ProCESS Project

WORK PACKAGE 2: PREPARING THE COMPANY CASES AND BUILDING THE PROCESS TRAINING MODULES

Deliverable 2.7

SESS trainers' curriculum

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1. Introduction to SESS trainers' curriculum

ProCESS Project aims to develop and deliver to the students and organisations an original and innovative methodology to deal with complex management cases through alternating sequences of mobilization of Sensory, Emotional, and Spiritual (SES) intelligences (Skills), in addition to rational capacities.

As the world becomes more and more "VUCA« (Volatile, Uncertain, Complex, Ambiguous), the dominance of rational approaches is becoming more and more limited and reductive. The ProCESS postulate is to banish this supremacy of rationality in management education and (re)introduce a formal training of sensorial, emotional, spiritual capacities, what we call SES Skills. In ProCESS project we have developed a 6-step methodology to facilitate creative problem-solving skills and widen human cognition.

As a SESS trainer, you will experience the ProCESS methodology and SESS training sessions and learn to better feel and sense complex situations (and not only understand) and dare to "step out of the box" to solve them. You will have a possibility to integrate your unique talent or skills to create an original workshop to train any of ProCESS Skills - Sensorial, Emotional, or Spiritual.

2. ProCESS method

The ProCESS method is an innovative method of complex problem solving in organizational context where rational and non-rational (sensorial, emotional, and spiritual) approaches are mobilised with the help of SESS (sensorial, emotional, and spiritual skills) workshops. The innovative nature of ProCESS reveals itself through systematically combining non rational and rational skills, fostering a holistic approach and giving a place to SES skills in management training and in businesses. This happens by convening standardized workshops which summon the sensory, the emotional and the spiritual skills in a manner that helps participants to learn how to address real complex cases.

The aim of ProCESS method is to teach current and future managers to break out of traditional thought patterns, complement traditional methods of analysis, upset participants' established intellectual order, and broaden their perspectives. Indeed, ProCESS has multicultural inputs, approaches and heterogeneity that lead to the analysis of situations from different points of view and sensitivities, and therefore a proliferation of ideas and the restitution of a broad range of solutions which will infuse companies from various sectors.

In ProCESS method, Theory U is adapted for a series of six future search-oriented workshops where students are engaged in coaching circles with a facilitated learning and innovation process around the complex problem solving. The U process is a tool for enabling leaders to learn not only from past experience but from the emerging future. It allows to operate pursuing emerging possibilities rather than reflecting on and reacting to past experiences. Theory U thus offers a practical method of learning that reveals the organization's blind spots by directing the attention to the interior condition and internal forces that underlie social change.

Theory U responds to a world in crisis (Heller, 2019) and invites leaders to transform their thinking process from one based on isolated datasets, facts, and observations into a more holistic approach that is fundamentally intuitive (Szameitat & Nestler, n.d.). Theory U suggests that true leadership is about shifting from a personal, individual-centred, self-interest ego-systemic approach to a collective, group-centred, multi-stakeholder approach where society should get to "eco-system awareness"-driven forms of cooperation. This process is the journey of the U. (Scharmer, 2007; Trigger, Trends in Global Governance and Europe's role, 2019.)

The model describes seven ways of attending to and co-shaping the world and developing seven essential leadership capacities: 1) Downloading means repeating the same old patterns of thought so that "the world is frozen by our old mental habits and past experiences; nothing new enters our minds". 2) Seeing or observing means that we suspend our habitual judgment, wake up with fresh eyes and to tolerate that nothing is happening. 3) Sensing means that our perceptions widen and deepen and "the boundary between observer and observed opens up." 4) Presencing happens when we let go of the old patterns and assumptions and "the boundary between observer and observed collapses into a space for the future to emerge." 5) Crystallizing is when "envisioning happens from the field of the future rather than from our ego". 6) Prototyping is exploring the future by doing and by improvising and by linking the intelligence of the head, heart, and hands. 7) Co-Evolving or performing means embodying the new through new practices, processes, and infrastructures. (Scharmer, 2007: Presencing Institute, 2022; McKinney, 2018.)
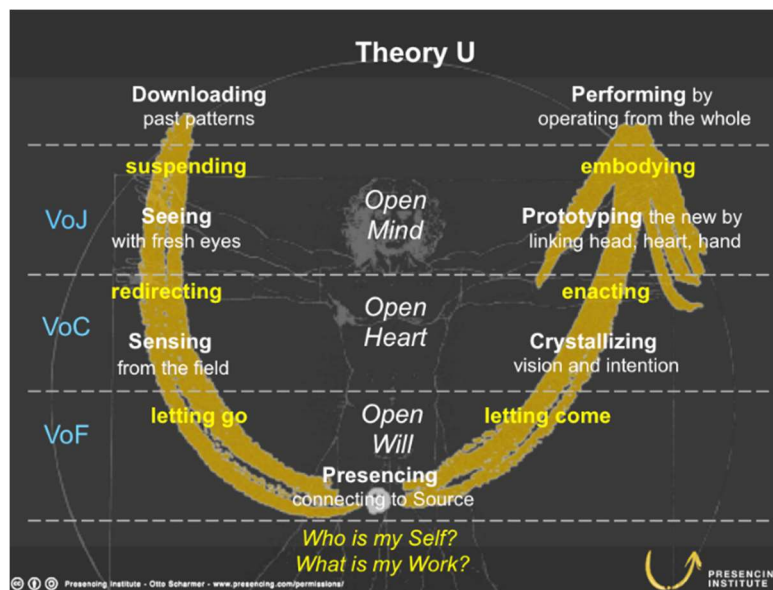

Figure 1. Theory U (Wikimedia Commons, n.d.)

The "U" is a graphic expression of the journey. The left-hand side of the picture describes the move downwards away from past prejudices and resistance of thought, emotion and will, closer to the outside world embodying the newly acquired capacities, finding common intent and sensing the best future possibilities. At the bottom of the U-shape there is the moment of presencing (i.e., sensing which means feeling the future possibility and presence which means the state of being in the present moment), which is the point between letting go all that is not essential and getting ready for the future to emerge through shared wisdom. This point describes the ability to overcome disruptions by "acting from the presence of what is wanting to emerge". It is important to normalize not knowing the answers and emphasize the value of quiet reflection to allow ideas to emerge. On the way to the threshold of presencing, people must quiet down their voices of Judgment, cynicism, and fear. (Scharmer, 2007; Presencing Institute; Trigger, Trends in Global Governance and Europe's role, 2019.)

The right-hand side describes the move upwards where answers are found in co-operation with others. Co-creation is a tool to overcome crises, whether economic, social, cultural, ecological, spiritual or personal, and it is a process of identifying, prototyping and refining new forms of commitment and action or social reality creation. (Presencing Institute; Trigger, Trends in Global Governance and Europe's role, 2019; Scharmer, 2009.) Once a group goes through this process, individual members and the group begin to operate with a heightened level of energy and sense of future possibility and to function as an intentional vehicle for an emerging future (Presencing institute, n.d.).

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The foundational capacity of the U is listening to others, oneself and what emerges from the collective in an open space in which others can contribute to the whole and suspend the voice of judgment. The preparation for the experience at the bottom of the U requires the tuning of three inner instruments: the open mind, open heart, and open will. This requires active sensing together as a group. When an open heart allows to see a situation, the open will enables to sense what is wanting to emerge. Moving down the left side of the U requires the group to open up and deal with the resistance of thought, emotion, and will. Moving up the right side requires the integration of thinking, feeling and will in the context of practical applications and learning by doing. (Presencing institute, n.d.).

This curriculum is targeted to people who want to acquire the skills and certification to act as a SESS trainer. The curriculum contains self-study material for getting the essential background theory and practical exercises aiming at building one's own SESS course based on one's set of skills.

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3. Curriculum

General description	
Course title	SESS trainers' curriculum
Time	50 hours of which 10 hours of self-study and 40 hours of face-to-face study
Sequencing	Preliminary study and 5 full days of training as applicable
ECTS credits if applicable	n/a
Course competences	Theoretical competence, pedagogical competence
Course objectives	The participant masters the theoretical basis behind the SES skills, gets familiar with different kind of practical exercises on SES skills and recognizes his/her own set of SES skills applicable and realizable in training sessions.
Expected outcomes	The participant will be able to realize a training session using SES skills based on the theoretical foundations behind the SES skills and one's own set of skills adapted for this purpose.
Course contents	The course contains 6 parts that will be explained more in detail hereafter.
Study methods	Self-study and 5 face-to-face full days.
Evaluation scale	Pass/Fail
Evaluation criteria	Realising one's own SESS course onsite at Day 5.
Trainers	

Part 1	
Part title	Preliminary study
Time	10 h
Part competences	Theoretical competence
Part objectives	- Understanding the concept of complexity - Understanding the complexity in organizations - Understanding the Theory U - Understanding the concept of multiple intelligences - Understanding the concept of SES skills
Part expected outcomes	The SESS trainer candidate masters the theoretical foundations behind the SES skills to be able to build his/her own set of pedagogical skills on a theoretically sound basis.
Part content	90 minutes online course (free registering required): MOOC by EDX: https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Flearning.edx.org%2Fcourse%2Fcourse-v1%3AMITx%2B15.671.0x%2B2T2018%2Fhome&data=05%7C01%7CAnne.Eskola%40jamk.fi%7Cc8d75c7857f94840270108dad2bedd28%7C6e9eaaf03ff74de98cd41ffbd45951b9%7C1%7C0%7C638054015486477868%7CUnknown%7CTWFpbGGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=pWNbuE9KZlEITGOYT0fhp3IGhYh7DyO5YeSAk6OJ5Aw%3D&reserved=0 Supporting reading material: 1. Snowden, D. J. & Boone, M. E. (2007) A Leader's Framework for Decision Making. *Harvard Business Review*. November 2007, 69-76. A Leader's Framework for Decision Making (hbr.org) 2. Scharmer, O., & Kaufer, K. (2013). Leading from an emerging future: from eco-system to ecosystem economies. San Francisco, CA: Berrett-Koehler. Sharmer O. Presencing Institute. https://www.presencing.org/ 3. Scharmer, O. (2018). The Essentials of Theory U: Core Principles and Applications. Berrett-Koehler Publishers. 4. Davis, K., Christodoulou, J., Seider, S. & Gardner, H. (n.d.). The Theory of Multiple Intelligences, Harvard Graduate School of Education, 1-37. http://www.pz.harvard.edu/search/resources?f%5B0%5D=sm_field_resource_type%3AArticle 5. Sluka I. & Ludviga I. (2022), Embodied cognition and management learning: the need for sensorial, emotional, and spiritual skills for solving complex managerial problems. (4) (PDF) EMBODIED COGNITION AND MANAGEMENT LEARNING: THE NEED FOR SENSORIAL, EMOTIONAL, AND SPIRITUAL SKILLS FOR SOLVING COMPLEX MANAGERIAL PROBLEMS (researchgate.net) 6. Sava A., Noveanu, S. Suteu, S., Lungu, R. & Firescu, V. (2022). New approaches to solve complex management case studies, Review of Management & Economic Engineering, 21, 1, 83.

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Part training methods	Self-study
Part training tools	Computer
Part evaluation methods	–
Part evaluation criteria	–
Names of trainers	

Part 2	
Part title	Onsite training Day 1
Time	8 h
Part competences	Theoretical competence, pedagogical competence
Part objectives	• Being able to support personal agency as a SESS trainer (Dedication, Commitment, Respect, Responsibility, Confidence – & Positive and Open-minded attitude) • Being able to develop participant attitude and commitment as a SESS trainer • Being able to connect to oneself and others to be able to lead a team • Becoming aware of the complexity, especially in organizational context • Seizing the opportunities offered by VUCA (volatility, uncertainty, complexity, and ambiguity) • Seizing the opportunities offered by Theory U process
Part expected outcomes	The SESS trainer candidate learns how SES skills can be used to support personal agency and working in groups to mobilize the use of SES skills in front of complex organizational contexts.
Part content	• Welcoming Presentation of the trainers Presentation of the participants Presentation of the course Questions & Answers • Warming-up activity Reflection • Lecture on complexity Reasoning for SES skills • Exercise: giving practical examples of simple, complicated, complex and chaotic problems Discussion • Lecture on Theory U Presentation of the working methods on this course Practical exercise for team building Discussion

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	• Feedback Relaxation
Part training methods	Presentation, example, discussion, activation method
Part training tools	Adequate indoor space to sit and move, technical facilities
Part evaluation methods	Active participation
Part evaluation criteria	Participation
Names of SESS trainers	

Part 3	
Part title	Onsite training Day 2
Time	8 h
Part competences	Theoretical competence, pedagogical competence
Part objectives	• Being able to draw attention to sensing, perceiving, feeling, discovering and spiritual intelligence • Being able to raise awareness of the importance of the senses, emotions and spirit in perceiving and relating the individual to the surrounding world • Becoming aware of the multitude of information received through senses • Becoming aware of the SES similarities and divergences in the group • Becoming aware of how to mobilize SES skills
Part expected outcomes	The SESS trainer candidate learns how SES skills can be used alongside rational skills to get a deeper understanding of oneself, increase stress resilience, and increase empathetic skills. By the end of the day, the SESS trainer candidate can identify how his/her own talents or strengths can be mobilized to train SES skills.
Part content	• Lecture on the SES skills and their importance Discussion • Practical exercise on sensorial skills and body abilities Discussion • Practical exercise on emotional skills and empathy Discussion • Practical exercise on spiritual skills Discussion • Practical exercise for sharing something individual on engagement with works of art • Workshop on identifying one's own strengths to train SES skills. Discussion • Feedback • Relaxation
Part training methods	Presentation, discussion, workshop
Part training tools	Adequate indoor space to sit and move, technical facilities, other as applicable: scents, voice, sounds, images, music listening, music improvisation, multimedia, video sequences, drawing, postures, movement, dance, drama, dialog, writing, meditation, yoga

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Part evaluation methods	Active participation
Part evaluation criteria	At the end of the day as a result of the workshop, the SESS trainer candidate is able to identify his/her own strengths and their connections to SES skills.
Names of SESS trainers	

Part 4	
Part title	Onsite training Day 3
Time	8 h
Part competences	Pedagogical competence
Part objectives	• Finding different ways to address complexity • Being able to support collective connectedness in teamwork • Processing towards self-transformation • Being able to solve complex problems by using a set of SES skills
Part expected outcomes	The SESS trainer candidate learns how to lead co-operation and co-creation with the help of SES skills and how to solve complex problems with the help of SES skills.

Part content	• Lecture on complex problem solving
	  Lecture on ProCESS method
	  Discussion
	• Writing a complex case description based on one's own work and work environment
	  Discussion on the case
	• Workshop on complex problem solving using different set of SES skills exercises as a showcase (as many as possible, the case can remain the same) in solving each candidate's own complex problem prepared in the previous exercise
	• Giving feedback to other participants after the workshop

Part training methods	Presentation, discussion, writing, workshop
Part training tools	Adequate indoor space to sit and move, technical facilities, other as applicable
Part evaluation methods	Active participation
Part evaluation criteria	Peer evaluation using conscious empathy and ethics
Names of SESS trainers	

Part 5	
Part title	Onsite training Day 4
Time	8 h
Part competences	Theoretical competence, Pedagogical competence
Part objectives	A SESS trainer candidate can build his/her own method based on SES skills aligning the theoretical framework with his/her own set of SES skills and finalizing this on a conceptual level.
Part expected outcomes	A plan (on paper) on the method
Part content	• Workshop for planning one's own SESS session using the ProCESS four example curricula for students as inspiration

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	• Getting feedback on the plan from the leading SESS trainer and academic coach
Part training methods	Workshop
Part training tools	Adequate indoor space to sit and move, technical facilities, ProCESS four example curricula
Part evaluation	Active participation and personal feedback at the end of workshop to all plans one by one by the leading SESS trainer and academic coach
Part evaluation criteria	Accepted plan
Names of SESS trainers	

Part 6	
Part title	Teaching one's own SESS course
Time	8 h, each participant is allowed to teach a max. 1 hour session
Part competences	Theoretical competence, Pedagogical competence
Part objectives	A SESS trainer candidate can connect the theoretical framework to his/her own set of skills and produce a session that shows the mastery of both concepts and methods.
Part expected outcomes	SESS trainer candidate can realize a SESS course based on one's own set of skills.
Part content	• Presentations of the SESS courses (max. 5 per day) Discussion on each course Evaluation on each course • Synthesis of the whole 5-day course Testimonials Celebration
Part training methods	Skills demonstrations
Part training tools	Adequate indoor space to sit and move, technical facilities
Part evaluation methods	Active participation, peer feedback from other participants and oral feedback from leading SESS trainer and academic coach
Part evaluation criteria	This part entitles the student to be awarded a SESS trainer certificate.
Names of SESS trainers	