

THE BEACONS HANDBOOK
FOR
TAKING INITIATIVES
AND
LEADING CHANGE PROJECTS

Concepts – Exercises – Tools



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1 LAYOUT OF THIS BOOK

1.1 BEACONS

The keyword for this book is "Beacons for taking initiatives".

A beacon is defined in the dictionary as "a fixed mark, which guides seafarers". There are also radio beacons which help aircraft to determine their course.

It will become clear what the significance is of the word "beacon" in the context of change and renewal: the book gives Seven Beacons which initiators can use in order to leave the "traditional waterways and airways" and plot a new course. These Beacons have a general validity. They apply not only to initiators and change leaders in firms and organizations, but also to people who need or want to bring about changes in their private life. In writing this book, I have aimed at readers who are faced with genuine change and renewal issues in their working lives. However, people operate in the three fields shown below:

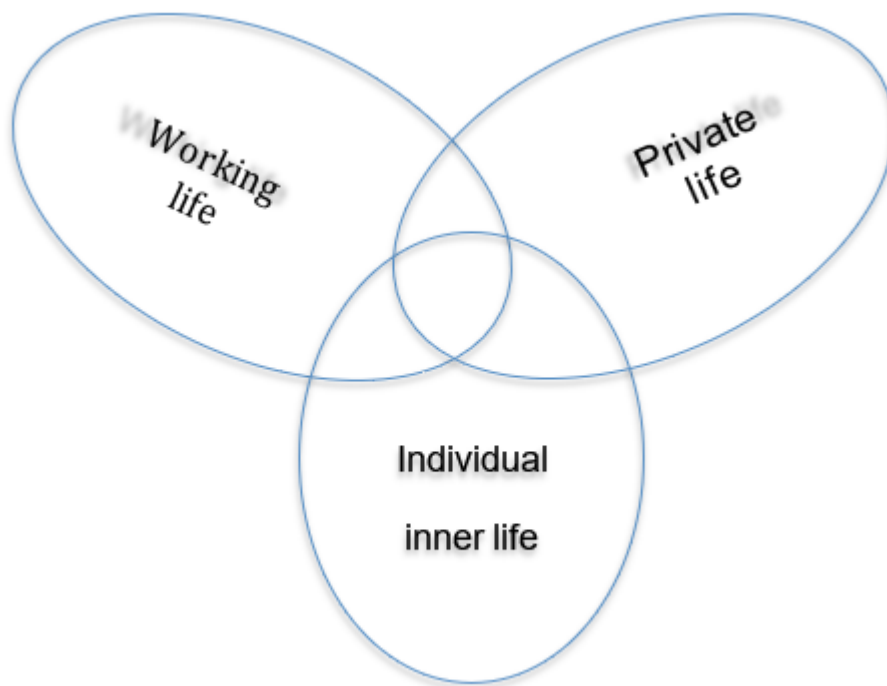


Figure 1 Three fields of operation

Skills which we develop in our working life, can be applied in private life, and vice versa.

Therefore, the different fields overlap. Everyone can try to achieve a balance in dividing him or herself over these three fields. Balance in this context does not mean equality as regards volume and/or intensity. Anyone who is entirely absorbed by his or her work runs the risk of burning out the inner world and in the end not being able to contribute to what could have happened.

This book is written for all those people who want to initiate or change something themselves in this life. It contains clues for all those who, through an organization, are endeavoring to achieve a goal, to realize an ideal, in co-operation with others. We have based ourselves on the principle that in the future it will matter in both large and small organizations that initiatives are taken, and changes realized by many networks of initiators who want to influence the progress of the organization all the time. These networks create

room for initiatives in which work can be done, on the permanent renewal and change of the product or service, on work conditions, on co-operation with others. etc. The hierarchical organization as such will be primarily charged with monitoring and taking care of what is in operation. The hierarchy will act as the conscience of the organization, which means it decides which renewal processes are important for the continued development of the company, and which are not.

This book contains clues: concepts, exercises and tools and supportive experiential data which will help networks of innovators and change leaders exercise a permanent and relevant influence on the development of the organization for which they work. It helps to create the learning organization based on process thinking.

This book is mainly based on experience. Both in the Netherlands and abroad, innovators have taken initiatives for the organization in which they work. By their actions, they bring new possibilities to the organization and to themselves. The message of this book is to help you to become "an initiator within your own organization". You can more certainly shape your own reality. This means internalizing these Beacons and above all applying them in your own situation. By using the exercises, you can bridge the gap between what you have read and your own actual situation. Then concentrate preferably on a single burning issue. Tackle it "according to the book". Because once you have done something in a careful yet inspired way and discover that it works, new experiences will gradually become more significant.

This is how you will make the Seven Beacons and the seven phases described in this book into an integral part of yourself.

2 BEACONS FOR BUILDING RENEWAL INITIATIVES

The organizations in which we work are characterized by complex structures and complicated interrelationships. In other words, it is difficult for us to see the wood for the trees. Our field of vision is limited, for example, by the extreme division of labor.

The management of an organization is therefore more and more based on management systems which function independently of people. This applies not only to production processes, but also to administrative and policymaking processes. People have, as it were, been turned into "bystanders". A manager in the old days had all the information needed stored in his own files around him. He could find his way around them with his eyes shut. They surrounded him. When information is automated, he is no longer part of the work system. The same applies to personnel people, designers, planners, etc. Work systematization has gone far, but it has its limits.

Whenever we try to discover which organizations contribute substantially, we find that they are not necessarily the organizations which have completely reorganized and systematized themselves. They are mainly those organizations in which people have shared aims and common policies, taking initiatives leading to results. The essential thing is that there should be a balance between the degree of differentiation and independence of work units, and the degree of integration of policy and aims of these work units as part of a larger whole. If you work in an organization, you are faced with the question of whether you can make your process part of the greater whole and keep it that way.

While we work we are all the time in the midst of a stream of information and communication. The problem is often not so much a shortage of information, but an inability to grasp the information due to a lack of communication. How can we get to grips with the information which is relevant for us? In this context it is of fundamental importance that the absorbing of information is accompanied by the asking of questions in a dialogical process. When we have questions to ask, there is a chance that we will go looking for answers. Questions make us look closely at reality.

By living with questions, what was at first hidden is revealed. In this context, information becomes available to you and is consciously absorbed by you and is the final point of a dialogical process. You seek out related information to confirm or disprove your own observations, judgments and intuitions. In this sense, information is a messenger from the past, a past that continues its effect in the future.

As far as the future is concerned, this can be observed in the people we meet. It is, for instance, striking that innovators, who are first and foremost aiming for the future, derive their orientation from meetings with people and their dynamic impulses. They see something in what people say and do and give it a direction. Then they try to find out how this connects with what already exists. They try to bridge the gap between what is new and what already exists. In other words: by asking questions, we see the new, and with the aid of information and dialogue we bridge the gap between the new and what already exists.

2.1 THE SIGNIFICANCE OF QUESTIONS

Whenever we speak of questions, we mean "everything which appeals to our responsibilities". We can characterize the significance of questions as follows:

By questioning we can make direct observations. We see the world through the "eye" of our questions. We devise our questions in the light of what concerns us. If you are a person who lives with questions, you have the possibility of discovering a great deal in this life. In other words: a person who asks questions is a person who can discover a lot.

Questions enable you to focus your own attention, and that of others, thereby giving activities a direction.

Questions act as impulses for learning processes. People with questions to ask are going on a voyage of discovery.

Questions are like a magnet in a field of iron filings. They give order to factual material, resulting in form and structure. It becomes possible to seek out the significance and interrelationship of the facts. By asking questions we meet other people who are asking the same questions.

Questions can be shared with others, which can lead to new relationships.

A question which you master opens the way to new experiences.

Questions spur you on to observe constantly how matters are interconnected and they open the door to new ideas.

In our daily life we are confronted with questions which can be tackled within existing routines. Solutions for these "maintenance questions" can be found within existing frames of reference. However, there are also questions which lie outside the routine, and we can characterize these as problems. You then have to seek solutions, which you have not yet applied. In this connection, experts can be of assistance. And there are also questions, which, despite having been solved, keep on recurring. These are what we call renewal questions, because if you do not learn to tackle these questions in an entirely new way, they will never let you go.

You must drastically alter your own frames of reference and your approach, and in order to do this, you must take initiatives yourself. It is of fundamental importance to recognize the type of question with which you are confronted, so that you can tackle it in the appropriate manner. This is why we want to go a little deeper into the differences between these three types of questions. We give below a short description, characteristics and examples of maintenance questions, problems and framework renewal questions.

2.2 MAINTENANCE QUESTIONS

Everything created by human hands must be maintained and looked after by human hands, otherwise it falls into disrepair. This applies to both material and non-material creations. We can tackle maintenance questions through existing means and in ways which are already known to us: we repair or replace, we clean and renew, etc. In short, we are operating in known territory; for an answer we merely have to consult our own frame of reference.

The **characteristics** of maintenance questions are as follows:

They are linked with the past: everything that we have made must be maintained and cared for.

They can be solved by means of the existing system: it's been done before.

The answers are known; you can use existing experience.

There is an inevitable involvement between the question and the person asking it. If the question remains unanswered, the whole matter is a dead loss.

The topics are always the same: maintenance must always be kept up.

The answers can be copied. Others can be shown how maintenance must be carried out.

Maintenance is constantly recurring and can therefore be predicted; postponement is possible, but not cancellation. The question is bound up with ownership and owner. The owner is responsible for maintenance.

The question absorbs capital; means have to be employed for maintenance.

The processes involved are those of dying off; ultimately everything comes to an end.

If the person responsible does not answer the question, he has to abandon the question, i.e., the responsibility has to be transferred to someone else.

Examples of maintenance questions:

The windows are dirty; they must be cleaned

This procedure is old-fashioned; it must be adapted

This building must be restored

We must revive people's awareness of our policy

The files must be kept systematically up to date

The engine oil must be changed

The colleague must be visited

Staff members must be informed

Training brings people up to date

2.3 PROBLEMS

Problems are questions to which we do not have a direct (ready) answer. We must find out the answer for ourselves and in doing so, we make use of the ideas and experiences of others that know how to handle problems of this kind. We must therefore seek solutions which can be applied in our own situation.

The **characteristics** of problems are as follows:

Problems are bound up with the here and now; they are acute, unpredictable and require a solution

Problems require direct attention, otherwise matters grind to a halt

Solutions must be sought outside the usual channels, i.e., from people who have previously had to deal with matters of this kind

You are confronted with a problem: do you grasp hold of it or let it lie? Do you go into the matter further or do you live with it?

New experiences are encountered in problem solving

Solutions must be adapted to the situation

Solutions and answers must be specific. Problems can be recognized by many, but solutions are bound up with the situation

In the end, problems are always linked with people; who owns this problem?

Problems absorb energy; inner space must be made available for them

Problem solving is a learning process; in the process of problem solving you encounter resistance

If you do not take hold of the problem, it will take hold of you; the problem will keep coming back

Examples of problems:

The windows are no longer being cleaned properly. What other methods can we try?

Your competitor has a new product. How do you react?

People are not communicating with each other. How can we restore the links?

The engine has broken down. How can we repair it?

How can we work in a more systematic way, so that we can achieve a definite answer?

How can we separate the combatants?

What solution can we offer to the dissatisfied customer?

2.4 FRAMEWORK RENEWAL QUESTIONS

Whenever solutions found elsewhere are of no help, then the framework within which we operate must be questioned. The structure and/or culture must be done away with and renewed. Renewal questions are those we have described as "insoluble". In these cases, we are no longer able to consult others.

We must ourselves embark on an initiative process, taking the risks, and without knowing what the outcome will be. It is however certain that our convictions and our customs will be affected.

Models and theories are not much help with renewal questions. All "solutions" and opinions which are offered, can do no more than help us to formulate our own thoughts and fix our own course of action.

In renewal processes, a vital feature is the renewal of our conceptions and customs, the destruction of our existing framework. This process of destruction is a painful one. You only embark on it if you are in the problem up to your neck. A renewal process of this kind is a **learning process** in which we try to master new skills and a new awareness. Working on a question of this kind gives us a new outlook on reality and new possibilities come within our grasp.

The **characteristics** of framework renewal questions are as follows:

They are bound up with the future; the present must be left out of the reckoning. The goal must be to seek out something new

Answering the problem is a process of trying to find a route

There is a continual choice of possibilities. Each step leads to new choices

There is not only one answer to the question; the road to be travelled is unknown. The result of the work is not already available. It is an irreversible process; once it has begun, there is no turning back

The answer is an initiative process. The steps which are taken, lead to new insights. The effects of dealing with each step lead to the subsequent steps

The answer generates capital

It is a development process. Things are done differently from the way we are used to them

By not going into the question, not undertaking anything, you have to wait for the next chance/opportunity. However, some chances occur only once

We become alert for these questions because the old ways no longer work, and we suffer in consequence. Whether we dare to do it or not, something must be changed

Examples of framework renewal questions:

We have forgotten to look out of the window and see the new arriving

How do we create client-oriented attitudes and actions instead of sales-oriented attitudes and actions?

How do we renew a product for which there is no longer a demand?

Are our ideas on how to co-operate with colleagues up to date? How can we familiarize ourselves with other points of view?

How can we develop an awareness of quality?

How can I, as an employee, become an entrepreneur? How can I work to bring about renewal, not just maintenance work?

How can we transform our organization?

Are we doing the right things? Why do we keep on doing things that we know do not work?

Do we want to stay number one in the market at all costs?

3 BEACONS FOR GUIDING RENEWAL INITIATIVES

3.1 INTRODUCTION

The organization is confronted with questions which have to be tackled by the people within it. These questions vary in size and significance. There are questions which can be resolved with a measure of effort and in which the organization itself is not at stake. However, there are also questions which have directly to do with the survival or disappearance of the company, with its development or its stagnation.

Leadership is above all involved with this type of question. We must recognize that the number of questions with which we are concerned demands more of us than we are capable of providing. We must therefore make a choice and concentrate on those matters, which we regard as most significant. For some questions, a speedy solution can be devised and implemented. Others require a long and intensive search for answers and solutions. Tackling difficult questions demands an innovative approach, especially since these questions require new and unknown paths to be followed.

If you want to act as an innovator in your own company, and want to take initiatives, you can consciously or subconsciously make use of a number of Beacons. Just as a sea captain at sea can orientate himself with the aid of compass, chart, buoys, other ships, radar, stars, etc., the innovator can orientate himself with the aid of these Beacons. The Seven Beacons do not constitute a hard and fast model, but they are mutually interlinked guidelines for a question confronting an organization, and where there is a question of renewal.

Beacon MISSION STATEMENT	• The leading idea, the star we follow • The vision we have, the mission to accomplish
Beacon STEERING PRINCIPLE	• The done principles that lead us • The new principles we wish to adopt
Beacon AIMS and OBJECTIVES	• The target group we want to serve • The concrete results we want to achieve
Beacon NETWORK	• The decision makers of the initiative • The initiative takers • The experts
Beacon ORGANIZATION	• The activities we plan and do • The division of responsibilities • The constraints, the boundaries we meet
Beacon PROCESS	• The process begin and end • The phases, rhythms and time span of the initiative
Beacon RESOURCES	• The resources/means we can draw on • The investment we want to make

Table 1 The Seven Beacons

3.2 FURTHER DISCUSSION OF BEACONS

Before we go further into each individual beacon, we show in the diagram below how they are mutually interlinked.

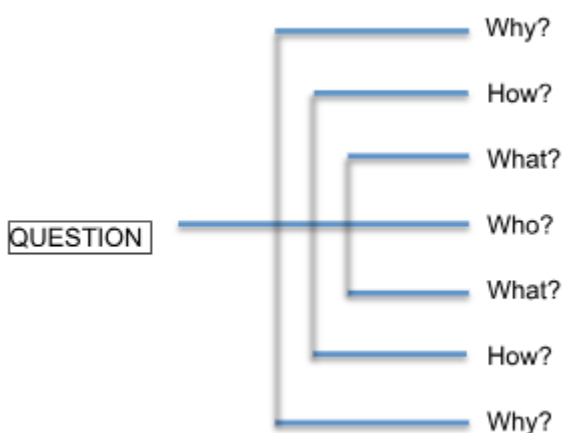


Figure 2 The interlinking of Beacons

We have already shown that this interlinking must not be regarded as a static model or a sort of checklist. The Beacons are viewpoints from which a question can be considered in order for thoughts to be formulated, which will help you to progress. This is why the links between the Beacons are important. They ensure that when dealing with the question, you consider it as a whole and keep the whole constantly in mind. We shall now explain what the individual Beacons signify.

3.2.1 Beacon: NETWORK

The people working on the question

Questions are tackled within the organization when they are observed and have their being in networks of people. Organizations are network structures of people co-operating with each other. Various kinds of network operate within the organization:

The network of **formal relationships**.¹

This is the network of people who operate in a hierarchical system on the basis of power and responsibilities. They are the decision makers.

The network of **support** (experts).²

This is the network of specialists who operate on the basis of their expert knowledge. They contribute indirectly to the accomplishment of the primary aims of the organization in that, within the network of formal relationships, their advice and support are called upon.

The network of **initiative takers**.³

¹ These networks represent the decision-making process and the power structure of the present. They fulfill the role of a conscience, i.e., they judge what does and does not belong to the organization, what can and cannot happen.

² These networks of support represent all the intrinsic aspects of what the organization does. They advise on what is or is not possible in relation to the aims of the organization. In this sense, these networks are strongly oriented towards keeping the content up to date.

³ These networks represent renewal in the organization. They are aimed at the future and bring about new realities for and in the organization. These renewals arise out of the initiatives of the innovative people.

This is the network of people who come together for a specific purpose and who operate on the basis of self-selected viewpoints and responsibilities. Such networks can be composed of people who have been seconded from within an organization to do work on renewal and change. Initiative takers act as process owners for the initiative.

3.2.2 Functions of the networks

The networks of **formal relationships** are constructed out of line and staff managers. They fulfill the role of a conscience, setting limits and testing results. Within the formal network we can find sponsors who support the initiative. The networks of **experts** are formed by employees who work as experts and specialists inside and outside the organization. They define and explore limits and carry out research.

The networks of **initiative takers** are made up of people who start up and pursue innovation initiatives, and of people who support these initiatives.

Their role is to innovate, to break through boundaries and to renew.

3.2.3 Meeting and co-operation between networks and people

People choose each other, seek each other out and find each other on the basis of common interests and issues. Innovators meet and recognize each other as a result of a common orientation towards asking questions, involvement in questions and a common approach to issues. Innovators are always asking questions. They are unhappy if there are no adequate solutions to hand and/or in place, and consequently take initiatives.

They recognize each other as innovators because they are ready to take unknown routes.

Innovators set limits to their initiatives in relation to other activities within the organization. They create their own style and capacities and can be seen to work as a co-operative team. When they work on change issues, "creative confrontations" are continually taking place between innovators, line management and experts.

The initiatives have a profound effect on the development of the organization and possibly also on its relations with shareholders, employees and customers.

The connections between the internal networks and the shareholders and customers are mostly impersonal. They lack the force of personal contact. Personal links are essential for renewal initiatives, both within and outside the organization.

3.2.4 Meeting Conditions

Much of what comes to pass is based on meetings and dialogue between people. The meeting and dialogue are the basis of co-operation. It is not an obligation. We must want to do it. And it is from this alone that renewal comes. A vital aspect of all this is interaction. Interactions can have very varied effects on people: boredom, stimulation, inspiration, distraction, etc. Interaction is an alternation between speaking and listening; it is getting into other people's minds without letting go of our own self. Interaction as an activity creates a climate for co-operation and dialogue.

The meeting between co-operating networks of people is, in the most favorable case, a process of creative confrontation.

3.3 BEACON: AIMS AND OBJECTIVES

3.3.1 Target Group and setting of aims and objectives

Aims and objectives must be sought outside one's own immediate situation. They are tied up with peoples' inner needs; they must be concrete, i.e., bound up with a known target group. Aims and objectives are the results which we ultimately strive to achieve. They give direction to our actions.

When defining aims and objectives, we thus make use of two viewpoints:

1. the target group

2. the projected result

3.3.2 The target group

Who asked for this?

If I have asked myself, then a learning process and learning activities are involved. If it is others who have asked, then it is a question of work activities.

Do I know the people involved?

Who benefits?

Who must receive the results?

The target group is a source of inspiration for renewal. Almost all genuine renewal is inspired by, and comes from, questions asked by the target group. Initiatives are taken by the innovators together with the target group.

Renewal cannot just happen. It has to be sought, as a result of at least one question being asked, and of at least one process which takes place beyond existing boundaries.

3.3.3 The projected result

What must be achieved in the target group? Can I visualize it in concrete terms? Is it possible to have a clear picture of the desired final result?

What will be the new situation after the renewal has been achieved? Projecting results means having a concrete picture as a basis for orienting action, for seeking in which direction to go. Projected results make it possible to evaluate contributions to the work process. In the course of time, new experiences can lead to adjustment of the projected results.

3.4 BEACON: ORGANIZATION

3.4.1 Agreements on what to do

An organization is a structure of agreement relating to:

Activities which have to be carried out -- What has to be done?

Tasks which have to be carried out -- What tasks are these?

Roles which must be fulfilled -- What are the different roles? Who does what role?

Constraints -- What are the limits beyond which we cannot go?

Powers -- What room for moving can we create?

Responsibilities -- What responsibility is there for results? In many cases others too are busy or there are others involved with the issue - possibly in other contexts. Are there bodies both inside and outside the company who (want to) play a part with regard to the target group and its issue?

These can be:

aiding bodies: those who can help in solving the problem

legal bodies: they indicate what may be done

financial bodies: they provide resources

The organization structure lays down parameters for the activities of all those concerned. A clear definition of everyone's role (who does what and is responsible for what?) at the early stages prevents problems in relation to obstructive powers at a later date.

3.5 BEACON: STEERING PRINCIPLE

3.5.1 Steering principles – the points from which work begins

This beacon is concerned with "how we go about things". This style is derived from the customs, attitudes, ingrained values and standards that govern our behavior in the light of the situation in which we are acting. Customs, attitudes, values and standards that govern our behavior are all gathered together under the word "steering principle". In other words: Steering Principle relates to concepts of a basic nature ingrained in our thinking, feelings and actions.

We can distinguish between:

steering principles in words and/or thought, i.e., what we **think**

steering principles in behavior, i.e., what we **feel**

steering principles in action, i.e., what we **do**

In organizations, it is important to lay down joint, explicit steering principles. A steering principle is an important tool of management. We can agree about the result we want to reach, but opinions are divided when it comes to the manner in which the aims are to be achieved.

The steering principle gives direction as to the way we want to go. Moreover, a collection of concepts, which has been put together by a network of people, will bring about a feeling of community and solidarity. Steering principle is the cement in an organization and gives direction to **individual** actions within the framework of the **whole**. Steering principles form the basis for our policies.

The following section explains this further.

3.5.2 Policy information

Policy is a word you hear a lot nowadays, in all sorts of situations. Politicians speak of policy and the word is often used in organizations too.

What does the word mean? If you ask around, you will find that it means different things to different people. To some, policy means "rules to be obeyed", to others "what you want to achieve". To a third person, policy means "our way of doing things".

In our view, policy is different from:

- target setting - the result which must be achieved
- rules guidelines for action in different situations
- strategy - the way you proceed in order to achieve the aim
- tactics - the approach to directing resources towards the target
- structure - the links between functions

Policy relates to the more fundamental concepts which apply in decision-making. These concepts arise out of the values and steering principles which underlie our thoughts and actions. Whenever there is a choice of policy, the choice lies between concepts on which we base our actions. These choices are largely dictated by what we regard as giving us inspiration in our life and work, and what motivates us when we endeavor to achieve our aims.

Policy formation can be seen as the process whereby we arrive at choices or reconsider them.

3.5.3 Principles and situations

Our actions are, to a large extent, dictated by the interaction of steering principles and situations. In every situation we find challenges, which spur us on to action. We can let ourselves be wholly led by what we find in our own inner steering principles. In this way, we bypass what the situation demands, and just follow our own steering principles. The art lies in relating, and then integrating, the situation with the steering principles. This integration succeeds when we see ourselves as part of the situation, as a participant who can influence what happens. By our actions we add something to the situation.

In organizations, it is important that staff members should let their personal viewpoints be influenced by those which have been adopted as policy by the organization. This can only succeed when the staff members have been involved in policy formation. This means that the staff members must have an attitude of being prepared to sacrifice their own viewpoints to the common good, up to a limit where it is no longer possible to identify with the policy.

If the gap between personal and common steering principles is too great, the staff member can no longer function within the organization without continual irritation on both sides.

3.5.4 Policy in words and deeds

In formulating and renewing policy, attention is mainly focused on what people think and feel. This gives rise to a whole range of opinions, which are hard to coordinate into a single whole.

In policy notes, attempts are made to put the various viewpoints into words. We then speak of policy in thought. These policy notes are the result of a long and difficult process of finding the "lowest common denominator". However, when we come to policy derived from actions, we find that there is far more common ground here.

We are closer to each other in our actions than in our thoughts or imagination. In our actions, the common viewpoints arising out of the past come to the fore. "That's the way we do it here" and "that's our approach" are expressions of this. By realizing the steering principles on which actions are based, we can see what has hitherto guided us in our common dealings. This is how the common will to act differently can arise. "Policy shows the way."

If we want to renew our way of working, then we must familiarize ourselves with the existing steering principles on which we work. And we must also decide which ones we want to abandon and which new steering principles we wish to adopt. Personally, mastering new steering principles calls for a long and intensive learning process. Mastering new steering principles in common requires an intensive process, which permeates the whole organization.

3.6 BEACON: PROCESS

3.6.1 The process over time

Time has an objective and a subjective significance. Objective time: everyone has available all the time that there is, i.e., twenty-four hours per day. Subjective time: one person never has time, the other is always available; one person is short of time, another finds it hard to make the time pass.

Processes take place over time, i.e., the activities take place over time. Processes can take place according to logical patterns, but they can also progress in the light of human choices.

In accordance with the distinction made earlier between different sorts of problems, we can distinguish three sorts of processes:

maintenance processes

These take place along already established lines in known phases

problem-solving processes

In these situations, people continually have to make a choice between alternatives as to what the next step should be in order to complete the process

Renewal processes

In these situations, the activities arise from orientation-seeking activities by people who want to carry out the process in a new way and are therefore seeking a new direction

3.6.2 Available time

Maintenance processes and processes relating to the solving of problems can be planned in time in the light of previous experience. They can be guided by means of an activity plan, e.g., in the form of network planning. With this kind of plan, a specific starting time and finishing time can be established. The sequence of steps, the speed, the route, and the critical path - all these can be accurately defined. The plan guides the activities and shows how things must be done.

Renewal processes are entirely different. In this case, the shape of the processes must come from the progress of the activities over time. Unfamiliarity with the question makes it necessary to seek out what course the process will take. Time can be planned on the basis of general experience. The next step can only be planned on the basis of one's own experience.

Maintenance makes constant demands on our time. The solving of problems requires our concentrated attention and can thus get in the way of maintenance.

Renewal can only come to pass if we ourselves consciously make time for it. In the time we have made available, activities can take place, which, step by step, respond to the challenges which we could not previously foresee.

An opinion: those that give away all their available time to the routines of the day will not develop themselves or the organization they work in.

3.7

3.8 BEACON: MISSION STATEMENT

The Mission Statement is all about "why". In other words, how to make sense of it all.

3.8.1 The leading idea

Underlying every action is a more or less conscious inspiration or impulse. Impulses are sparked off by inspiring ideas. Whatever reality one creates is determined by the ideas on which one can draw.

The leading image gives expression to the specific image of man and of the world, which is present in the people involved in the process. The leading image affects one's inner being and is expressed as:

the title of a story

the 'leitmotiv' of an event

the inner essence which others are deeply attracted to

The leading image makes real and visible the inner essence whereby the reality of the organization manifests itself. The leading image is addressed by developments in the community of a more fundamental nature, such as, for example, automation, customer orientation, and the quality of work.

They can be perceived as "waves" in the organization: e.g., the quality wave, the automation wave, the customer orientation wave.

These waves reflect current questions, which have to be discussed by people and organizations. In these discussions, the various images of man and the world collide with each other.

Everything that we can observe and perceive is formed by dominating leading images and permeated by them.

The art lies in observing these leading images at work in the functioning of people and organizations. It is then possible to make a conscious choice of these, or to decide whether to shape and develop them further.

3.9

3.10 BEACON: RESOURCES

3.10.1 Instruments and abilities

The development of resources and skills lies at the heart of an organization's investment problem. The availability of resources and skills is reflected in the available funds. Wherever aids and skills are employed, funds are also needed. Resources can be devoted to processes for maintenance, problem solving or framework renewal. The purpose for which the resources and skills are employed depends on the philosophy of the organization. And this philosophy is bound up with the circumstances, whichever phenomena specific to the moment prevail within the organization.

Where resources and skills are applied, depends on observation and perception of the future.

Are we concerning ourselves with continuing the past replacement or are we concerning ourselves with doing away with the past (= renewal)?

Resources are used and, in the end, disappear. Capital resources must be written off, but skills can be growing capital.

3.10.2 Beacons for initiatives

The Mission Statement	Why	
The steering Principle	How	
The Aims and Objectives	What	
The network	Who	The Question
The organization	What	
The Process	How	
The Resources	Why	

4 PHASES OF THE RENEWAL PROCESS

Based on a multiplicity of experiences we have tracked down a number of phases which characterize the way in which renewal processes take place. The phases described below indicate a certain sequence. This sequence is relevant insofar as the activities in the renewal process take on the "colour" of each phase in succession.

The phases we can distinguish are as follows:

- 1 Orientation
- 2 Investigation
- 3 Experimentation
- 4 Decision-making
- 5 Implementation
- 6 Integration
- 7 Consolidation

In guiding renewal processes, the Beacons discussed earlier cannot be dispensed with. These must be seen as orientation points for guiding the renewal processes and steering through changes (renewals). In fact, the seven phases form in time a renewal path when seen in a longitudinal manner. The Seven Beacons could be represented as a coherent whole by means of which the "cross-section of renewal" can be represented phase by phase.

The dynamic model formed by the Beacons also runs through the seven phases.

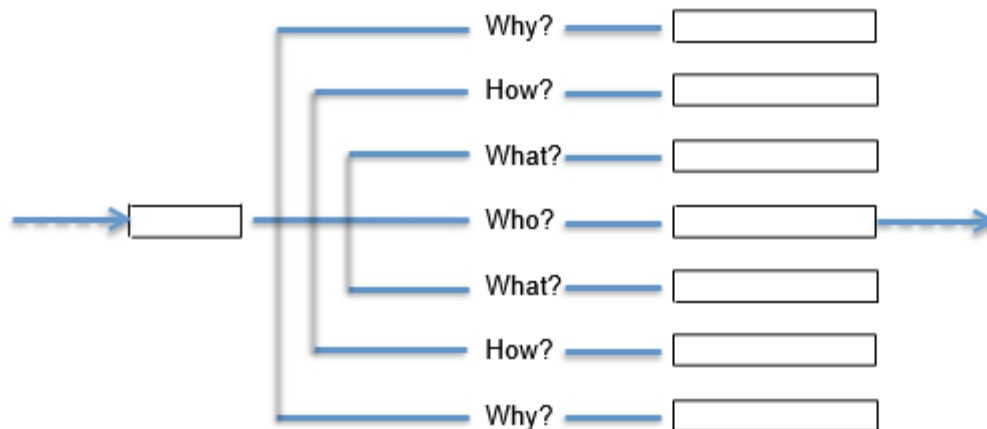


Figure 3 Seven phases of the Beacon model

Orientation – Investigation – Experimentation – Decision Making – Implementation – Integration - Consolidation

4.1 ORIENTATION

4.1.1 Becoming aware of the question

Orientation is: becoming aware of the questions which confront the organization by meeting other people who have also come up with the same questions. The sequence of events might, for instance, be as follows:

Small incidents in the organization which constantly require actions and solutions give rise to an awareness that something must change. Several people feel that things cannot go on as they are. The fact that solutions are always found to the problems, and answers found to the questions, does not diminish this feeling. On the contrary, it strengthens it!

The solutions and the answers require so much effort that in view of the poor results, the people concerned become exhausted and frustrated. This is what drives them to look for the underlying causes of the questions. It is this coming together of people who are "suffering" as a result of particular questions in an organization, which can lead to a search for change and for renewal.

4.1.2 The question comes alive

In the orientation phase the question comes to life, i.e., people come face to face with a question. To give an example: parents become aware of the fact that their child suffers from asthmatic bronchitis. They had heard of it previously, but it was nothing more than a name to them. Now they are really confronted with a problem: life is no longer going to be the same as it was before. The accustomed pattern must be disrupted. The child receives specialized medical support. The parents try to understand the situation. In so doing, they suddenly realize that many people are confronted by the same problem and that until recently they had been unaware of this. They read up on the problem, talk it over with their friends, ask questions. By asking questions such as: "Is this condition temporary or does it last a lifetime?", "Should we go and live by the sea or should we stay here?", etc. They look for ways and means to tackle the problem. This search may lead to a new view on life, even to a new ideal which, in the long run, can lead to a new lifestyle and direction.

4.2 INVESTIGATION

4.2.1 Clarification of the question

A question does not just come out of the blue. It arises over a certain period of time. The essence of the question becomes visible once its genesis can be seen. When, during the orientation phase, a certain measure of understanding of the question has been achieved, then, in the investigation phase, the genesis of the question or problem can be charted. The genesis must be sought from people who have been confronted with the question at an earlier stage.

By listening to their experiences, it is possible to identify the key points on which to base the next step in the investigation process. The genesis of a question can help to indicate where the root of the question lies. From previous actions and activities, which have not led to a solution, it is possible to avoid obstacles and resistance at later stages in the answering of the question.

When investigating a question, it is not at first necessary to gain an insight into the whole, but rather, to discern which aspects the crucial ones are. These can give a lead as to which steps should be taken next.

4.2.2 Seeing a way out

When working on a question, it becomes clear where there is some understanding of the relationship between the framework and the question, and where there is hardly any. As we investigate, it becomes clear where the obstacles are, where there are rough roads and where there are paved roads. The investigation provides insights and clues for the subsequent steps in the solution of the question.

Questions in an organization with a climate of renewal are questions for innovators. They are the ones who carry the question along. They can make use of such questions within the organization. Each question has its own "carriers" who are existentially bound up with the question, but who are also able to distance themselves from it and see how things are going and what should be done. The carriers' investigations give them ideas about the questions and some idea as to choices. As a result of meetings and discussions between people, networks made up of people, who can do something about the question, come into being. These networks can see and seize opportunities in connection with the question for putting something into effect within the organization. In the case of renewal questions, it is a question of renewing the interconnections and contents of the basic frameworks. These frameworks relate to both the visible and the invisible side of reality. It is mainly the invisible side in the form of aims, viewpoints and policies, from which renewal must be derived.

In the daily life of an organization, the management have a lot to say about aims, viewpoints and policies. Memoranda are written about these aspects of the organization. Market analyses, policy notes, plans, budgets, etc. are used to seek answers to the essential questions which the organization has to solve.

However, and this is a fundamental point, what is new cannot be perceived but must be called into being intuitively by people through their actions. In fact, investigation is a search for, and with the people, who have already achieved new aims, viewpoints and policies. These people must serve as an example for the others.

4.3 EXPERIMENTATION

4.3.1 Taking initiatives

In experimentation, a conscious effort is made to try out a new approach or working method. On the one hand, it is a question of purposeful investigation and testing of these new working methods, and on the other, it is a renewal of frameworks while the testing process is going on. The experience and results obtained during the experimentation phase will give people the courage to bring about changes in situations, or to tackle the question in a new way. They start to take initiatives.

Experimental activities lead to a confrontation with one's own abilities and resistances within the organization. What is new must first prove itself. Theories on their own cannot further the cause of renewal; they must first have been put into practice if they are to have any significance.

For each renewal, initial small-scale results must be achieved in order to give it the right to exist. These small-scale results can be achieved in a testbed. New ideas can be tried out within specified limits. The small scale will reveal the potential of the larger scale. Therefore, it is important to set up the experiment in such a way that it is correct to the smallest detail. It must not, however, be forgotten that successful results of an experiment are only of value if later, when reproduced on a larger scale, the same conditions can be fulfilled.

In the case of technological renewal, we are accustomed to experiment first before the innovation is introduced on a large scale. To give an example: a fitter, who presses a siren to check whether a battery is working, is carrying out a genuine scientific experiment. He is testing a hypothesis by asking a question of nature.

In social, economic and organizational renewal, however, we work on the assumption that results can be achieved directly, without any testing process in which assumptions are tested. But it is precisely in social renewal that there should be a testing process, so that the correct degree of renewal can be prepared. It is precisely these experiments which require a genuine spirit of enquiry in those concerned, as well as willingness to observe how something works, to see what the effects of the new course of action are and to take these effects as a starting point for the next steps.

When setting up experimental activities, the Seven Beacons can be of help to innovators. They must form an integrated whole. If one of the Beacons is not used, sooner or later the experiment will founder or fail to function properly.

4.4 DECISION MAKING

4.4.1 The meeting of the new with the existing

In renewal processes, decisions must be made all the time. We are scanning the future and we are leaving the beaten track. We must continually ask ourselves what the next step must be.

Initiatives give rise to breaking points. The past, the future and the present world, along with new ideas, collide with each other. In initiatives, people must address their inner selves because they constantly must make choices because their motivation is tested against what already exists. It is only if the innovator is fully convinced of the rightness and necessity of the initiative, that he can hold his ground.

When during experimentation the new has manifested itself, it acquires influence over what already exists. The new and the existing meet each other. There is a difference between the frame of reference of those who are putting into effect what is new and those who are taking care of what already exists. When the renewal question can be seen and perceived by all, there is a possibility that space will be created to give what is new a chance. In this, it is not only the experimental results which play a part, but also the expectations people have about the difficulty that will be experienced in integrating the new with the old.

Decision-making in connection with renewal processes almost always requires consensus between those who are involved in the aim, method and resources. If the renewal is on a large scale, more people, both in the organization and outside, must be put in the picture, not only the board, for example, but also the staff council, personnel department, financial department, trade unions, etc.

In decision-making, the "political" aspect plays an important role. In this environment, which surrounds the power of decision, it must be clearly seen whether there is enough support for renewal. The decision-making process demonstrates the value of preparatory work. It is necessary to present this preparatory work in a novel way to the decision-makers so that the case is put strongly. If some of the Beacons have been neglected in the preparatory work, the initiative will founder in the decision-making process.

It is the carriers of the renewal initiative who prepare the decision-making process. They realize that the decision-makers must perform an overtaking maneuver and that the results of the experiment must show what the future might look like. This is a difficult decision-making process in which the decision-takers commit themselves one by one. One element of the decision-making process is the question: "How much further?"

To guarantee continuity in renewal it is a priority condition that the formal decision-takers should raise the status of the plan to a project and assign it to one person who takes on responsibility for its implementation.

4.5 IMPLEMENTATION

4.5.1 Project design

Projects are used to help create the conditions which are needed for integrating the new with the old. We can find a foothold here in the various aspects of the organization. The projects can, for instance, be aimed at:

- new products, services and advice
- new policies and new targets
- the mobilization of new people
- the planning and programming of new activities

Projects have an idealistic side, i.e., they are focused on the introduction of new guidelines and ideals as well as the practical side. They affect concrete tasks, methods and resources. In view of this, it is important how the project is managed and at the same time how the results of the project are introduced into the existing organization.

Here again, we orient ourselves with the aid of the Seven Beacons:

- 1 The composition of the network of people: formal relationships, carriers and experts
- 2 The aims and objectives: the target group and projected result
- 3 The meeting and organization conditions: tasks, responsibilities, forms of co-operation, limits
- 4 The premises and criteria: the policy concepts whereby one works
- 5 The time span: start, finish, tempo, rhythm
- 6 The guidelines: the focal point
- 7 The resources: capital and capacities

These seven points must be related to each other if the project is to make any progress.

4.6 INTEGRATION

4.6.1 Projects and learning

During renewal processes, friction arises in the organization between what already exists and what is to come. This friction manifests itself in the form of clashes between people. They keep the decision-makers in the organization busy.

On the basis of the observed results of renewal projects, the decision-makers establish an order of priorities. The decision-makers test renewals for their value to the organization. It is important that projects should produce results, even at an early stage and on a small scale, in order to inspire and encourage people about the progress of the project.

The results of renewal processes require to be evaluated and processed. With their aid, people can evaluate the significance of the results achieved so far. This means that learning programs must be set up, whereby all those involved can find out about, and experience the results of, renewal projects and activities. It quite often happens that little attention is paid to the learning process. Renewal results are promptly embedded in policy, aims and structure. It is then expected that when this is made known, activities will take place differently or better.

It is, however, necessary to facilitate the necessary skills training for the people who are to participate in the renewal process, or who will be affected by it. It is not enough just to talk to them about it. A specific learning process must be set up in which people can familiarize themselves with

the renewals. If people are not given the opportunity to learn, it will lead to great resistance to change.

It should be the responsibility of the people in charge of the renewal to hold themselves available for the training of others.

Skills training can take place at three levels:

- 1 Proficiency
- 2 Inward and outward attitudes
- 3 Knowledge and conceptual skills

Renewal can require a different kind of proficiency or a new attitude on the social plane, or an innovative attitude to the environment.

Learning processes demand training activities. These are initiated by the request for renewal and the consequent learning need and are fulfilled by the acquisition of new skills which are used in the new activities.

The assimilation and evaluation of process and results can throw new light on the renewal process, which is in progress, and can provide starting points for further integration of the results into the organization.

4.7 CONSOLIDATION

4.7.1 New frameworks

The results of the renewal process are consolidated in the organization. The experiences which have been gained or discovered during the process are now embedded in people. These experiences are used as tools in the organization in order to bring about new products, new policies, new structures, etc. Renewal in and of an organization, brought about by innovators as organization development, does away with existing frameworks and creates new ones.

Today's frameworks have usually arisen from the need to make the organization manageable and controllable in response to the growth in scope and complexity of the organization in an ever more turbulent world. A multiplicity of systems helps people to keep a grasp on the whole. However, we find that we are approaching the limits of controllability and manageability.

We are at a turning point as regards our thinking and dealing in society. We must clarify our thoughts about the development, guidance and control of the organization in which people will once again take a central position and role. All the same, the raw materials used by your organization are also available to your competitor or colleague. This applies to your means of production, buildings, machines etc. as well; and the market at which your organization aims is also accessible to your competitors.

This means that the extent to which your organization is and remains successful depends on the way in which the people within the organization play their part, both as individuals and in co-operation with each other. At this point, efficiency thinking must give way to the asking of effectiveness questions.

What is necessary and has what we have developed had the effect we were aiming for? This is what it is all about, to an ever-increasing extent. Only afterwards does efficiency come up for discussion again.

5 BEACON EXERCISES

Beacons are orientation points for steering in the implementation as well as the design of initiative processes or change projects. Here we will give you some exercises that you can use to get familiar with the working of the Beacons. It needs some practice to be able to use the Beacons in a fruitful way. First of all, you will find separate exercises linked to one Beacon at a time. These exercises can help you get a feel for the quality of each Beacon and for the area in which a Beacon finds its origin and its application.

5.1 QUESTIONS

5.1.1 Ownership of questions

Questions are expressions of a need for change. Questions need owners who take care of this process of change. "Who owns this question" is a marvelous intervention one can make to keep social situations transparent and clear. If there is no owner, it is difficult to do something substantial to the question. If there is an owner of the question, the process can be consciously steered and managed.

5.1.2 The question as an expression of reality

Questions can express themselves in different ways. There are three different kinds of manifestations of a question:

- 1 Maintenance question: "Can we restore the situation" is the main focus for the process
- 2 Problem question: "Can we find a solution to the problem" is the main focus for the process
- 3 Change question: "Can we find a new answer to the question" is the main focus for the process

A question can be asked in three different ways. There are therefore three different kinds of processes that will generate the answer to the question. Those processes are:

- 1 Maintenance process
- 2 Problem-solving process
- 3 Innovation process

It is of crucial importance to the change process on what level you formulate the question.

Exercise: Formulate the question

Describe your question as a maintenance question, as a problem question and describe the question as a change or innovation question.

Which question do you see as the most precise and relevant?

Exercise 1 Formulate the question

5.1.3 Questioning

Working with questions requires the ability to question. Questions can be asked with two different aims:

- 1 To gather information and/or investigate which is a question focused on the past.
In this case, the questioner taps information through asking content questions out of the person who is being questioned: a *content-oriented* approach.
- 2 To generate communication and create opportunities for action, is a question oriented toward the future
In this case, the questioner uses questions to search for concrete descriptions of vivid memories of events that happened. This gets the person who is questioned to start to think

about the problem and discover opportunities to act on the problem: a *process-oriented* approach

Through the process of questioning and investigating, you see realities sharply and you can come to a re-formulation of the question. Through doing this you also see new opportunities to act.

Exercise: Questioning in two ways

Interview a person in two different ways:

- 1 First ask questions like a journalist would do to tap information
- 2 Then change your style and ask for vivid descriptions of concrete events

Exercise 2 Questioning in two ways

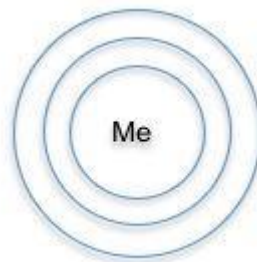
5.2 NETWORKING

Being able to take initiatives and create something that you find valuable in life needs connections to other people that can help you to do so. Networking is a key activity in all management work.

To change and develop networks is to create different opportunities in life.

Exercise: Evaluate your networks

- 1 Put yourself in the middle of a series of circles and put the key people of your networks inside these circles. Put those you feel closest to nearest to you



- 2 Characterize the type of relation you have to each person. For instance:
 - Is the relation dominated by the formal connection you have to them, or is it another person because of the position and function of that person versus your own function and position?
 - Is the relation dominated by expertise, knowledge and skills that you share with the other person?
 - Is the relation dominated by the entrepreneurial connection you have to the other person?

When you look at the total picture, do you find it too one sided?

Exercise 3 Evaluate your networks

Exercise: Change your networks

- 1 Put yourself in the middle of a series of circles in which you place persons that you find essential to your work-activities. The most essential relations you put closest to you:



- 2 Describe, for each relation you have mentioned, the crucial binding element for that relation. Is it responsibility, knowledge, the functional connection, or other binding forces that connect you to the other person?
- 3 What is the key investment you should make in the relation to keep it working? Most relations have a very specific binding element that needs to be nourished to keep the relation substantial and fruitful

Exercise 4 Change your networks

5.3 AIMS AND OBJECTIVES

5.3.1 Group awareness goal

In working life, it is essential to know that you work for others. It means that others will use the effects, e.g., products of your work, in their working-situation. Awareness of those people for whom you work can help you to find out what it is that you must do.

Exercise: Client connection and product use

- Who are the people you work for, that is, who are the people that use the products of your work?
- What are they doing with your products?
- What does your product mean in their work-process?
- Is it essential or only supportive to your clients?

Exercise 5 Client connection and product use

5.3.2 Visualizing results

Setting goals can be a very abstract thing. Goals work as orientation points for people if they are concrete and visualized. People carry in themselves images of possible future situations they want to achieve. It is very helpful in processes to express these images to each other and see where the differences lie.

Exercise: Visualizing the future

- What concrete pictures of the future situation do you see that can give you a hint in what direction the process must go?

Exercise 6 Visualizing results

5.3.3 Formulation of aims and objectives

To formulate a goal, it is essential to be concrete. To do so one can use four elements in the formulation of a goal:

- 1 Describe the concrete behavior in the future situation as you see it acted out there, and then
- 2 Describe a standard norm or guideline that is directing the future situation you are aiming at and that is guiding the future behavior
- 3 Describe the timespan in which the new situation should be reached
- 4 Under what circumstances is the goal to be reached

In other words, a goal formulation could be:

"We see that within two years' time 80% of our clients will drink our product twice a day at home". or

"Next spring, our pupil will be able to count from 1 to 100 in the classroom"

Exercise: Goal formulation

Try to formulate, as concretely as possible, your goals for your area of responsibility in your organization.

Exercise 7 Goal formulation

5.3.4 Working with scenarios

In the process of goal setting it is often useful to work with scenarios. Scenarios are images of future situations that could be reached or that will possibly happen.

You could make different scenarios for the same situation, for instance:

- a good weather scenario
- a bad weather scenario
- a changing weather scenario

To make scenarios, one can use different elements. For instance:

- Extrapolation of trends and facts
- Predictions of the future by experts
- Signals given by clients
- Dreams you have about the future

Exercise: Making scenarios

A good way to work with scenarios is as follows:

You make three different, but realistic, pictures of how the future situation can be concerning the development of your company, department, function or whatever question it is you want to look at. The scenarios must be different, therefore not three variations of the same theme.

Describe in the scenarios:

- what will the situation look like?
- what will happen?
- what is the future behavior of the relevant people?
- what are the developments that influence future situations?
- what policies are at work?

Once you have done so, you should not choose one of the scenarios to start working with, but you should ask yourself the questions:

- If I see these three possible future situations, what decisions must I take or what is it that I really should take care of?
- What could be my first steps?

As you cannot predict the future, scenarios could help you to be better prepared for situations where you feel a need to be entrepreneur of your own future.

Exercise 8 Making scenarios

5.4 POLICY MAKING

To implement change, one needs to be aware of the policies that guide the behavior of the people involved in the change process.

One can often see the difference between implemented policies and policies on paper. To become aware of your policies, you can look at the policies at work and you can look at the policies you would like as guiding principles for future behavior.

Exercise: Implemented policies

To become aware of the policies at work one can analyze concrete situations and concrete behavior.

- 1 Describe to others a concrete situation in which the need for change was shown vividly
Describe the space and persons that were involved in the concrete situation
Describe the moment in time when it all happened
Describe what was said and done by the people involved in the situation
Describe also what happened in yourself: feelings, thoughts, emotions, drives, motives
Describe it all as if you were writing a movie script
- 2 When a clear description is made of that situation, try, together with others, to characterize the happenings in the situation. Do not judge if things were done right or wrong, but try to give a qualitative description of what happened.
Describe what you found striking in the description you heard
Describe what you think were important parts of the event described
- 3 After you have characterized the concrete situation and events, ask the question:
"What were the guiding principles that describe the behavior of me and other people acting in the concrete situation". One can call these the guiding principles or "the hidden directors" that directed the behavior.

*Exercise 9 Implemented policies***5.4.1 Implemented policies example**

The situation that shows the need for change is when you are together with your boss and a colleague in your boss' office discussing the complaint of a client:

You say, *"I had this client on the telephone and she said, 'this is the last time I accept your excuse that the delivery is too late. If it happens once more, you have lost a client'".* You ask the others: *"what are we going to do about this?"*

Your boss says, *"Do not get too nervous. I have had this problem with this client before. They cannot leave us, there are no other parties they could go to".*

Your colleague says, *"This makes me nervous because this client is not the only one that complains"*

Possible characterizations of the above could be:

- there is a client who is angry and will not accept a new delay
- the boss reacts by remembering past experiences with this client
- the colleague shows that this is not a rare example

Who are the "hidden directors" in the above scenario? The scenario shows the confrontation of two possible "hidden directors":

- 1 you and the colleague: "when a client is going to leave we must do something immediately"
- 2 the boss: "when the client has no alternative it is not a priority to act"

Change is needed when there is a confrontation between different "hidden directors" present in peoples' acts. These "hidden directors" will work in many more situations and discussions than the one example given. To break through these differences in guiding principles, a key intervention must be made by management. The first step is to become aware of these differences.

5.4.2 New policies

To create new and shared policies, it is necessary to first have a shared awareness of what the new policy could be. Therefore, the first step is "policy formulation". In policy formulation you try to

describe the principles, values, or norms that you want to play a decisive part in the future behavior of all people involved. Policies must be formulated in the following ways:

- Concretely
- Kept simple
- Be implementable

It is important that all people who must integrate a new policy in their behavior are also involved in the process of policy formulation.

A further step is to create little experiments in which the new policy is acted out. By trying it out, one discovers the necessary abilities that correspond with the new policy. It is a learning process in which concrete experiences are being evaluated. It is important to monitor the extent to which the new behavior leads to the desired results, as the whole process is interactive and influenced by non-involved outsiders.

Based on experimental results, one can come, as a third step, to a policy decision. This means that the new policy becomes formal and will be the policy into the future. Decision-making is not something done behind closed doors. It is a process in which people involved decide every day and every moment to do it differently than it was done in the past. This creates new realities in new organizations.

5.4.3 Vision building

Vision building is an essential part of strategic management processes. To create strategies, it is necessary to have a living vision.

A vision is a mental expression of the core business of the company. A company is centered in a key process in which the added value is generated and for which the client is willing to pay a price.

In the key process of a company you can find a key moment, a key action that really reflects the specific know-how and abilities of the company. Everything else is preparation and follow-up of this key moment in the key process.

This is where you find the real source for vision building.

Exercise: Key concept

One can ask oneself the question:

What is it that we are really good at?

What is it that the client really appreciates in our product or service?

The vision can be expressed in "the company's key concept", i.e., mission statement, that is communicated to clients and company members all the time.

Exercise 10 Key concept

5.4.4 Strategy development

Vision building is essential in two processes:

- 1 Crafting strategy
- 2 Budgeting and planning

5.4.4.1 Crafting strategy

Crafting strategy is a management process activity in which managers make interventions in the concrete work and processes of a company. These interventions represent the steering acts of management through which processes are changed. These interventions can be directed toward:

- People
- Technology
- Money and resources

"What is done and what is not done", that is the strategic question. If the strategic interventions are opportunistic and not based on a shared vision that is the mission of the key business, it will create chaos in the company and this will lead to many problems that cannot be solved.

Communicating is the key element in vision building. All the meetings one has are opportunities to create or refresh visions. If there is no communication, visions do not come alive and cannot be shared. Communicating visions is a key activity in the management task of developing an organization.

Exercise: Communicating vision

Express your vision to your clients, your staff, your management

Exercise 11 Communicating vision

5.4.4.2 Budgeting and planning

There are two sides to company development:

- 1 The content in terms of knowledge, products, processes
- 2 The conditions in terms of buildings, technology, markets

These two sides must be in balance with each other. Through planning and budgeting we try to do so.

Planning and budgeting needs three elements:

- 1 **Forecasting:** through forecasting we predict what will happen and what we will do to make it happen
- 2 **Monitoring:** through monitoring we discover what the surprises are, that is, where things go differently to what one had expected
- 3 **Evaluating:** through evaluating we value what has happened and we learn from our experiences

Planning and budgeting must be based on solid management information. It requires, for instance, the translation of bookkeeping information into management information.

Exercise: Budgeting and planning

Choose one key area of development in your organization. Compare over time the described expectations and the actual results. What are the real surprises you see and what can you learn from them?

Exercise 12 Budgeting and planning

5.5

5.6 ORGANIZATION

5.6.1 Responsibilities to be met

Organizational responsibilities are based on the functional diversification of tasks. A job is described in a task-description. The task-description is the basis for "remuneration and organizational structure building". Because of the many interdependencies between functions, the whole area of responsibility has become a complicated matter. "Who is responsible for what?".

Exercise: Responsibilities

To investigate one's responsibilities, one can ask three questions:

- 1 What results are you accountable for?
- 2 What expertise do you possess in relation to the key process of the organization?
- 3 What are your personal responsibilities related to initiatives you have been taking?

To visualize your responsibility in a realistic and precise manner, you can ask yourself the questions:

- What would happen if my function were to disappear?
- What would happen if I were to leave the company?

Exercise 13 Responsibilities

Functional responsibilities will be transformed into personal responsibilities because the tasks to be done will be transformed into personal contributions toward the key process of the company.

5.7 TIME AND PROCESS

5.7.1 Time management

There is a simple formula for time and that is: time = availability = priority = policy

Everyone has 24 hours a day. That is a fact. But time has a subjective element as well. Some people have all the time, some people are always short of time. To manage time is to manage the availability of oneself. For whom I am available is a key decision, for example, "Do I go to this meeting or do I visit a client?"

To choose to be available is to set a priority. Priorities are not a list of points put on paper, they are choices of being available or not. To be fully present is essential to the quality of time. If you are there but your heart and mind are somewhere else, it means a lack of quality. To be able to choose where to be needs a policy. If your policy is that "work always goes first", your family will suffer as well as your inner soul. It needs a clear and consistent policy to be able to develop for yourself a clear "play concept", that is, a concept with which you move yourself through time.

To become aware of your "play concept" you can investigate the following time periods:

- A day
- A week
- A month
- A year

Exercise: A day

From the moment you wake up until the moment you go to sleep, what does a day look like?
Can you discover the underlying pattern that rules your day?

If you distinguish between a workday and a non-workday, what is the basic pattern of your workday?

For instance: wake-up - shower - breakfast - drive - talk to your secretary - 1st meeting - visit - 2nd meeting - mail – taking it easy - drive - dinner - newspaper -TV and drinks - bed.

Different jobs have different time patterns.

You can ask yourself the question: Am I available for what I find important or am I wearing my workday like a uniform that has been given to me?

Exercise 14 A day

Exercise: A week

Visualize your week pattern thus

	Morning	Afternoon	Evening	Night
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Can you discover your work week pattern? You move through the week in a certain way. For instance, you see:

That you have management meetings on Monday or Friday.

That you are out to clients on Wednesday.

That you see your co-workers around lunchtime.

That you meet your boss shortly before leaving work for home, etc.

If you see a pattern, you can ask yourself if it really enables you to do what you feel you should do. It is possible to change your time pattern if you can communicate this to the people who depend on you.

If your policy is "I am always available for everyone", you will be disturbed all the time by telephone and visitors. Maybe it is not necessary to be always available. Maybe it is even counter-productive.

So, to change your work pattern, you must change your personal policy. To do so you will be confronted with the policies of your business. In some jobs, for instance, it is normal to work from 08:00 until 19:00, in some jobs it is not.

Exercise 15 A week

Exercise: A month

There are monthly rhythms in your time schedule. Certain meetings, visits, budget rounds etc. are monthly repetitive events. If you are aware of that fact, you can see to it that you are prepared in time.

Some people are always too late and under pressure because they have no awareness of the time patterns they are in. Some people work relaxed because they are, in their consciousness, ahead of the time to come. They have taken inner time to prepare for their activities.

Time also reflects your responsibilities. If you own too many questions and responsibilities, you will not be able to do all these in time.

To be aware of your real responsibilities and to leave the rest to others will save you an awful lot of time.

Exercise 16 A month

Exercise: A year

A year also has its patterns through which you move yourself in time. Holidays, business cycles, travel, yearly evaluations, annual budget preparations, etc.

To place these activities in time can help tremendously to be available at the right moment in time. Every business has its seasons, its rhythms.

To be aware of them can help you move effectively through time. If you change your business, you change time patterns. To start changes at the right time in the year is an essential condition to see such change through.

Exercise 17 A year

Describe your day, week, month and year patterns; make them visible for yourself. Discover the friction points in these patterns, also the moments where there is little added value. Can you design new patterns that reflect your priorities?

5.7.2 Care process

There are three different types of care processes you can be involved in:

- 1 **Maintenance processes** have their patterns in time. To maintain what is there and to replace what is needed requires an insight into timespan and rhythm. Machines have a life cycle, products have a life cycle, people have a life cycle, etc. Everything has a life cycle and a maintenance rhythm. The art of maintaining is to find the right balance between the least time and energy spent on it and the best benefit gained from it.
One intense visit to a client a year to inform the client on shared business can often do more than 100 brochures, letters, etc., sent to him.
- 2 **Problem solving** are care processes in which a special event happens that requires mostly an immediate and specific answer. A problem blocks the continuation of a work process. So, a problem requires a break from the continuation of the existing work process. Solving problems requires specifically designed and immediate problem-solving processes. One must make oneself free to be able to work on a specific problem. There are problems that, without doing something, disappear by themselves over time. There are also problems that stay and tease you if nothing is done. It is a management art to be able to see this difference in the nature of a problem. To act or not to act, that is the question.
- 3 **Innovative processes** need a person who is really able to free himself from everyday business to take up innovation. It needs willpower and courage to take up innovation. It requires personal discipline to get it going. Innovating means breaking through existing patterns, it requires the creation of inner and outer space to do this.

Innovative processes have three phases:

- 1 Awareness arises through confrontation. To be confronted with facts that show the need for change and innovation is crucial to waking up the will of a person to do something.
- 2 The creation of innovation requires the mobilization of talent, time and money. To free these three requires a systematic appeal to the consciousness of the people in power.
- 3 The integration of innovation requires learning processes for all people involved, and projects that bring innovation as a new pattern of enliven organizational behavior.

Exercise: Process characterization

If you observe actual processes and disturbances in processes, try to characterize these processes and disturbances in three different ways:

- 1 Is it a maintenance process?
- 2 Is it a problem-solving process?
- 3 Is it an innovation process?

Exercise 18 Process characterization

5.8 RESOURCES

5.8.1 Money

Money is always a part of the process when it comes to concrete action. If we do something concrete, it requires money. Money reflects the resources we use to be able to create something real. With money we arrive in the area of the household. Money streams are monitored through financial information; we can examine, for instance, a profit and loss account, a balance sheet, a liquidity overview or a cash flow sheet.

Exercise: Money streams and organizational balance

Can you describe your organization or project in terms of concrete money streams that are incoming and outgoing? To do so, one could use a 5-step procedure as follows:

The first step is to analyze the bills you paid and the bills you sent to clients.

Can you categorize them in the different sections of an overview? You do this for a certain period, for instance, a week, a month, a year, or a quarterly period.

The second step is to put names to the money stream of people who create these streams and take the important decisions that activate or block the stream. What is it that these persons are doing to influence and steer these activities and the connected money streams?

The third step is to describe concrete examples that show how a person who is responsible for a money stream is influencing and steering this stream. These examples can show you the underlying policies that are acted out by the responsible person.

The fourth step is to see the connections between the 3 different streams. If you change one stream, what effect will it have in other streams? How is the connection between incoming and outgoing money streams?

The fifth step is to see what measures must be taken and what processes must be started to restore an unbalance between incoming and outgoing money streams.

Exercise 19 Money streams and organizational balance

Money is very often a taboo subject in working life. Not many people are aware of the consequences of their decisions and actions in terms of money. To be aware of, and to have an insight in, the money streams is a solid basis for a consciousness of the totality of an organization or project.

Another way of analyzing the organization in terms of money is to see what money is connected to the key process of the organization and what money is connected to the running of an organization. All money that is directly involved in the making and selling of the key product, service or expertise is money involved in the key process. All money that is indirectly involved in terms of staff activities, supporting activities and management activities is money involved in the running of an organization. It is very often a tendency that more and more money is involved in the running of an organization and less in the key process of that organization. We tend to make things complex and we have difficulties in skipping things we have been doing so often in the past.

5.9 ALL THE BEACONS

If you have an ambitious goal of change but have no time or no people who want to carry responsibility for this change process, then there is an imbalance that can distort the progress of the change process. If you are not aware of leading policies that should be changed, you will be blocked by them as they are acted out through people that you meet in the process.

These Beacon questions can make you aware of sides to the change process that you are not so much aware of in every day routines. With these Beacons and questions, you can analyze the process when there is little or no progress and design a step in the process when the process needs such a new step. If you cannot give all the answers to the question, you have to search for the missing answers.

Through observation and investigation, you can find the material that gives you an answer. The Beacon questions reflect realities that are there in all situations. These realities show themselves more clearly when you ask these questions. That helps in the steering of the change process.

Exercise: All the Beacons

Choose a change question that you feel is essential to your organization and that you feel personally responsible for.

Formulate the change question in two ways:

- a. Analytical - past oriented. Start with "How is.....?"
- b. Actively - future oriented. Start with "How can.....?"

When you have formulated the question, then describe one concrete example that shows and illustrates how the question appears in reality. The example must be out of your own practice and must be characteristic for the question.

1 Networks of people involved

Who owns the question?

Who are the people involved in the question that carry a responsibility in the process of working on the question?

Who are the formal decision makers? Stakeholders? Who are the experts in content and/or process?

Who are the carrier(s) of the question, the entrepreneurs for this question?

2 Aims and objectives

Who are the people that will benefit from the work on the question, who is the target group?

Is there one target group or are there different target groups that have different interests in the solution of the question?

How will the future situation look like after the first substantial step in the change process is taken?

3 Steering principle, policies to work with

When you observe the concrete examples that reflect the question and you characterize the behavior that people show in this example, can you then formulate the done policy that directs the behavior of the people involved?

Do you see this done policy at work in many more situations, that is, is it characteristic for the company culture?

Can you formulate the policy change you think is essential to see the change process happening?

4 Mission statement

What is the basic idea that should be realized with this change process?

Can you visualize and describe the idea in a mission statement?

5 Responsibilities

What are the key responsibilities that should be taken care of through people out of the network? Can you describe who is carrying what kind of responsibility?

Can you describe the boundaries to the change process that should not be passed?

6 Process and time

What is the timespan of the change process?

What is the timespan for the first step in the process in which convincing results should be created?

What are the processes that should be initiated and how can they run parallel in time?

7 Resources, means and money

What money is involved in the whole change process?

What are the key investments that should be made to see the process happen?

The answers 1 to the 8 questions must be in balance with each other.

Exercise 20 All the Beacons

6 A NEW BEGINNING

This book is nearly at its end. Every end has within it a new beginning. Whether reading this book means that you achieve greater awareness in your thoughts and actions in the light of the Seven Beacons and phases depends on you alone. With our description of "practical examples" we have endeavored to show that your decision does not depend on your position or role in the organization.

Renewal realistically occurs at all levels in organizations where work is done. One characteristic of renewal, however, is that whatever is created always has to do with people, people who want to play a part themselves in their own reality. This, then, is the question: do you want to be more influential, do you want to be in a position to shape your own reality?

If you answer this question in the affirmative, then this book can in future become a reference book for you while you - initially on your own - endeavor to put theory into practice with the help of the exercises. The design of the exercises is based on the contents of this book. With its aid, the insights outlined in this book can form an integral part of your thinking and action.

Adriaan Bekman, 2018