FEEDBACK TUTORIAL LETTER

1st SEMESTER 2017

ASSIGNMENT 2

SYSTEMS THINKING

BST611S
ASSIGNMENT 1

**QUESTION** select a Namibian Organisation and assist the Management to change it to a learning organisation

**MARKS**

1.1 Assist them with an analysis to identify which one of the characteristics are present and which ones are absent

1.2 Explain and apply all the strategies to change the organisation to a learning organisation

1.3 Explain the different roles and identify the leadership’s present roles

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Marking guidelines matrix

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C = Content covered (weight = 50% of the section’s mark)
L = Lay-out/Language; grammar; syntax (weight = 10% of the section’s mark)
I = Integration within organisational context (weight = 40% of the section’s mark)
• = benefit of the doubt (allocate a maximum of 20% of the indicated mark)
^ = not clearly/directly related to the question, but the context could be considered as relevant (allocate a maximum of 30% of the indicated mark)

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ASSIGNMENT 2

**QUESTION**

Identify a Namibian company and explain to them the concept of archetypes and the U-Process

**MARKS**

2.1 Identify the archetypes present in the organisation and highlight the management practices

2.2 Explain to management the U-Process and how to introduce it to change the organisation

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Start typing assignment questions here

**QUESTION**

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100
Marks could be allocated for each of the listed components in the sections below based on the facts and arguments presented in an answer that have similar meanings or explanations to support the context or key words/sentences provided. Reasonable arguments to motivate the application of any single or combined components of the mentioned facts/positions/definitions that could practically be related to the context of the requested example should be recognised as an appropriate answer. Content makes up 50% of the marks awarded; Integration of the practical case facts as applied in the example with the contents makes up 40% of the marks awarded and the lay-out/neatness or general organisation of the answer makes up 10% of the allocated marks.

LEARNING ORGANISATION CHARACTERISTICS:

Presence of tension:
- Creativity is a reflection of the gap between the evolving vision and practical reality.

Systemic level thinking and learning:
- Organisations are collectives that nurture both individual and organisational learning.
- Emphasis on improving effectiveness but also on systematically capturing and building on individual knowledge/insight.

Participative policy-making:
- Contributions and involvement of all relevant stakeholders (internal and external) in policy-making
- An effective dialogue and consensus building process that capitalises on the input, feedback and active involvement of concerned stakeholders

A learning culture:
- Cultural values of openness, experimentation and creativeness are embraced
- Time for reflection, communication and evaluation and tolerance for mistakes
- Knowledge is embedded in the organisation and stored in its culture

Information sharing and collaboration:
- Clear and open channels for the distribution of knowledge
- Information Technology used to inform and empower

Team building and shared purpose:
- A team spirit based on trust, respect and co-operation
- A sense of purpose and interconnectedness within the organization
Continuous training and development:
- Resources and facilities for self-development made available to all members of the organization
- Employers are encouraged to take responsibility for their own learning and development

Leadership:
- Leadership to catalyse pockets of learning and then shared with the rest of the organisation

Constant readiness:
- A constant state of readiness, not for any specific change, but for change in general
- A state of atonement to the environment and the willingness to question ways of doing business

Formative accounting and control:
- The systems of accounting and reporting are structured to assist learning and innovation

Action learning:
- Action orientation punctuated by critical reflective assessment and course adjustment

Boundary spanning and inter-company learning:
- Permeable boundaries allowing close and continuous interaction with external stakeholders learning from customers, suppliers and competitors

CHANGE THE ORGANISATION

Steps to follow to change the organisation:
- Describe the purpose
- Clarify roles
- Make sure there is understanding by all
- Communication is important
- Create trust
- Continuously evaluate and adapt

Commit to change:
- Consider the organisation culture
- Reframe the views of the everyone concerned
- Change should be driven from the top
- Managers lead with clear vision, goals and with care

Strategies for change:
- Culture of continuous learning
- C-level engagement
- Systems thinking organisation
- Encouragement
- Creativity

LEADERSHIP’S ROLES
- Leaders as designer
- Leaders as steward
- Leaders as teacher
10 SYSTEMS ARCHETYPES

1. Balancing process with delay.

Entities acting towards a goal adjust their behaviour in response to delayed feedback. If these entities are not conscious of the delay, more than necessary corrective action may be taken. Alternatively, actions may be aborted totally, because of a lack of perceived progress towards achieving the goals.

In a slow-moving or sluggish system, aggressiveness produces instability. Patience is required, and/or the system should be made more responsive in order to achieve the goals.

2. Limits to growth.

Processes feed on themselves to produce periods of accelerating growth or expansion. Growth usually slows down (sometimes unexpectedly or even inexplicably to the participants in the system) and eventually stops, and may even reverse itself and begin an accelerating collapse. The growth phase is attributed to a reinforcing feedback process. The slowing is caused by a balancing process when certain limits are approached. Limits could be resource constraints and/or internal/external resistance to growth. Accelerating collapse arises from reinforcing processes operating in reverse.

Do not push on reinforcing processes to achieve growth, but rather remove or weaken the sources of limitation in order to achieve organic growth.

3. Shifting the burden.

Short-term solutions are used to correct problems, with seemingly positive and immediate results. Fundamental long-term solutions are then used less and less. Over time the capabilities to apply fundamental long-term solutions disappear and reliance on short-term symptomatic solutions dominates.

Focus on fundamental solutions. Only use symptomatic solutions temporarily to gain time while working on fundamental long-term solutions.

4. Shifting the burden to the intervenor.

In cases where outsiders or intervenors assist to find solutions to problems, the people within the system become complacent and never learn how to deal with the problems themselves.

“Teach people to fish rather than giving those people fish.” Enhance the capacities of those in the host system to solve their own problems. Outsiders should be used sparingly and carefully in order to promote host system skills, resources and infrastructure.

5. Eroding goals.

This is where a short-term solution involves the eroding of a long-term, fundamental goal achievement. To overcome this, focus on maintaining the vision.


Two competing entities each see their relative successes as depending on some advantage over the other. When the one loses advantage relative to the other, it acts aggressively in order to re-establish its advantage, which again threatens the other to react in the same way. Each entity regards its aggressive behaviour as a defensive response to the other’s aggression. These defensive reactions build up to extend far beyond the desire for each side.
Look for win-win situations in order for each side to achieve its respective goals. If one of the entities could actively adopt a peaceful (less aggressive) approach in order to reverse the vicious spiral of aggressiveness towards one another, the other entities would feel less threatened and may also achieve their respective goals.

7. **Success to the successful.**

If 2 activities compete for access or control of limited resources, one will usually be more successful than the other. The more successful the one becomes, the more support it gains and in the process starve the competing entities from access or control of the limited resources.

It is best to evaluate an overarching goal for balanced achievement of all choices. Break or weaken the links between some entities to avoid them to compete for the same limited resources.

8. **Tragedy of the commons.**

Individuals usually rely on the use of some commonly available, but limited resources, because of their perceived individual needs. The initial rewards for using these limited resources, is persuasive to continue using it, but eventually these limited resources are depleted, eroded or entirely used up.

Manage the common, but limited resources through educating everyone and creating forms of self-regulation and peer pressure. Alternatively, use an official regulating mechanism, ideally designed by all participants in the system.

9. **Fixes that fail.**

A fix or a solution in the short term, has unforeseen long-term consequences which may require even more use of the same short-term fixing.

Always try to maintain long-term focus. Use short-term fixes or solutions just to buy time while working on long-term remedies.

10. **Growth and underinvestment.**

Growth is limited to continuous investment in additional capacity. These investments must be aggressive and sufficiently rapid to prevent reduced growth. Key goals or performance standards are lowered by underinvestment. Lower goals will then lead to lower expectations and growth will fail.

In situations where there is a genuine potential for growth, build capacity in advance of demand as a strategy for creating demand. Adhere to the vision by assessing key performance standards. Continuously evaluate whether there is adequate capacity which is necessary to meet potential demand.

**U-PROCESS**

1. **Co-sensing** (transforming perception) – involving Mental Models; Team Learning (dialogue & practice) and Systems Thinking;

2. **Co-presencing** (transforming self & will) – involving Personal Vision and Building Shared Vision; Team Learning (prototyping & adjustment) and Systems Thinking;

3. **Co-realizing** (transforming action).
1. **CO-INITIATING:**
   *Build common intent*
   stop and listen to others and to what life
calls you to do

2. **CO-SENSING:**
   *Observe, observe, observe* and go to
   the places of most potential; listen
   with your heart and your mind open

3. **PRESENCE:**
   *Connect to the source of inspiration and will;*
   go to the place of silence and allow the inner
   knowing to emerge

4. **CO-CREATING:**
   *Prototype the new* in living examples to
   explore the future by doing

5. **CO-EVOLVING:**
   *Embody the new in ecosystems* that
   facilitate seeing and acting from the whole

Source: Scharmer (2007)
BST611S MEMO

11th May 2017

Maximum time: 60 minutes
Total marks: 40

STUD NUMBER: ........................................
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Multiple Choice Answer Sheet

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THE FOLLOWING LONG QUESTIONS SHOULD BE ANSWERED IN A POINTWISE FORMAT AT THE BACK OF THIS PAPER:

11) Distinguish between any five of the sustainable organisation characteristics.

12) Discuss the principle of "mutual satisfaction" as an important contributor to the quality perception in a pointwise way.

13) Schematically illustrate the "Tragedy of the commons" systems archetype.

TOTAL MARKS: 40

Answer questions 1-10 by making a cross (X) in the relevant block of the included Multiple Choice Answer Sheet. Answer the other questions on the back of this page.
11) A maximum of TEN marks could be allocated from each of the listed components based on the facts and arguments presented in an answer that have similar meanings or explanations to support the context or key words/sentences provided below. One mark for mentioning any combination of five sustainable organisation characteristics (therefore five marks) plus one mark for clarifying each of the mentioned sustainable organisation characteristics (+five).

Subsistence organisation:
- Sustainability is seen in terms of survival;
- The values base is one of working hard and getting by without doing obvious damage to individuals or environments;
- Survival and maximisation of profit are regarded as the sole purpose of organisational activities.

Avoidant organisation
- Sustainability is seen as an attack by oppositional groups;
- There is a general ignorance of ethical standards and legal responsibilities;
- Disinterest is the prevailing attitude towards the impact of organisational activities on the workforce and community (at least until profits are affected).

Compliant organisation:
- Sustainability is regarded as an impost;
- The compliant organisation supports industry regulation as a way of circumventing more demanding regulations regarding sustainability;
- Reactively responds to regulatory requirements as they arise.

Efficient organisation:
- Sustainability is valued as a source of cost saving;
- Broader sustainability demands imposed on an individual’s freedom to do business;
- Sustainability is defined in terms of helping the organisation to continue trading.

Committed organisation:
- The organisation is committed to economic, environmental and social sustainability;
- The organisation goes beyond legal compliance.

Sustaining local organisation:
- Sustainability is valued as a way of developing the organisation and its stakeholders on all fronts;
- Transformational strategies are enacted for moving the organisation towards triple bottom line goals;
- The latter is done to support local communities whatever the regulatory environment.

Sustaining local and global organisation:
- Sustainability is embedded in all aspects of the organisation from a local & global point of view;
- Promotes and actively creates sustainable communities of organisations;
- Sustainability in this case refers to numerous layers of purpose including physical, economic, environmental, emotional, social and spiritual/deep meaning.

12) A maximum of TEN marks could be allocated for the listed components based on the facts and arguments presented in an answer that have similar meanings or explanations to support the context or key words/sentences provided below. Reasonable arguments to motivate the application of any single or combined components of the mentioned facts/positions/definitions that could practically be related to the context of the requested example should be recognised as an appropriate answer.

- The link between quality thinking & systems thinking is in “relations”;
- Quality is linked to the value exchanges that takes place in relations;
- Quality refers to a feature or a property of something;
- Quality has implications when associated with the concept of value (economic; personal; human; etc.);
- A quality perception is a perception of value;
- The latter perception is also a judgement of value if a rational reflection is made;
- The “quality + value” concept is associated with relations among men, between men and their environments;
- Quality & value in social relations are important from both economic & non-economic points of view;
- Relations between people consist of exchanged values which could be material or immaterial (moral; spiritual) and positive or negative;
- The relation between two or more people

Answer questions 1-10 by making a cross (X) in the relevant block of the included Multiple Choice Answer Sheet. Answer the other questions on the back of this page.
is a “quality relation” if ALL the parties involved aim at fair value exchanges, that are mutually satisfying;

- On the contrary, many business owners (and others) in the real world pursue only their own interests (selfish; egocentric);
- Conti (2006: 299) refers to the economic self-centeredness of decision-making by some people as “the predatory instinct of our wild ancestor”, implying that “pursuing one’s own interest” (others would experience this as not mutually satisfying) is not acceptable in a modern & democratic world and cannot be associated with quality & value;
- Modern definitions of quality are always connected to the principle of mutual satisfaction (all stakeholders);
- Conti (2006: 299) furthermore states that “…, in non-economic social relations educated people try hard to forget their animal origin and to pursue behaviours that are more appropriate to homo sapiens …” (modern man);
- Good manners are quality manners and are always mutually satisfying; therefore if certain behaviours in relations are not mutually satisfying, then those behaviours could not be associated with quality behaviours.

13) A maximum of TEN marks could be allocated from each of the listed components in the illustration based on the facts and arguments presented in an answer that have similar meanings or explanations to support the context or key words/sentences provided in the illustration below. Eight marks could be allocated to the elements and facts contained in the illustration. Two marks could be allocated for the holistic neatness and balance of the illustration.

Any interpretation related to the following would be accepted: “Individuals usually rely on the use of some commonly available, but limited resources, because of their perceived individual needs. The initial rewards for using these limited resources, is persuasive to continue using it, but eventually these limited resources are depleted, eroded or entirely used up. Manage the common, but limited resources through educating everyone and creating forms of self-regulation and peer pressure. Alternatively, use an official regulating mechanism, ideally designed by all participants in the system.”

Answer questions 1-10 by making a cross (X) in the relevant block of the included Multiple Choice Answer Sheet. Answer the other questions on the back of this page.
CHAPTER 8: PERSONAL MASTERY

- If employees learn, then their respective organisations learn;
- If employees are not sufficiently motivated, then no growth; no productivity an no new technological development would be possible;
- Managers should provide for both material and spiritual welfare of employees;
- Managers should provide enabling conditions for employees to live most enriching lives;
- Spiritual strength is a reinforcement of the soul;
- Personal mastery (PM) refers to personal growth and learning;
- PM goes beyond competence and skills;
- PM means to live life from a creative rather than a reactive point of view;
- PM firstly needs an individual to determine “what is important” and secondly “learning to see reality more clearly”;
- PM suggests a special level of proficiency in all spheres of life;
- People with high levels of PM have: a special sense of purpose in life; a personal vision; learned to embrace change (not to resist change); a deep sense of inquisitiveness; an urge to see reality more and more accurately; a “connectedness” to others around them; not sacrificed any uniqueness; a role to play in the larger creative process to which they make contributions without unilaterally controlling it;
- Individuals with high PM continually live in a learning mode (lifelong process & discipline);
- High PM is associated with awareness of own ignorance and incompetence as well as own growth areas; they are also deeply self-confident;
- Having full emotional development means to have the greatest leverage to attain the fullest potential;
- The more one practices the higher virtues of life, the better the chances are to achieve economic success;
- PM is associated with committed people who display more initiative and responsibility; they also learn faster than others;
- People with high PM are more concerned with the well-being of others (caring- or service orientated);
- Sharing ideas; values in order to achieve goals;
- High PM individuals are comfortable with responsibility and dealing with complex ideas; solid reasoning; consider different options;
- Personal vision comes from within an individual;
- PM is a discipline and a process;
- The gap between personal vision and reality is referred to as creative tension and a source of energy;
- Creative tension may lead to feelings of anxiety, sadness, discouragement or hopelessness in some people (emotional tension);
- Changing reality takes time (a process); the latter may create frustration and emotional tension and could sometimes result in the reduction of vision (adjustment in order to escape emotional tension);
- Goals erode because of low tolerance for emotional tension (in some);
- Failure is always an opportunity for learning;
- High PM individuals who can master creative tension can persevere and be more patient;
Without the ability to handle constraints, there cannot be creativity;
Powerlessness – the inability to bring into being everything that an individual cares for;
How to overcome structural conflicts: 1) allow your vision to erode; 2) focus to avoid the “unwanted”; 3) force yourself to psychologically overpower all aspects of resistance that you may experience;
Continually challenge ideas or assumptions in order to see reality as close as possible to the “real truth”;
Overcome limited perceptions of reality and clean your “lens of perception”;
High PM individuals handle complex situations with grace and ease;
Systems perspective: integrates reason & intuition; continuously seeing connectedness with the world; compassion & commitment to the whole.

CHAPTER 9: MENTAL MODELS

Mental models are internal images of how the world works, images that limits us to familiar ways of thinking and acting
That is why the discipline of managing mental models – surfacing, testing and improving our internal pictures of how the world works – promises to be a major breakthrough for building learning organisations.
Our mental models determine not only how we make sense of the world, but we take actions
Mental models are so powerful in affecting what we do, because they affect what we see
The way mental models shape our perceptions is no less important in management
The problems with mental models lie not in whether they are right or wrong – by definition, all mental models are simplifications
The problem with mental models arise when the models are unspoken – when they exist below the level of awareness
In the traditional authorisation organisation, the belief was managing, organising and controlling
In the learning organisation the new belief will be vision, values and mental models
Identity a set of core values that are actually principles that overcome the basin disease of the hierarchy
Decision making processes could be transformed if people become more able to surface and discuss productivity their different ways of looking at the world
Developing an organisation capacity to work with mental models involves both learning new skills and implementing institutional innovations that help bring these skills into regular practice
Most crucial mental models in any organisation are those shared by key decision makers
Mental models if unexamined limit an organisation range of actions to what is familiar and comfortable
Companies have to develop fact–to–face skills to enable managers to be skilful throughout the company with mental models.
Business skills and interpersonal skills are essential
Institutionalising reflection and surfacing mental models require mechanism that make these practices unavoidable
Mental models force managers to consider how they would manage under different alternative paths into the future.
This offsets the tendency for managers to indirectly assume a single future
When group of managers share range of alternative futures in their mental models, they become more perceptive of changes in the business environment and more responsive to those changes.

Skills of reflection concern showing down or own thinking processes so that we can become aware of how we form our mental models and the ways they influence our actions.

Inquiry skills concern how we operate in face-to-face interactions with others, especially in dealing with complex and conflictual issues.

Reflection skills start with recognition “leaps of concept.”

Leaps of concept occur when we move from direct observation (concrete data) to generalisation without testing.

Leaps of abstraction impede learning because they become obvious.

Systems thinking without mental models has no directions.

The two disciplines go naturally together because one focuses on exposing hidden assumptions and the other focuses on how to restructure assumptions to reveal causes of significant problems.

Managers must learn to reflect on current mental models – until prevailing assumptions are brought into the open, there is no reason to expect mental models to change, and there is a little purpose in systems thinking.

If managers “believe” their world views are facts rather than sets assumptions, they will not be open to challenging those world views.

If managers lack skill in inquiry into their and others ways thinking, they will be limited in experimenting collaboratively with new ways of thinking.

Moreover, if there is no established philosophy and misperceive the purpose of systems thinking as drawing diagrams building elaborate “models” of the world not improving our mental models.

System thinking is equally important to working with mental models effectively.

Ultimately the payoff from integrating systems thinking and mental models will be not only improving our mental models (what we think) but altering our ways of thinking: shifting from mental models dominated by events to mental models that recognise longer-term patterns of change and the underlying structure producing those patterns.

Just as “linear thinking” dominates most mental models used for critical decisions today, the learning organisations of the future will make key decisions based on shared understandings of interrelationships and pattern of change.

CHAPTER 10: SHARED VISION

- Shared vision is not an idea.
- Shared vision is a force of impressive power in people’s hearts which maybe inspired by an idea.
- A shared vision is an answer to the question that is connected to what we want to create in the end.
- Shared vision is important in learning organisation for it provides focus and energy for learning.
- A shared vision is one that a lot of people are genuinely committed to because of its reflection to their personal vision.
- Most shared visions are extrinsic for they focus on achieving something relative to that of an outsider eg a competitor of an organisation.
- However, visions may also be intrinsic where one needs to achieve something on a personal level without focusing on the competitors. The aim will be to perfect themselves in the process.
• A vision that is focused on attacking competitors can weaken an organisation whilst a shared vision that is intrinsic uplift people’s aspirations.
• With a shared vision in an organisation, the employees take ownership of the company for it won’t be “their company” instead it will be referred as “our company”
• Visions create excitement and a common identity. It fosters risk taking and experimentation.
• Even when nothing seems to be working because there is a shared vision the people are committed to continue.
• A better vision should also address long term goal instead of focusing on current burning issues.
• Shared visions come from personal visions.
• Organisations should continually encourage members to develop their own personal vision in building shared visions. If this is not addressed people will comply instead of committing.
• Even though there will be likely different interpretations on the shared visions every member of an organisation should be able to see where they fit in, in the larger vision.
• Sharing a common vision may not change the vision but instead makes the vision alive and achievable. It becomes our vision instead of my vision as the shared vision develops.
• Giving up traditional notions that visions are always from the top of an organisation is the first step in managing the building of shared vision. It is important to also involve employees in the construction of vision statements for the organisations.
• Most visions that are done by top management are likely not to take into consideration of personal visions of people but does not necessarily mean that visions cannot emanate from the top.
• Building shared vision must be seen as a central element of the daily work of leaders for it is ongoing and never-ending.
• Though compliance is also vital in an organisation it is however much better to have committed people for they bring in energy, passion and excitement.
• It is important to be open about the need to be compliant for it removes hypocrisy. On the other hand, enrolment and commitment require freedom of choice.
• People need visions to make the purpose more concrete and tangible.
• Vision is long term whilst purpose is abstract.
• There are positive and negative visions.
• Negative visions divert energy more into prevention, they carry a message of weakness and they are short term.
• Negative visions are fuelled by fear whilst positive visions are fuelled by aspiration
• Visions spread because of reinforcing process of increasing clarity, enthusiasm, communication and commitment.
• Visions also die because of people who are discouraged by difficulties in bringing the vision into reality.
  • Personal mastery is the foundation or basis for developing shared vision
  • Visions also die due to people forgetting their connection to one another.
• One of the underlying desires underlying shared vision is the desire to be connected to a larger purpose and to one another.
• Vision paints a picture of what we want to create.
• Vision becomes a living force only when people believe they can shape their future
CHAPTER 11: TEAM LEARNING

- Specialist’s performance depends on both individual excellence and on how well we worked together.
- Different kinds of team relationship make team relationship work special
- The fundamental characteristic of the relatively unaligned team is wasted energy
- When a team becomes more aligned, a commonality of direction emerges
- Alignment is the necessary condition before empowering, the individual will empower the whole team
- Within organizations, team learning has three critical dimensions
- First – there is the need to think insightfully about complex issues
- Second – there is the need for innovative coordinated action
- Third – there the role of team members on other members
- Team learning is a collective discipline
- Team learning also involves learning how to deal creatively with the powerful forces opposing productive dialogue and discussion in working teams
- There are two primary types of discourse, dialogue and discussion
- Both are important to a team capable of continual generative learning
- Bohm identified three basic conditions that are necessary for dialogue
- All participants must suspend their assumptions, literally to hold them as if suspended before us
- All participants must regard one another as colleagues
- There must be a facilitator who holds the context of dialogue
- Seeing each other as colleagues is critical to establish a positive tone and to offset the vulnerability that dialogue brings
- Team learning discussion is the necessary counter part of dialogue
- A unique relationship develops among team members who enter into dialogue regularly
- One of most reliable indicators of team that is continually learning is the visible of ideas
- In great teams conflict becomes productive
- Learning need practice fields and ways to practice together and regularly
- Dialogue sessions allow a team to come together to practice and develop the skills ii demand
- Perspective and the tools of system thinking figure centrally in team learning