations bring the issue to life. Opportunities are being explored to take the issue further. The students discover for themselves how leadership is related to bringing change questions to life and bringing them into effect in a process. After this experience, they want to be involved themselves in development processes and to make steps based on personal leadership.

In the IMO master class, participants work as leaders on their leadership issue. Based on inspiring ideas, peer intervention, and their own research into the work situation, they bring their steering issue into line. New steps are developing and new learning experiences are being gained. This has a major effect on the learner, his working environment but also his personal life. A new repertoire of leadership is being investigated and practiced in its own way.

8. The core tools for the consultant and his client

To start, guide and bring a change process to a successful conclusion

8.1 The following leadership tools are constantly used in the client and advisor collaboration.

These are successively:

- Visualize the question
- Questioning and developing the question
- Telling your vision
- Improving work processes
- Changing a steering conviction
- Managing the inner voices
- Creating future scenarios.
- Making prognosis of the effects of the next step.

The consultant asks the client / customer to identify the steering question.

The consultant asks the client: Look through the eyes of your client, of your decision taker, of your team members and of your own work assignments to your organisation area of responsibility. Tell your story by using 10 self-made photos that show this from your own practice. Only describe what is shown on the photos. The consultant listens and formulates the clients steering question after his narration. The client can confirm this formulation and nuance it.

Questioning and developing the question in a client / customer and advisor dialogue

The client tells the consultant his/her steering question and the consultant will question the client's question. The questions asked by the consultant help the client to tell his/her story better. The consultant monitors the process and occasionally asks the client to reformulate his/her steering question. Gradually the question comes closer and the client appears in his/her question him/herself. The client will tell biographically and discover the meaning of his/her question. The next step becomes possible.

Telling your vision as a responsible client

The client tells his/her leadership vision to a few others. They listen to the content, to his involvement and to his will direction. They ask the client to tell this vision in an even more personal way. The client becomes visible in his/her vision. The others are now willing to go with the client. The consultant cares for this process of presenting a vision and work with this vision together with the others.

Improving work processes with a view to results and flow

The consultant maps with the client his/her work process together with the others who are involved in the client's work process. On the map are described: Which repetitive activities take place? Who do you work with in this? How are decisions made there? The consultant writes this on a large sheet of paper during the search process. Gradually, places become visible where something is not working properly, a red-spot. Client and consultant develop new ideas how to remedy these red-spots and thereby achieve a better flow in the work process of the client.

Changing the steering conviction of the responsible client

The client describes to the consultant a characteristic situation in his/her leadership. The client describes very concretely what happened, where and with whom. He/she also describes what

happened within him/her then. The consultant characterizes the client's story and distils a dominant steering principle that guided his/her actions and behaviour in the situation. Possibly another steering principle of the client is better employed in concrete situations as described.

Managing the inner voices as responsible client / customer

The consultant asks the client to go back in his/her memory to a major event that he/she recently experienced. The consultant asks the client: try to get back to what happened inside of you. Do you hear certain voices again that were roaring in you? Give those voices a name. One voice can be dominant, another voice less loud and modest. You tell your events and show the inner voices heard. How did you manage these voices in the situation? The consultant can add a voice that can help the client to lead better these voices that speak in these situations.

Creating future scenarios as responsible client / customer

The future is approaching us. She surprises us because she comes from behind and she attacks you. The consultant asks the client: Make three scenarios about your future leadership. Take, for example, three years further on, what does it look like in concrete terms? Scenario 1 is: It goes further like it is going now, scenario 2 is: a deep desire is realized, scenario 3 is: the impossible has become reality. Those are the three scenarios. From these images looms a decision that the client could take now and that can bring the client into a good future.

The prognosis of the effects of the next step taken by the responsible client as a process owner.

The client wants to take an irreversible step, to make a radical change. The consultant asks the client: how you imagine how others will deal with it, and then you make a prognosis what you

expect will happen. After a while you look back at how others have recorded your step and whether this is different from your prognosis. What can you deduce from that? Is there anything you could have seen but you were not aware of?

8.2 We can also describe a few tools for coaching individuals and teams by the consultant

These are successively:

Core qualities of horizontal leadership of the client and the process owners

The group process of teams

The collaboration between different role carriers

The personal social development of those involved

Core qualities of horizontal leadership of the client

The consultant can work with the client on four core qualities of leadership:

Steering processes, coaching with a learning question, inspiring with a vision, confronting and intervening.

Steering processes means setting goals, setting up processes, setting boundaries, and making resources available.

Coaching with a learning question means giving the other person a learning assignment and looking back with that other person on how the learning steps have been taken. What insight has been gained?

Inspiring with a vision means including the other in your story about the future and opening up your sources in it.

Confronting and intervening means addressing the other on what is not functioning, taking a position on it, doing an intervention that stops the process and takes it to another level.

Client and process owners are strengthened in horizontal leadership by practicing these four core qualities of horizontal leadership with the help of the consultant.

The group process of teams

When a team works together and consults with each other, a dialoguing process is set up by the consultant that leads to concrete new steps of the team.

That starts with a clarification issue and clarifying who owns the issue. Imaging takes place to get a picture of facts and events. Then judgments can take place about what is and what is not. Finally, choices are made and decisions are made. The decision will be evaluated later on the operation. Adjustments can be made.
The collaboration between different role carriers

The consultant supports the client teams to make the goals explicit in the cooperation between different role carriers. What is the result we strive for? In order to achieve the goal, a clear process with a good procedure as a guide is helpful. Through intensive dialogue and interaction, all come into play and can contribute. The content will manifest itself, new impulses can be given.

The personal social development of all involved

Through continuous training and continuous learning from good reflections, we develop with the help of the consultant business knowledge. We gain experience by doing and experimenting. We practice the right posture. This makes our next steps more meaningful. The sense of the whole can increase, we feel fulfilment.

8.3 A third method / tool is the training of new skills and competences by the consultant to strengthen the capacity of all parties involved in development and change processes to act fruitfully.

The consultant can train the client on four lines. Those are:
Doing research
Taking initiatives

Collaborate with each other
Develop biography and sentence.

Doing research

By doing research, we can bring about development. The research explores the issue in a circular manner. Through constant new observations and reflections, the essential elements begin to show themselves. The consultant can process that with the client. We will see the situations differently, assess differently and new steps become possible.

Taking initiatives

The consultant can stimulate the client in taking an initiative. We can turn a question into an initiative. We mobilize others and together we explore the question. By experimenting we get a relation to the question: it opens and we open ourselves. New steps become possible. We learn from our experiences in a practical, social and cognitive way. By sharing insights with and from others, we become richer.

Collaborate with each other

The consultant can help the client by bringing others into play, and much more can be created than just doing everything yourself. Responding to each other and joint attention brings the question to life. We connect with each other and gain trust. Then the good forces will participate, we will be helped.

Develop biography and sentence

The consultant can do biographical work with the client. By bringing ourselves in, by deploying ourselves, we feed our biography. We gain new experiences, we start to see things differently, we meet our life companions. Gradually the meaning of our live becomes more conscious. We feel more fulfilled.

9. Schooling of the profession

1. The advisor educates himself in three development competencies:

- Educating and learning
- Coaching
- Consulting.

1.1 Educating and Learning

The consultant designs learning processes for his client. The advisor designs a learning process for his client, based on the client question, that follows the following stations:

Exploring the question
Formulating the learning goals
Designing a learning process
Creating learning situations
Coaching the application in the practice situation
Harvesting and anchoring of the results.

The advisor works as a trainer in dialogue with the trainee(s) and takes the following steps together with the trainee(s):

In exploring the question in the work situation there is special attention for the learning needs and learning motivation of the trainees and how these connect to the learning question that appeared in the work situation.

In formulating the goals there is special attention for which knowledge, skills and attitude the trainee is going to make his own.

In designing the learning process the timespan and the steps are decided upon.

Input – reflection – application is a learning path.
Exploring – reflecting – understanding is another learning path.
The instruction path and the exploration path go hand in hand.

In constructing the learning situations in a sequence the content, the dialogue and the exercising are being practiced.

Coaching in the practice makes it possible that the trainees apply what they have learned in the work situation. The trainer creates condition that supports it to happen. During practicing there is a further tuning in.

Certifying after the trainees have presented their results to the trainer and all that were involved in the process does harvesting and anchoring of the results.

1.2 Coaching

The advisor coaches the client. The coaching dialogue is done on the basis of the following methodological perspective:

The client describes his preliminary personal learning question.

The client describes concrete happenings and experiences with the learning question in the recent past.

The consultant questions the question so that the other person can describe the question more clearly and with lively images.

Consultant and client discover together what the steering conviction is that directs the acting of the client in the described situations. It might well be that another steering conviction would work much better for how the client appears in coming situations.

The client describes his next step.

Client and consultant make prognoses how this will work in an upcoming situation.

After the client took his step(s) in his work practice, in the next coaching dialogue the workings are being reflected upon in connection to the made prognosis. The question changes and another step can be found to a further fruitful exploration and change of the question.

The coaching dialogue is done in a frequent rhythm. Through reflecting and acting the client develops a new performance that is better aligned with what the work situation of the client requires.

1.3 Advising

The client and the consultant perform a change process in the company involving the others that deals with the change question. The client is the decision maker and formulates the change question. The client as the decision maker selects process owners that will deal with the question. The consultant guides the decision maker and process owners in the steps taken. The process owner gives the persons that act in the change process a specific role, task and challenge.

The consultant guides the regular meetings between decision maker and process owners. They reflect on the workings of the steps taken. Possible bottlenecks are discovered and tackled. We consult each other in the process. Next steps are being processed and tuned with each other.

The change process enrolls itself through the following steps: orientation – investigation- experimenting – decision-making – transforming work processes and guiding policies – exercising and training – anchoring.

2. The advisor works on three levels.

- The level of the final responsible person(s)
- The management level
- The level of the professionals.

On the level of the final responsible person it is the consultant that is the speaking partner for issues that keeps this person inwardly busy and that correspond with the issues that live in the organisation and by that new open spaces are being created for others to work in a new way on these issues.

On the management level the consultant guides the managers in their leadership and how the co-operate in a horizontal way with each other, making the change happen.

On the level of the professionals the advisor guides groups of professionals in how they work with their clients, how they can improve their work process and how the can co-operate in a good way with each other and the managers.

The consultant connects these three levels and through that a good running change process is being installed that helps the organisation to make the next step in its development.

3. The advisor educates himself

The consultant schools himself continuously to stay open and fresh and avoid routine behaviour. This is done along three routes:

- A reflective dialogue with colleagues about client practices and professional practices that lead to a deeper insight.
- Methodological study and exercising.
- Experimenting with new insights and approaches.

A reflective dialogue with colleagues about practice experiences with clients and applying the professional methodology opens the soul of the consultant for new insights and intentions.

Methodological study and exercising gives the consultant more competence. Fundamental archetypical images can be internalized. This feeds the performance of the consultant at the client to come on a higher intuitive level.

Experimenting with new insights and approaches creates space in the client situation to work more out of the “I” then to only apply methods. Something new can appear.

Rounding up:

The advisor moves on a path of soul schooling with his work and profession. That is a dialogical creative conscious path that can be followed in the community context. In the co-operation client – consultant there opens a space for the good powers that inspire heart, hand and head to do the good.

Finally

We briefly described essential dimensions of good organizing. We explored processes of organizational development and change. We gave points of attention for the consultant and his / her client.

By working with these points of view, you can experience for yourself how this can support the client, the consultant and people involved in the process in their steps.

Extensive literature is available at

www.het-imo.net