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ProCESS Project

**WORK PACKAGE 3 - Analysing 12 complex
management cases through the ProCESS method**

Deliverable 3.1 ProCESS Methodology Guide

2024

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WP3	D3.1 ProCESS Methodology Guide
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Short Description	This guide introduces and embeds the ProCESS method, presents the ProCESS sequences, the training methodology, the diversity of trainers/teachers involved, and illustrates the project with student interviews and practical outcomes from the case analyses they made. This Guide showcases the action plans that the students presented at ProCESS's three winter schools, highlighting the most remarkable solutions from these action plans. This document is freely accessible (.pdf) on ProCESS's website.
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Introduction

There has long been a tendency in the West to regard the rational, scientific approach as the principal, if not the only, way of understanding reality in a serious, objective way.

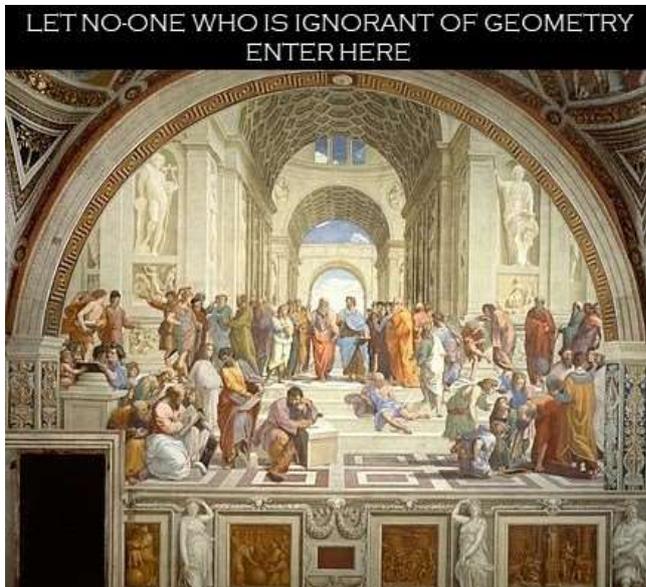


Figure 1: Raphael's painting of Plato's academy pediment

This worldview of Western societies has its origins in Greek philosophy. "Let no-one who is ignorant of geometry enter here" was written on the pediment of Plato's academy (figure 1) ¹.

There is, however, one fairly well-known example that has departed from this supremacy of the intellect. It concerns the spiritual exercises published by Ignatius of Loyola (founder of the Jesuit order) around 1550. In his exercises, Ignatius of Loyola proposes "rules of discernment" for making the right decision, inviting the decision-maker to enter the scene he has imagined inwardly and to experience it by involving not only his internal forces (intellect, memory, and will) but also his

5 senses, to perceive with touch, smell, and sight the bodily and material details of the composition. In other words, to summon all the components of the human being, including the body, and then to experience the "movements of the soul" provoked by the different possible decisions ².

But the prevailing thinking swept this type of approach aside, with Galileo's (1564-1642) 1623 adage "the universe is written in mathematical language" ³, and then Cartesian dualism (Descartes, 1596-1650) and all the scientists of the "Age of Enlightenment", notably Newton (1643-1727), reinforced this conviction that the world was a vast, finite, predictable mechanism that could be "dissected" in order to understand and govern it.

¹ <https://library.acropolis.org/celebrating-2400-years-of-platos-academy/>

² Mongini, G. (2014). Le discernement dans les Exercices spirituels d'Ignace de Loyola. *Theologiques* Vol. 22, n°2, 2014, p. 99–135.

³ In his work *Saggiatore*, published on October 20, 1623, Galileo wrote: "Philosophy is written in this immense book that always stands open before our eyes, I mean the Universe, but we cannot understand it unless we first apply ourselves to understanding its language and knowing the characters with which it is written. It is written in the mathematical language, and its characters are triangles, circles and other geometrical figures, without the means of which it is humanly impossible to understand a word of it. Without them, it's a vain wandering in an obscure labyrinth."

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In such a vision, anything outside the realm of rationality - art, religion, anything that calls on the body, the senses, the emotions, the mind, imagination, intuition, dreams - cannot contribute to understanding reality.

This vision has revealed its limitations and is now considered by most intellectuals to be completely outdated.

Already in 1970, Antonio Damasio published "Descartes' Error. Emotion, Reason, and the Human Brain" ⁴ (Penguin Books), which was translated into French in 1995, and wrote: "To be rational is not to cut oneself off from one's emotions. The brain that thinks, calculates, and decides is no different from the brain that laughs, cries, loves, feels pleasure and displeasure. The heart has its reasons, which reason is far from ignoring."

In the same spirit, Jacques Tassin wrote in 2020 ⁵: "Reason has gone too far, too alone. Our Western society has broken the alliance. It has obscured the organic and sensory roots of thought, language, and even writing. If it is necessary to guard reason, it is also necessary to monitor it, to preserve this thought of what ultimately touches us and founds us, and which is only formed in the conciliation of reason and the sensory".

In the same vein, and in connection with ecological issues, one can read in the book by Andreas Weber and Hildegard Kurt "Towards Cultures of Aliveness" ⁶, published in French translation as "Réensauvagez-vous !" ⁷ in January 2021: "Dualism, which determined our thinking and actions for 250 years, has ended. The Enlightenment is over (...) In one respect, we should feel relieved. The split in our thinking that opens between nature conceived as soulless resources and human agents as the rational actors was what started the ongoing environmental catastrophe (...)".

This new awareness has not spared the field of education and professional training.

In elementary education, a number of pioneers have paved the way: Maria Montessori from 1907 in Rome, Rudolf Steiner from 1919 in Germany, Jean Piaget from 1930 in France. Unfortunately, they remain on the fringes of the state education system, which focuses on the intellect and understanding.

In higher education, already in 1997 Martha Nussbaum sounded the alarm in her work "Cultivating Humanity: A Classical Defense of Reform in Liberal Education" ⁸, and then again in her 2010 book "Not

⁴ Damasio, A. (1970). Descartes' error. Emotion, Reason, and the Human Brain. Penguin Books.

⁵ Tassin, J. (2020). Pour une écologie du sensible. Ed. Odile Jacob.

⁶ Weber, A. & Kurt, H. (2015) Towards Cultures of Aliveness. Poetics and Politics in a Postdualistic Age – an Anthropocene Manifesto. *Solutions*. September-October 2015, 58-65.

⁷ Weber, A. & Hildegard, K. (2021). Réensauvagez-vous. Ed. Pommier.

⁸ Nussbaum, M. (1997). Cultivating Humanity: A Classical Defense of Reform in Liberal Education. Harvard University Press.

for Profit: Why Democracy Needs the Humanities" ⁹. (Translated into French in 2011 as "Les émotions démocratiques. Comment former le citoyen du XXI^{ème} siècle").

Unfortunately, this has not had the impact one had hoped for, and the attempts to put the human back into Western higher education have remained marginal.

In France a number of "classic" higher education programmes, including **SciencesPo Paris** ¹⁰, take an interest in artistic practices and the particular contribution made by artists to social debates. The pedagogical objectives and contents of their arts workshops ¹¹ aim to "develop intellectual curiosity and open-mindedness, listening, observation, precision, a taste for reading and research, a culture of the written word, personal and critical thinking, a spirit of invention, public expression and argumentation, autonomy, a sense of responsibility and collectiveness".

These lessons, which are compulsory in the first two years of the curriculum, primarily encourage students to examine the arts as a means of studying, exploring, and representing past and contemporary issues.

The workshops are distinguished by their 'practical-theoretical' form. The artistic approach (research and reflection on image, sound, space, language, writing, movement, etc.) and the intellectual process (the study of major works and fundamental texts, authors, and concepts; analysis of historical, philosophical, political, and sociological issues through a particular medium) are both essential and closely linked.

They thus remain highly intellectual, although they also seek to stimulate the sensibilities of students, who are encouraged to unleash their imaginations, to explore their capacities for written, oral, sensory and physical expression, and to get to know themselves and others.

Although outside the normal framework of higher education, another initiative deserves to be highlighted although this one aims to raise awareness among teachers, not students directly. This is the **Learning Planet Institute** ¹², launched by Professor François Mattei, holder of the UNESCO international teaching and research Chair in "Learning Sciences", co-sponsored with Université Paris Cité.

Their motto ("Feel / Imagine / Do / Share") clearly reflects a more sensitive and creative approach to education.

In the framework of ProCESS, a survey was made of programmes aimed in one way or another at developing extra-intellectual skills in higher education establishments. Around fifty modules have

⁹ Nussbaum, M. (2010). Not for profit: Why democracy needs the humanities. Princeton University Press.

¹⁰ <https://www.sciencespo.fr/>

¹¹ Charte des ateliers artistiques, SciencesPo, 2017

<https://www.sciencespo.fr/college/sites/sciencespo.fr.college/files/charte-ateliers-artistiques-fr.pdf>

¹² <https://www.learningplanetinstitute.org/>

been identified in each of the partner countries, which is still a very low number compared with the amount of traditional teaching offered, however it is unlikely that this list is exhaustive.

The basic idea of ProCESS, which is that every human being has sensorial, emotional, and spiritual capacities that deserve to be trained so that they can be mobilised when the rational approach alone is not enough, therefore remains rather marginal in higher education.

In companies, and thereby in professional training, things seem to be more advanced.

A wide range of courses are offered to human resources departments to provide employees with training in personal development, emotional intelligence, self-confidence, leadership, communication, etc.

At Sanofi France, for example, a ProCESS partner, William Schultz's "The Human Element"¹³ approach has been widely deployed, enabling employees to work on their self-esteem and confidence, and to get to know themselves better with a view to improving their performance in their various responsibilities.

To date however, there has been no approach that calls on sensorial, emotional, and spiritual capacities alongside rational capacities, in a comprehensive and visible way with the aim of proposing innovative courses of action in complex situations.

¹³ Shultz, W. (2005). *The Human Element – Productivity, Self-esteem and the Bottom Line*. Business Consultants Network Inc. Publishers, San Francisco.

Key Concepts

Complexity

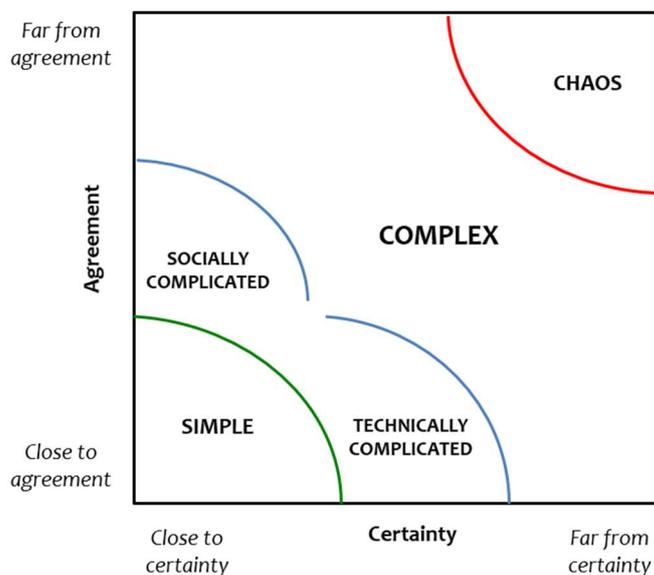
The English-speaking world likes to say that today's world is VUCA, which is an acronym for volatility, uncertainty, complexity, and ambiguity ¹⁴.

A description of what characterises a complex situation or case in an organisation was presented in the "Protocol for the Case Analysis" written by Anne Eskola (Deliverable 2.1 of the ProCESS project) ¹⁵ and published in the proceedings of the 9th Higher Education Institutions Conference in November 2021 (Eskola et al., 2022) ¹⁶.

A first characterisation consists of distinguishing a complex situation, case, or problem from a simple situation, a complicated situation, or a chaotic situation, because defining the nature of the problem is an essential preliminary step before even thinking about finding a solution.

This is the case of the model developed by Ralph Stacey in 1993 ¹⁷, which positioned these four types of cases (simple, complicated, complex, chaotic) in relation to two variables: on the x-axis, the level of control or certainty, and on the y-axis, the level of agreement or acceptance (figure 2).

Figure 2: The Stacey Matrix



¹⁴ Morin, E. (2008). On complexity. Hampton Press

¹⁵ ProCESS, deliverable 2.1-Protocol for the case analysis

¹⁶ https://www.heic.hr/wp-content/uploads/2022/04/HEIC-2021_proceedings.pdf

¹⁷ Stacey, R. (1993). Strategic management and organisational dynamics: the challenge of complexity. FT Prentice Hall.

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In the area of the matrix that is close to certainty and close to agreement, i.e. the simple cases, it is possible to collect data from the past and use it to predict the future. Specific courses of action can be planned to obtain results and monitor the actual behaviour of the actors by comparing them with the plans. The aim is to repeat what works to improve effectiveness and efficiency. **Decision-making is rational and technical.**

In complicated cases, Ralph Stacey distinguishes between those that are fairly consensual but technically more uncertain (technically complicated), and those that are fairly certain but not consensual (socially complicated).

Some projects have a high degree of certainty about objectives/outcomes and how they can be achieved, but high levels of disagreement about what is desirable. Negotiation, compromise, and the development of coalitions are used to build an agenda of tasks to be carried out in order to better guide the organisation. **Decision-making is political.**

Other projects have a high level of agreement on the desired objectives, but not much certainty about the causal links between achieving them and achieving the desired results. In these cases, following a predefined plan will not work. To compensate, stakeholders need to share a common vision and adopt a flexible, realistic approach. Comparisons are made against the organisation's mission and vision. In this zone, the objective is to move towards an agreed future state, even if the specific paths cannot be entirely predetermined. **Decisions are made by judgement.**

Complex cases combine a low level of consensus with a low level of certainty. In this zone, traditional management approaches are not very effective. Rather, it is a zone that favours creativity, innovation, and breaking with the past to create new ways of operating. **Adaptability and agility are essential skills for all parties involved.**

Finally, cases where uncertainty and disagreement are very high often lead to breakdown or 'anarchy' in the organisational sense. These are chaotic situations, in which traditional methods of planning, supervision, and negotiation are not operational. This is the area where innovation and disruption are king, with short iterative cycles allowing as many intermediate results as possible to be shared with stakeholders, so that changes and modifications can be made very quickly. **The only rule is to break out of the usual frames of reference and adopt an iterative approach.**

In conclusion, complexity increases from simple to chaotic depending on the level of uncertainty and consensus. It is accentuated by the increase in the number of stakeholders and individuals.

"While Ralph Stacey points out that "at least 90% of the content of strategic management textbooks is devoted to the facet of management that poses the least difficulty, i.e. running the organisational machine in a way that rules out surprises as far as possible", he insists that "on the contrary, the real function of management is to manage exceptions, quickly and under pressure, when they occur in an

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unforeseen way". In this respect, it is legitimate to wonder about the repercussions at management level of the occurrence of these situations, which interrupt the continuity of normal activities, generate ambiguity and uncertainty, and which, given the seriousness of the situation, require an urgent response. With the emergence of an increasingly turbulent, uncertain, complex, volatile, and chaotic economic environment, crises are becoming recurrent and frequent events. As such, the ability of organisations to manage crisis situations is becoming a genuine source of competitive advantage" ¹⁸.

Another well-known conceptual framework is the Cynefin model (a Welsh word whose literal translation is "habitat" or "place" but which more precisely means "the place of many belongings") developed by Kurtz and Snowden in 2003 and then Snowden and Boone in 2007.

This model characterises zones not according to two gradients, like Stacey's matrix, but rather according to three main criteria: the cause-effect relationship, the strategy for dealing with situations, and the type of management.

The design of the Cynefin model (figure 3) postulates the existence of three types of systems: ordered, complex, and chaotic, with ordered systems divided into simple (or obvious) and complicated systems.

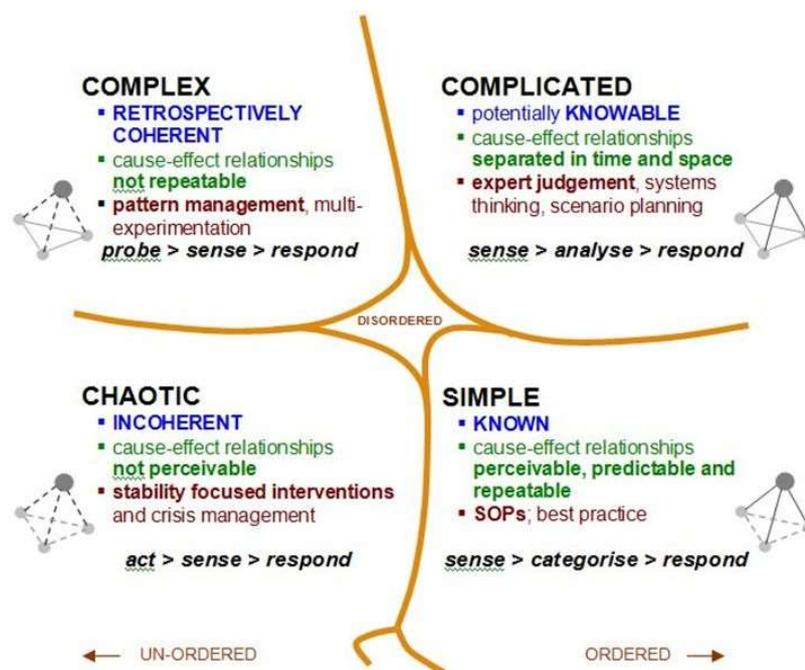


Figure 3: The Cynefin Framework (adapted from Kurtz & Snowden (2003) and Snowden & Boone (2007)) ¹⁹

¹⁸ Vraie, B. (2018). Stress aigu en situation de crise, De Boeck Supérieur.

¹⁹ <https://agilefellow.com/2015/10/20/cynefin-decision-framework-and-agility/>

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In **simple ordered systems**, the relationships between cause and effect are known and stable, and easily understood by all the parties involved, enabling a shared interpretation of the situation. The adapted decision-making process consists of observing (sense), collecting information, categorising to define the type of problem to be solved and acting on the basis of a predetermined, recognised and validated practice. This is the domain of procedures and processes.

In **complicated ordered systems**, an in-depth analysis is required to identify cause and effect relationships, drawing on the expertise of certain stakeholders. The appropriate decision-making process consists of analysing the data collected in order to develop a solution, from among several possible solutions. This is done with the support of an expert because arbitration between possible solutions is not within everyone's reach. This is the domain of learning organisations, consolidating their expertise through experience.

This is the predominant approach in the West, an approach that consists of identifying a problem, analysing it precisely, and devising an appropriate solution, and it has enabled considerable progress since the middle of the 19th century. Today however, the limits of this approach are becoming increasingly apparent.

In **complex disordered systems**, the interactions between the components of the system are numerous and unstable, impossible to isolate and understand. Cause and effect relationships can be identified retrospectively, but are not reproducible. The decision-making process requires trial-and-error experimentation, in order to identify the most satisfactory practices to be selected for action. This is the domain of adaptation and continuous adjustment.

In **chaotic, disordered systems**, cause-and-effect relationships, where they exist, are unstable and cannot be determined. The decision-making process consists of acting as quickly as possible to find a way out of this situation, often in an original way. This is the domain of innovation and improvisation.

Finally, the last area, described as **disorder**, is that in which we find ourselves when we do not know how to characterise the situation we are facing. Any problem that arises falls into this zone, and the danger is in not asking whether it is a simple, complicated, complex, or even chaotic problem and simply applying a single formula for solving it. "If the only tool you have is a hammer, it's tempting to treat every problem as if it were a nail", said Abraham Maslow, the father of the hierarchy of human needs ²⁰.

Defining the type of problem is therefore an essential preliminary step before even thinking about finding a solution.

Figure 4 illustrates more explicitly the cause-effect relationships in the different zones.

²⁰ Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–96.

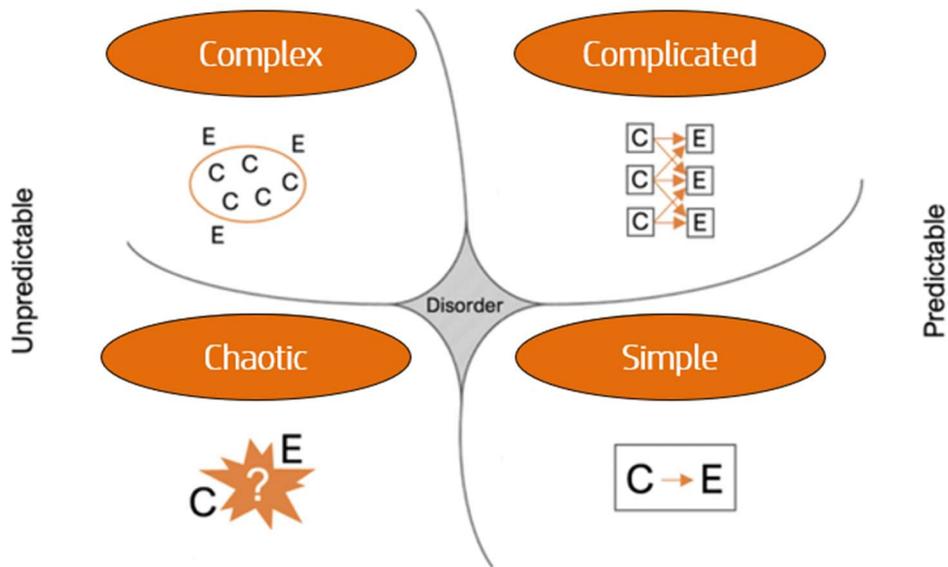


Figure 4: Representation of cause (C) and effect (E) relationships in the Cynefin model ²¹

As Figures 2 and 3 show, there are many parameters that vary from one zone to another. They are strongly influenced by the autonomy of the parties involved (everything that acts in or on the system), by the relationships between these parties, etc.

In this model, there is a natural dynamic between the different zones and a blockage in just one of them is a threat to the organisation. These transitions from one zone to another were explored by Kurtz and Snowden in 2003²². It is however not relevant to detail them all here as the zone we are primarily concerned with is the zone of complexity.

The Cynefin model also shows that in non-ordered (complex and chaotic) situations, the rational approach that is relevant in ordered systems with the many tools available - methods for clarifying objectives (SCORE, etc.), problem solving (Ishikawa, Pareto, etc.), time management (Eisenhower, etc.), strategic analysis (SWOT, etc.), etc. - cannot suffice. This confirms, on the one hand, the importance of the human element and thus of management, and on the other hand, the importance of mobilising skills other than analytical and rational intelligence, which is what ProCESS offers.

Finally, it should be remembered that the models presented above are still characterisation models, which only deal in a very generic way with how to deal with complex situations. Other models are more operational for project managers, in particular those that relate uncertainty about project

²¹ <https://paradigm21.ch/en/articles/vuca-and-the-organizational-contexts-of-the-cynefin-model-1-2/>

²² Kurtz, C. F. & Snowden, D. J. (2003). The new dynamics of strategy: Sense-making in a complex and complicated world par - *IBM SYSTEMS JOURNAL*, VOL 42, NO 3, 2003

goals/objectives, to uncertainty about working methods, such as Turner and Cochrane's "Goals-and-methods matrix"²³ or the WHOW matrix, a contraction of 'what' and 'how', invented by Dombkins²⁴.

Management with and within complexity

Given the differences in constraints and interactions between actors in each zone of the Cynefin framework, it is not possible to adopt the same management and leadership styles in the different zones (figure 5)²⁵.

While a directive style and fairly strong centralisation between players may be effective in orderly situations to enforce procedures (simple situations) or methodologies (complicated situations), this is not the case in complex situations where the emergence of innovative solutions needs to be encouraged.

Similarly, while interactions between actors at a cross-functional level may be minimal in the Simple and Chaotic zones, they need to be accentuated in the Complex and Complicated zones in order to encourage the confrontation of different points of view.

Thus, in the **Simple zone**, the leader must ensure that the appropriate procedures and processes are properly applied, and must communicate clearly and directly.

In the **Complicated zone**, the leader must organise contradictory debates and take into account the opinions of experts. He / she must beware of the risk of paralysis induced by endless analysis, but also of the strong convictions of experts who tend to favour traditional solutions. One solution is to encourage experts to think outside the box and compare their opinions with those of other stakeholders.

In the **Chaotic zone**, if faced with a crisis situation, the leader must restore order as quickly as possible, in a directive manner if necessary, seeking an effective solution rather than the best of solutions. This is not the time to go looking for the causes of the problem, it's the time to get out of the crisis using whatever means are at hand to regain a certain level of stability. Once things have returned to normal, it's then time to work on finding a stable solution, which can take time, and then to ensure that such a situation doesn't happen again, which can take months.

²³ Turner, J.R & Cochrane, R.A. (1993). Goals-and-methods matrix: coping with projects with ill-defined goals and/or methods of achieving them. *International Journal of Project Management*, Volume 11, No 2, May 1993, Elsevier.

²⁴ Dombkins, D.H. (2007). *Complex Project Management*. Book Surge Publishing.

²⁵ Philippe, A., Garandel, S., Farfal, P. & Sylvestre, C. (2021). Le cadre de pensée Cynefin en support à la construction de sens pour la gestion de crise. Les Entretiens du Risque 2021 « Activités et crises : les métiers du risque face aux enjeux de la société - Quels apports et quelles questions ? », Novembre 2021, Paris, France.

In the **Complex zone**, after noticing a problem, the Western reflex is often to analyse it and come up with reasonable, Cartesian solutions. But when the causes and effects are not known, the solutions envisaged are often no more than mere stabs in the dark.

In a completely different approach, the leader must immerse himself / herself in what is happening, leaving his / her usual observation post to see and experience what is occurring from many different angles. Once more and more complexity is revealed through a multitude of surveys, the initial perception of the problem evolves. What was black and white now appears in a whole range of colours. The leader must then create favourable conditions for the emergence of innovative solutions, by encouraging open discussions within heterogeneous groups. He / She must endeavour to stimulate positive experiences and limit those which are likely to generate uncontrollable risks, leaving time to get a better feel for the reality which is revealed when the shared view, listening, and lived experiences evolve. These first two steps will be repeated several times. Finally, the moment comes to start acting, without thinking that he / she has the final and definitive solution, but by taking a first step, then a second after correcting the trajectory and so on. With the ever-present temptation to fall back on the traditional exploitation of data and facts, it is important to encourage creativity and letting go, and this is where the ProCESS methodology, which mobilises all the capacities of employees to grasp reality, comes into its own.

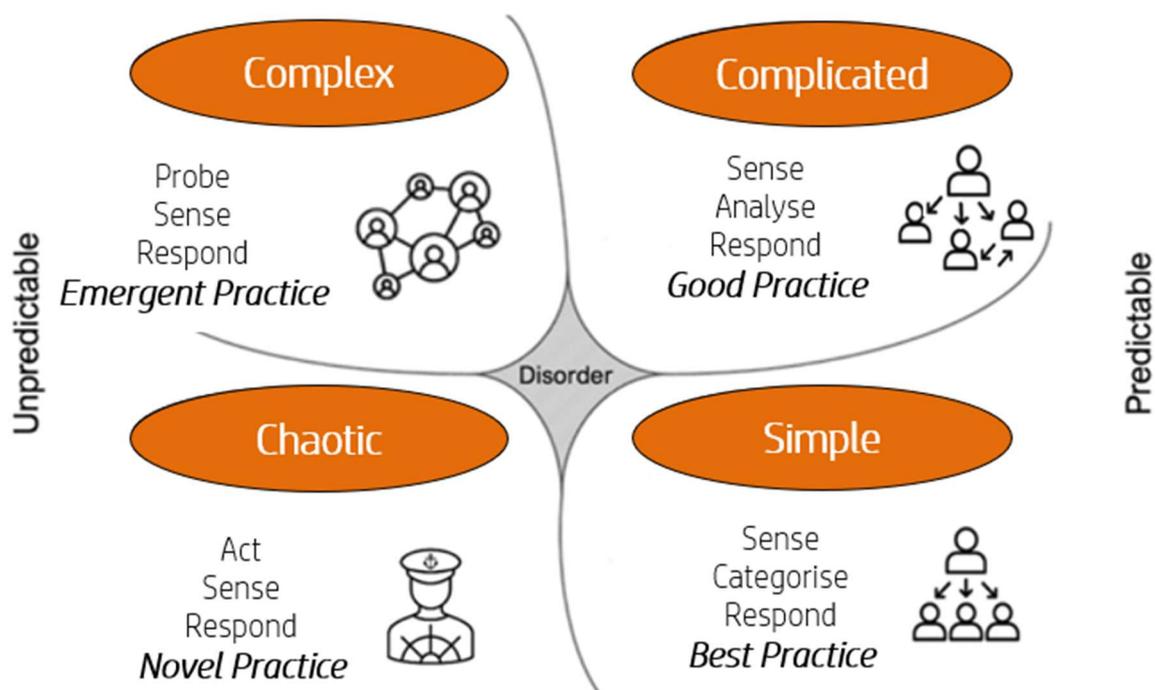


Figure 5: Representation of management methods and types of action to be conducted in the Cynefin model ²⁵

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Other approaches dealing with the management of complexity concern innovation processes, because management/leadership and innovation are closely linked in complex situations.

Without going into all the methodologies used to stimulate creativity and innovation, which are often described as 'agile' because they are incremental and iterative, and some of which, such as design-thinking, take account of the emotional dimensions of the human being by defining the 'personae' involved in the innovation project, it seems important to highlight one which is particularly consistent with the ProCESS methodology because it also calls on the sensorial, emotional, and spiritual capacities of those involved in the project to help disruptive solutions emerge ²⁶.

This is Theory U, developed by Otto Scharmer of the Massachusetts Institute of Technology and published in 2009 ²⁷, illustrated in Figure 6.

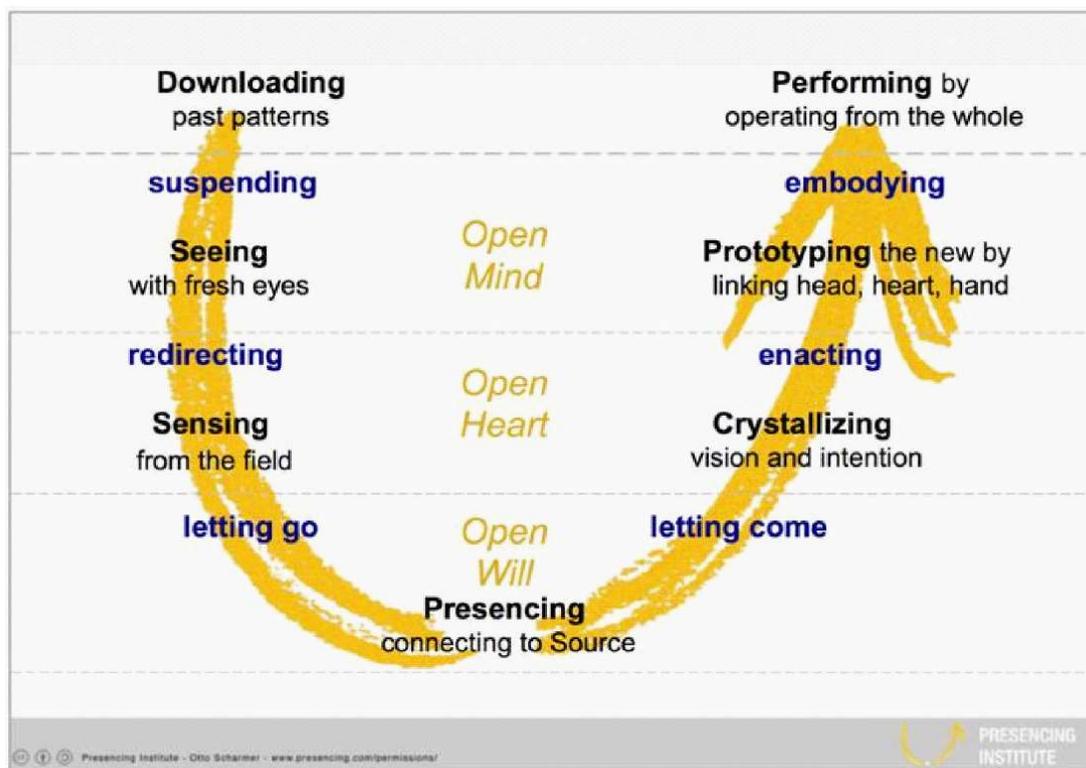


Figure 6: Representation of Otto Scharmer's Theory U ²⁷

²⁶ Sluka, I. & Ludviga, I. (2022). Embodied Cognition and Management Learning: The Need for Sensorial, Emotional, and Spiritual Skills for Solving Complex Managerial Problems. Proceedings of EDULEARN22 Conference, 4th-6th July 2022, Palma, Mallorca, Spain.

<https://processproject.eu/wp-content/uploads/2022/09/SLUKA2022EMB.pdf>

²⁷ Scharmer, O. (2009). Theory U: Leading from the Future as it Emerges. The Society for Organizational Learning

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This approach to innovation leaves a great deal of room for the collective, the author being convinced that innovation is enriched by the plural, as well as by the body with all its capacities, and in this respect is very much in line with the ProCESS approach.

Thinking in terms of complexity means activating a way of thinking that connects, which is new to contemporary Westerners, but ancestral to the original peoples - Chinese, Australian Aborigines, Amerindians, etc. - who think of reality as the interconnections of categories that we consider to be disjoint: the cosmos and the organisation of life in society; time, past events and places; nature and culture; etc. (Rossignol, 2018) ²⁸.

Complex situations invite us to move beyond the "already known" zone, beyond comforting habits and established protocols. They are a space for transforming situations, but also ourselves, because they confront us with our intimate capacity to read an unprecedented situation and to interact in real time, with intelligence, creativity, and humanity. They therefore involve our dynamic engagement within complexity and question our values, intentions, and representations, in relation to all the elements of context present.

SES Skills: Sensorial, Emotional, and Spiritual Skills

It is now common to distinguish between what are known as "hard skills", which are technical skills (for example, I know how to use Microsoft Excel) and "soft skills", which are behavioural skills (for example, I know how to work in a team).

ProCESS has proposed the concept of SES Skills, not with the idea of adding complexity, but of emphasising the contribution that less intellectual and more sensitive approaches (sensorial, emotional, and spiritual) can make.

This approach is reminiscent of Howard Gardner's Theory of Multiple Intelligences ²⁹ (figure 7), which promotes the existence of bodily (Bodily/Kinesthetic), sensory (Visual/Spatial, Musical/Rhythmic) and spiritual (Existential, Intrapersonal, Interpersonal) forms of intelligence.

²⁸ Rossignol, J.Y. (2018). Complexité : Fondamentaux à l'usage des étudiants et des professionnels. EDP Sciences

²⁹ Gardner, H.E. (1985). Frames of Mind: The Theory of Multiple Intelligences. Basic books.



Figure 7: Representation of the Multiple Intelligences from Howard Gardner (1985) ³⁰

PerformanSe, partner company in ProCESS project (appendix 1), has attempted to better characterise what SES Skills might be and has defined three of them:

- Awareness
- Connectedness: to oneself, to others, to something greater than oneself
- Alignment

At this stage is not very important to discuss whether these skills really exist or not, whether they are really skills or not, whether they are part of soft skills or distinct from them. This debate will probably be settled by researchers in the years to come. What is important to highlight is their practicality in emphasising how it is fundamental to initiate a greater consideration of the body in education and in life.

It is clear, for example, that to work on emotional intelligence, a concept popularised by Daniel Goleman in 1995 ³¹ and widely adopted since, the first essential step is awareness. In Western societies, where emotions are largely denied, particularly by men, it is impossible to train emotional intelligence without first becoming aware of the emotion you are feeling.

The same applies to connection, particularly with oneself, which is a prerequisite for any work on the body (top-level sportspeople know this well), and to alignment, which aims to embody the whole person (body / heart / head alignment, as we sometimes say).

³⁰ <https://www.facebook.com/photo/?fbid=139091259866649&set=pb.100069928510302.-2207520000>

³¹ Goleman, D. (1995). Emotional intelligence; Why it can matter more than IQ. Bantam USA.

In introducing the concept of SES Skills, ProCESS has also proposed the term "SESS trainer", which is a SES Skills trainer, and PerformanSe has drawn up a training reference framework ³² and a certification reference framework³³ for what a SESS trainer is.

In short, a SESS trainer is a person with a talent for using a sensitive approach and capable of linking this way of perceiving reality with management issues.

PerformanSe has also developed a test to assess SES Skills, offering a self-assessment based on five criteria linked directly to SES Skills: awareness, self-regulation, others-regulation, sense of life, and sense of community.

All participants in ProCESS training workshops were invited to take the test before and after the course. The results are currently being published ³⁴.

³² ProCESS, deliverable 6.6-Competency framework

³³ ProCESS, deliverable 6.7-Certification framework

³⁴ Ludviga, I. et al. (2024). Education for Managing in Complexity: Need for Sensorial, Emotional and Spiritual Skills. Publication in progress.

The ProCESS Method

Principles of the ProCESS Method

The basic principles of the ProCESS training method were published by Eskola et al. (2022)³⁵ and described in more detail in the "Proof of concept" document drawn up by PerformanSe in February 2024³⁶.

As indicated, the initial innovation of the ProCESS method is to consider that, in order to understand complex management situations, it can be relevant and effective to mobilise the sensorial, emotional, and spiritual capacities (SES Skills) available to everyone, in addition to rational capacities (figure 8).

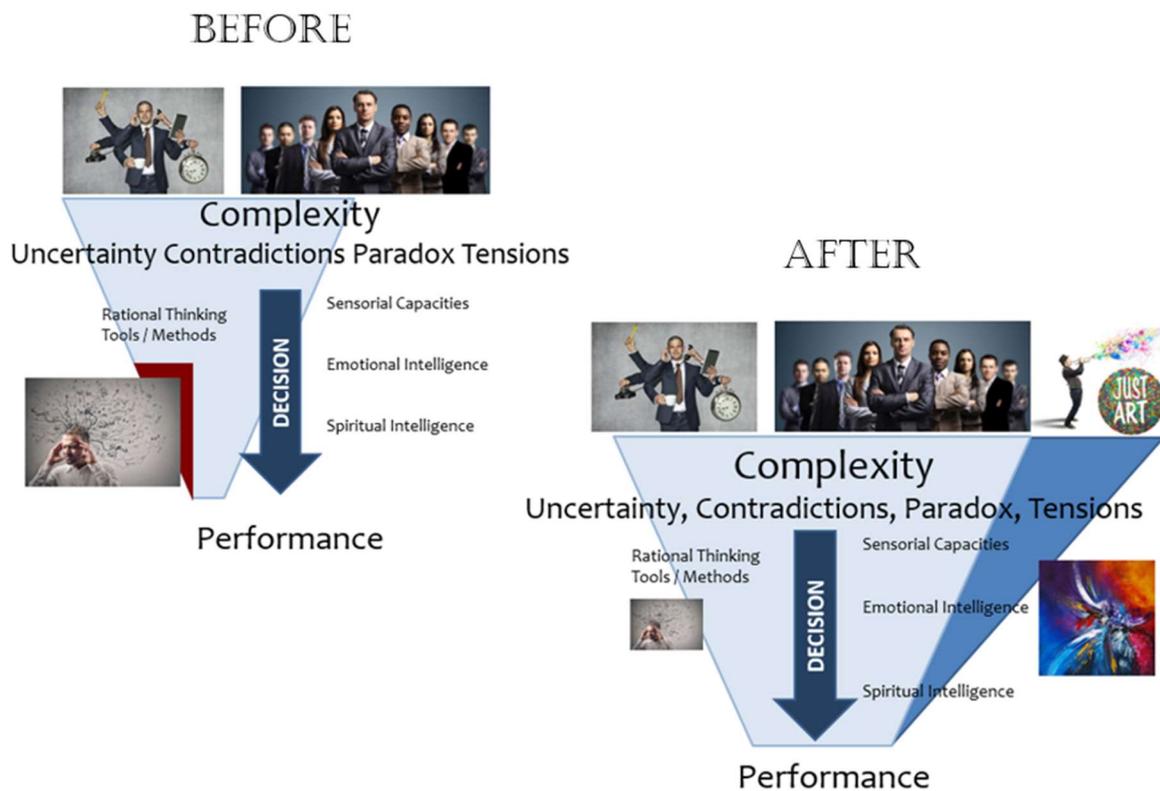


Figure 8: Schematic representation of the ProCESS approach

The first problem that arises when we want to call on SES Skills is that, unlike rational abilities which are trained continuously from a very young age until the end of higher education, sensorial, emotional, and spiritual capacities are completely neglected in the Western education system.

³⁵ Eskola, A., Goubier, V., Kakko, A., Pons, C. & Trenvoux, A. (2022). Processing Complexity with Sensorial, Emotional and Spiritual Capacities. Proceedings Virtual 9th Higher Education Institutions Conference - 11-12 November, 2021. Higher Education Institution as a Driver of Change and a Catalyst for Innovation. Zagreb: Mate Ltd.

³⁶ ProCESS, deliverable 6.5- Strengths Analysis and ProCESS improvement report.

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In this system, the senses, with the exception of sight and hearing, are not stimulated, emotions are denied and spirituality is considered to be an exclusively personal matter. Their training is therefore very weak, and unless they are worked on outside the education system through artistic, sporting, or spiritual activities.

The second problem we encounter is that these abilities largely involve the body, not just the brain, and that training them requires practice, experience, movement, sounds, time to internalise, materials, instruments, etc., a range of activities and devices which are not generally provided for in the infrastructure dedicated to teaching, where the basic equipment is a blackboard, a video projector, tables and chairs.

Teaching facilities are therefore generally unsuitable, and this complicates the implementation of the ProCESS method.

Despite these difficulties, ProCESS hypothesised that, given the widespread realisation that rationality is no longer enough, it would be appropriate to formalise and test a methodology that might not be sufficiently advanced to achieve very marked effects, but would at least have the merit of raising participants' awareness of a world that is largely unknown in initial education and of making everyone want to delve deeper.

This is how the workshops conducted in ProCESS project were conceived, with a few theoretical contributions designed to give an understanding of what is being proposed, but essentially practical exercises.

The purpose of these exercises was to enable everyone to feel in their body, with their senses, their emotions and their mind, what is happening, and to learn to decipher the bodily messages (embarrassment, discomfort, tension, letting go, relaxation, excitement, energy level, etc.) sent in these situations.

To make the benefits of this approach more concrete and operational, particularly for students, it was decided, as part of ProCESS, to apply it directly to real-life complex situations proposed by 4 partner companies (Sanofi (France), KeskiSuomalainen (Finland), De KLAUSEN (Romania), Latvijas Pasts (Latvia)). See appendix 1 for details on companies.

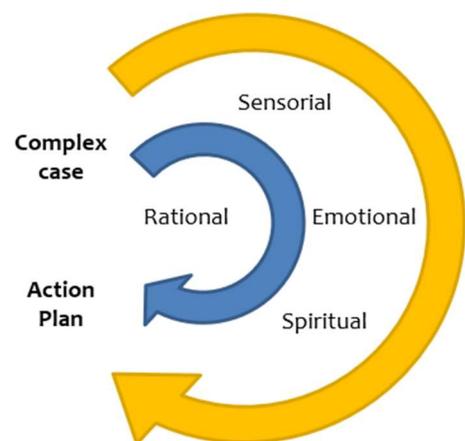


Figure 9: Representation of the ProCESS approach applied to a complex case

The aim was as shown in Figure 9, i.e. to enrich the action plan with a sensorial, emotional, and spiritual approach to the problem posed, an approach that operates alongside and complements the rational analysis, at all levels but in different timeframes.

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Sequencing of the ProCESS Method

As soon as the project began in 2021, ProCESS Method has been implemented in the four universities (HEI: High Education Institutions) of the consortium:

- Lyon Catholic University (UCLy) which is a French private university in Lyon and Annecy teaching 12,500 students offering undergraduate and postgraduate programmes in business management, educational studies, psychology, philosophy, languages, literature, history, theology, law, sciences, and hosts 5 professional schools.
- JAMK University of Applied Sciences which is a Finnish higher education institution teaching about 9500 students with expertise in 8 fields of study (ICT, culture, business administration, natural resources and the environment, tourism and hospitality, social services and healthcare, technology and transport, and professional teacher education).
- RISEBA University of Applied Sciences which is a Latvian private institution teaching 3000 students, who attend 20 study programmes (management, business, psychology, media and communication, arts, architecture, design) in Riga.
- The Technical University of Cluj-Napoca (TUCN) which is a Romanian state institution teaching about 20,000 students in Cluj-Napoca and Baia-Mare, which comprises 12 faculties and offers programmes covering a wide range of fields, from engineering to architecture, fundamental sciences, socio-human sciences and arts.

The initial sequencing was designed to develop a more sensorial approach to problems, by working on hearing or rhythm for example, followed by work more focused on emotional intelligence and finally an approach to interiority in connection with one's environment. This temporal sequence ("sensorial/emotional/spiritual") adopted in the first year of ProCESS (2021) is described in the article published in 2022 by Adriana Sava et al.³⁷

But to distinguish in this way between the sensorial, the emotional, and the spiritual would be highly artificial, since these three perceptions are linked to each other as well as to a rational approach ('connecting thought' mentioned by Jean-Yves Rossignol, already mentioned). It was therefore decided in a second phase (2022-2023) to design an approach based more on Otto Scharmer's Theory U, with a progression towards a genuine inner transformation.

³⁷ Sava, A., Noveanu, S., Şuteu, S., Lungu, R. & Firescu, V. (2022). New approaches to solve complex management case studies. *Review of Management and Economic Engineering*, 21, 1(83), p. 65 – 80.

https://rmee.org/abstracturi/83/08_Articol_639_RMEE_ProCESS_28.02.2022%20FINAL.pdf

A set of ProCESS workshops (modules) with a defined topic was proposed/ created. Each module was organised into 6 parts, the titles of which have been standardised:

1. Prelude and practice: Introduction to SESS skills and complexity
2. Power of body and mind
3. Managing emotions through hidden talents
4. Connecting for better interaction
5. Processing towards self-transformation
6. Grand final

In addition, in order to be able to respond to different demands from higher education establishments and companies, and based on the experience gained, four standard training modules have been created.

These modules differ in length and, consequently, in their level of depth:

- Module 1 (3 hours) ³⁸ raises awareness of the fact that SES Skills have their place in helping to manage complex situations.
- Module 2 (7 hours) ³⁹ lets you try out what SES Skills are and how to train them so that they can be used in complex situations.
- Module 3 (21 hours) ⁴⁰ enables you to put your SES Skills into practice and start using them to deal with real-life complex situations. It initiates an inner transformation.
- Module 4 (42 hours) ⁴¹ broadens and deepens the use of SES Skills, in particular through offbeat approaches involving works of art, and gives participants the opportunity to really experience their contribution to dealing with complex situations. It enables participants to undergo a real transformation.

³⁸ https://processproject.eu/wp-content/uploads/2023/02/ProCESS_Deliverable_2.3.pdf

³⁹ https://processproject.eu/wp-content/uploads/2023/02/ProCESS_Deliverable_2.4.pdf

⁴⁰ https://processproject.eu/wp-content/uploads/2023/02/ProCESS_Deliverable_2.5.pdf

⁴¹ https://processproject.eu/wp-content/uploads/2023/02/ProCESS_Deliverable_2.6.pdf

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The SES Skills Workshops

ProCESS has chosen to teach the SES Skills modules during 6 workshops organised over one term, which corresponds approximately to the format of module 3 (21 hours).

The exact timing of the workshops varies according to the constraints of the partner universities, but it is preferable that they should not be too far apart, so as to create a form of immersion in the world of SES Skills, while allowing regular work on the case being treated.

The flow is shown in figure 10.

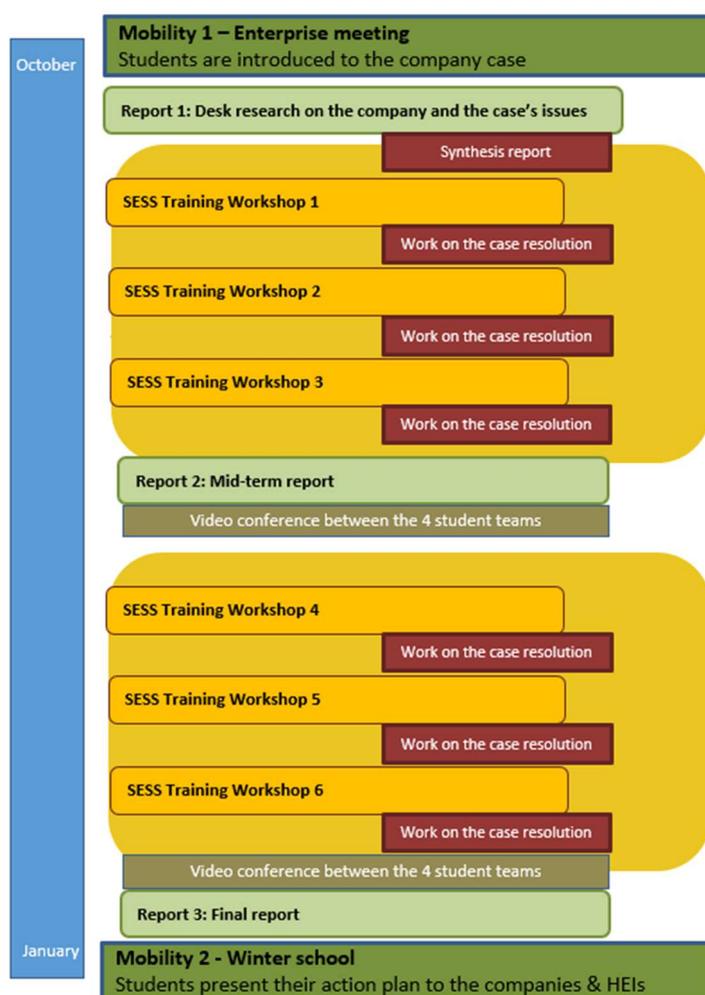


Figure 10: The flow of a ProCESS case processing sequence

Within the workshops, the SES Skills training methodology can use a wide range of approaches and media, the key being to mobilise the body at least as much as the brain and to systematically articulate perception and understanding.

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Various tools and media are used during these modules: sounds, melodies, rhythms, movements, music, dance, theatre, drawing, models, painting, pottery, meditation, works of art, other living beings, etc.

The aim of these activities is to increase participants' skills in terms of awareness, connection to oneself, to others, and to something greater than oneself, in order to achieve an inner state that is open to the emergence of different courses of action. Emergence is indeed one of the characteristics of complexity, but it can only be identified and accepted under certain conditions of being and of letting go of one's own representations.

Most of the workshops on offer are detailed in the module descriptions cited above (pages 23 and 24). There is therefore no need to go through them one by one.

However, it is interesting to identify characteristics common to all six workshops:

- The contribution of theoretical bases in order to connect the mind to the body, as participants from Western cultures generally need to understand the concepts in order to be willing to experiment with other ways of apprehending reality;
- The fact that the facilitator must be able to have participants experience perceptions, but also relate these perceptions to real management situations;
- The respectful and benevolent sharing of experience to ensure mutual enrichment;
- Ensuring that the quality of attention, the clarity of intention, and the creativity of action, which are 3 keys to managing in a complex environment, underlie all the activities;
- Linking workshops to sensorial as well as emotional and spiritual capacities, because everything is linked;
- Not aiming for immediate effectiveness, but rather facilitating the movement of participants, for an inner transformation capable of changing the course of events according to Mahatma Gandhi's adage: "*Be the change that you want to see in the world*".

The ProCESS Workshops using music, sound, and rhythm

Workshops using music generally have a strong impact, because music affects all human beings to a greater or lesser extent:

- From a sensorial point of view: music obeys the laws of physics and is a vibration that the body perceives not only through its ears, but also through its entire body;
- From an emotional point of view, certain types of music bring joy, excitement, the desire to move and dance, while others bring sadness and still others soothe;
- From a spiritual point of view, music can help us to feel connected, on the one hand to our innermost being, and on the other to others and to something greater than ourselves. Composers of classical religious music such as Bach and Mozart were well aware of this.

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This type of workshop, which should be led by a musician, requires the use of a polyphonic musical instrument, preferably a piano.

It is interesting to experiment with and raise awareness of the impact of music on the body's physiological functions (heart rate, breathing, shivering, tonicity, etc.), on the connection with others (singing, or even just making a sound together, gives a feeling of communion, for example), and on creativity through an increase in the emotional level.

An experience of rhythm is also desirable, with an awareness that all musical rhythms exist in the human body, and that it is sometimes easier to carry out rhythmic exercises in a non-thinking way, without calling on the mind.



Figure 11: Photographs of workshops using music, sound, and rhythm

Communication, which can be more melodic or rhythmic, can be the subject of application exercises, either with one or more musical instruments (for example a piano used with 4 hands or the use of 2 pianos) or with the voice.

The concepts of harmony can also be explored, to help students appreciate the differences between major and minor, consonant and dissonant, etc., and the resonance of these differences in human interaction.

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The ProCESS Workshops using theatre and staging

Theatre is a tool that is widely used in teaching.

It allows students to play a role using scripts that are not their own, at least initially (improvisational theatre can be used later), and therefore to take a certain distance which can be helpful.

However, even if the actor is not the author of the script, expressing a character's emotions allows us to better decipher our own, and to realise that the more we express an emotion with all the nuances that the body allows, the more we feel it, and the more we feel it, the more we are able to express it accurately. It's a virtuous circle, largely documented by Paul Ekman's work⁴² on the links between emotions and facial expressions, which can encourage managers to be as 'right' as possible in their body posture, and therefore to work indirectly on one of the SES Skills, which is alignment.

A highly standardised form of theatre, of Italian origin, is *Comedia dell' Arte*, which consists of taking on specific roles (Harlequin, Pantaloon, Polichinelle, Columbine, Brighella, etc.) and bringing them to life physically so as to feel the emotional aspects more intensely, and thus better integrate them into the overall understanding of the situation. This is what we try to do in a more intellectual way in Design Thinking, with the notion of personae, or in exercises such as Edward de Bono's 6 Thinking Hats⁴³.



Figure 12: Photographs of workshops using theatre

The ProCESS Workshops using dance, movement

This type of workshop, which should ideally be led by an amateur or professional dancer, is designed firstly to raise awareness of the fact that the body speaks, by trying as far as possible to understand

⁴² Ekman, P. (2015). *Emotions in the Human Face*. Malor Books.

⁴³ De Bono, E. (1985). *Six Thinking Hats*. Ed. Black Bay Books.

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what it is "saying", and secondly to encourage people to let go and release a communicative energy, because a manager must be able to motivate people almost solely through the power of his / her physical involvement.

The exercises on offer range from handshakes to tactile guidance of a blindfolded person, slow or fast movement exercises in a space accompanied by music, stopping and introducing the nearest person, and exercises experimenting with letting oneself fall into the hands of colleagues.

This type of workshop emphasises the power of intention and its ability to modify attitudes and bodily expressions⁴⁴.

A variant used in some workshops is Biodanza, created in the 1960s by the Chilean anthropologist Rolando Toro Araneda⁴⁵, which sees movement as a universal language and revives traditions of celebrating life through music, dance and shared emotion.

Another possibility is to create human sculptures in an attempt to express a problem, as proposed by Theory U's "Presencing Theater". Here again, as before, the aim is for a bodily experience, enriched by the collective (the sculptures are made by 3 or 4 people), to provide a different way of understanding a situation and the possible responses to it.



Figure 13: Photographs of workshops using dance and movement

Finally, mindfulness walking or meditative walking can be suggested as a way of getting away from the habitual automatic control of movement and reconnecting with your body and the sensations that arise when you are aware of the incredible experience of walking, an alternation of balance and propulsion, of supporting and oscillating phases. The sole intention is to be present to everything that

⁴⁴ Damasio, A. (1999). *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. Houghton Mifflin Harcourt.

⁴⁵ Karger, M. (2017). *Biodanza Projections: A dynamic of feeling*. Mandala Ed.

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unfolds in the body and in the mind, putting one foot in front of the other, step by step... to find a kind of serenity in the benevolent attention given.

The ProCESS Workshops using the creation of models

Models, which can be built from a variety of objects and materials, as in the prototyping of Theory U (mentioned earlier), or with dedicated equipment, as in the LEGO® SERIOUS PLAY® (LSP) system, give participants the opportunity to construct metaphorical models of reality⁴⁶.

The creation of 3D models is a facilitation method designed to enhance creativity and communication.

Participants are asked to construct a solution to the problem, either individually or in teams.

If they are working individually, they are asked to show their model from every possible angle and to tell the story behind it, explaining the metaphors used.

A shared model is then drawn up and participants are asked to express how they can make this model their own and live with it in their own organisation.



Figure 14: Photographs of workshops using the creation of models

The ProCESS Workshops using pottery and painting

Pottery, modelling and intuitive painting are activities which, by offering different perspectives on reality, can shed new light on a complex situation, whether at an individual or organisational level⁴⁷.

⁴⁶ Kristiansen, P. & Rasmussen, K. (2014). Building a Better Business using the LEGO® SERIOUS PLAY® Method. Wiley.

⁴⁷ Gladding, S.T. (2021). Creative Art in Counselling, 6th edition, Wiley.

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In organisations, it is important that values are shared, but also vision.

In this type of workshop, participants can discover how simple creative activities such as painting or modelling can help them break out of certain rigidities by using their hands and senses.

It is sometimes suggested that another person intervene in the original creation to modify the initial perspectives and encourage a shared vision.



Figure 15: Photographs of workshops using pottery and painting

The ProCESS Workshops using attention, meditation, and yoga

The aim of these workshops is to enable participants to perceive and experience the close link between the transformation of a situation and inner transformation, between personal transformation and interpersonal transformation, and to find a space for decision, action and the bearing of witness capable of activating these changes.

How can we identify the information we need to make decisions and take action in complex situations? How can body intelligence be a resource and a compass? These workshops look at issues of perception (attention, intention, intuition, resonance) as key elements in a process of discernment and innovation.

An initial exercise involving synchronised movement in pairs demonstrates that without the body's availability and attention, we can miss out on a great deal of information that is essential if we are to act in complex situations. A theoretical discussion is offered on the difference between sensation, perception, and perceptive awareness, as well as the role of attentional mobilisation. The aim is to find the right body tone for synchronised movement (between tension and relaxation, between anticipation and delay, between acting and allowing oneself to act, between fluidity and control, between repetition and creation, etc.) and a theoretical discussion is also offered on the different aspects of availability (tone, speed, intention, flow, etc.) and access to weak signals.

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In another exercise, participants are invited to mobilise their attention, with their eyes closed, according to instructions given, to discover the different levels of perception: body, emotion, thought / interiority, edge, exteriority / I, we, greater than us / at the beginning, in the middle, at the end of the exercise / space, time, nuances / separate, connected, dynamic attention. Theoretical sharing on the 7 senses and the different modes of attention (focal, panoramic, open) is proposed.

Other exercises involving slower movements can help us realise that slowness is a way of perceiving more and better. A link is made with neuroscience, in particular with the two speeds of the brain according to Kahneman⁴⁸. This time of sharing also provides an opportunity to return to the importance of description (before any automatic classification) as a possible step towards activating Kahneman's system n°2.

Guided meditation exercises, taking up the various contributions on availability, attention, slowness and description, will then make the link with the way in which we situate ourselves in the resolution of the complex case (What are my needs for this project to succeed in the best possible way? What is important to me and what will I take care of when carrying it out? What is currently putting me in difficulty or in question in the resolution of this complex case?). A theoretical discussion on the power of intention and the clarity of positioning enables us to understand the influence of these two factors on the resolution of the situation, highlighting cognitive biases and other obstacles to innovation (fear, judgement, certainty, focus, binary thinking, etc.).

An exercise in resonance⁴⁹ and enrichment of reading grids through the level of listening as proposed by Otto Scharmer (already quoted) can be suggested, before a final exercise in embodiment (What do I want to embody?).



Figure 16: Photographs of workshops using meditation and yoga

⁴⁸ Kahneman, D. (2012). *Thinking fast and slow*. Penguin.

⁴⁹ Rosa, H. (2021). *Resonance: A Sociology of Our Relationship to the World*. Polity Press.

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The ProCESS Workshops using living beings (plants, animals)

It is clear that non-human living beings such as plants and animals can, through the simplicity of their lives and the frugality of their needs, reconnect humans to what is most essential.

Equicoaching, a method of coaching assisted by horses⁵⁰, was used as part of ProCESS.

As herbivorous mammals that have been hunted for thousands of years, horses have developed a strong instinct to flee. The horse has the ability to read its environment almost immediately, in order to ensure its survival. Being highly sensitive to the emotions and intentions of the humans who approach it, the horse offers a "mirror effect" on behaviour, emotions, thoughts and projections, an effect that it reflects with authenticity and benevolence, without any judgement, through its behaviour. This "mirror effect" accelerates awareness.

The exercises proposed with horses enable a real-time adjustment, offering the possibility of modifying attitudes, convictions, and the clarity of intentions and immediately seeing the effects on the horse's behaviour.

Workshops with plants are also possible.

An experimental workshop is currently being offered with bonsai trees. The main difficulty with this type of 'partner' at the moment is that they require a long-term approach, something that our societies and educational establishments find hard to accept. But it's clear that learning to pay attention, to be patient and to take care of the environment through gardening deserves to be more widely promoted in all education systems, along the lines of the 'forest schools' mainly deployed in the United Kingdom or the outdoor learning offered in Northern Europe.

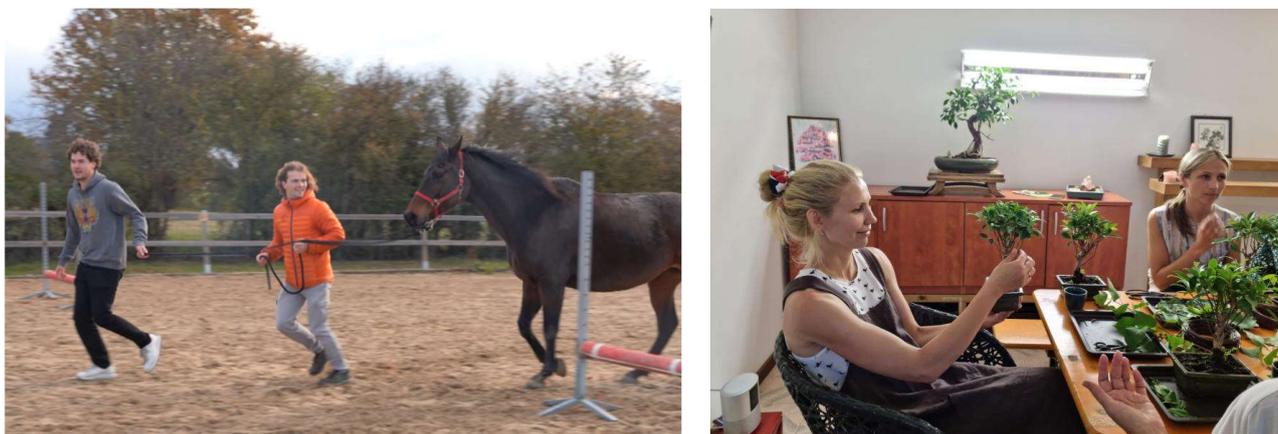


Figure 17: Photographs of workshops using horses or plants

⁵⁰ Camus, A., Flichy, L. & Bérard, J.P. (2016). Équicoaching : l'intelligence émotionnelle au cœur de l'entreprise 2016. Actes Sud.

This list is neither exhaustive nor definitive.

In fact, it has been greatly enriched, if only over the 3 years that ProCESS has been running. New workshops have been added, some of them quite unexpected given the human-centred nature of ProCESS, using artificial intelligence for example, to produce visuals and stimulate emotion and reflection at both individual and group levels.

Others, not explicitly applied to ProCESS at present, would have their place there, such as those involving art, with Arthur Schopenhauer's phrase "*The artist lends us his eyes to look at the world*" as a basis line. Indeed, if the artist lends us his eyes, it is partly to invite us to take a sensitive approach, and partly to encourage us to take a step to the side, to step outside our frames of reference in order to see things in a different way.

Any sensitive approach can help us to become aware of the signals sent by the body, to connect with ourselves, with others, and with something greater than ourselves, and to become more and more aligned, and these SES Skills, when they are linked to a problem we are experiencing, can help us to find original solutions.

The contribution of ProCESS workshops to the analysis of complex management cases

As previously mentioned, complex situations cannot be dealt with satisfactorily by a purely rational and analytical approach, not least because the interactions between the internal and external elements of the system are permanent and do not obey stable rules. There are no proven links between cause and effect.

Faced with such situations, it is necessary to allow innovative courses of action to emerge by encouraging exchange and creativity as much as possible, and by leaving plenty of room for feelings. Taking the time and "putting the work back on the drawing board" on several occasions will allow us to get a feel for the reality that emerges as our vision, listening skills, and shared experiences evolve.

This is why the ProCESS sequence alternates SES Skills training workshops with work on the case at hand, in a progression towards inner transformation.

Each workshop offers a different angle of approach (sound, melody, rhythm, movement, dance, drawing, models, painting, pottery, meditation, etc.), but always with an emphasis on sensitive perception and the collective. Their effect is to encourage resonance, including physical and bodily resonance, both intrapersonal and interpersonal, expansion to open up new fields of possibility, interiorisation, and sharing between members of the team.

The sequence of steps, designed in the spirit of Theory U, aims to 'go down' into the depths of each person, into what is their *raison d'être*, their source of vitality, because this is where the most relevant and innovative courses of action can emerge, with a multiplier effect when these steps are taken in a form of communion and collective harmony.

It's not easy to illustrate in concrete terms the effects of this individual and collective transformation, and to identify the courses of action that flow from it, or those that might have been imagined without this journey into the sensitive and interior world.

On the other hand, experience shows that when women and men are each able to connect with their own deepest *raison d'être*, and to connect with others in this depth (as Theory U also proposes), then previously unthinkable courses of action are found.

And of course, even if they have been developed by calling on our sensitivity and interiority, these courses of action can be perfectly logical and rational in their construction. It's not the solutions that are found that are necessarily sensitive, it's the means of bringing them about.

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Case Treatment Results

Proposed cases

As already mentioned, the 4 ProCESS partner companies proposed a case each year for 3 years. These 12 cases were each dealt with by groups of 16 students (sometimes slightly fewer, sometimes slightly more) made up of 4 students from each of the 4 partner universities.

The full descriptions of the cases are set out in a separate document⁵¹, with the main questions put to the students listed in tables 1 to 3 below.

Table 1: Cases proposed by ProCESS partner companies in 2021/2022

Round 1 - 2021/2022	
SANOFI	Concerning flu vaccinations of over-65-year olds. Key questions: - How can French health care professionals better work together in the interest of public health? - How can Sanofi make Health Care Professionals (HCP) work together for the patient's benefit? - What information should be shared, when, and how can the population be convinced? - What innovative communication tools or ways of working could be created and used between professionals and between patients and caregivers?
KESKISUOMALAINEN	Key questions: - How can the company create a whole new learning culture? - How can the company develop competencies to support the target of increasing sales and eventually revenue?
LATVIJAS PASTS	Key questions: - How can the organization's values be enabled, brought to life, and made to contribute to the company's performance? - What else could be done by the HR management to make sense of the organization's values?
DE KLAUSEN	Students are to suggest ways to increase sales, especially by digitizing sales processes. Key questions: - How can digitizing the sales processes contribute to increasing sales figures? - In what ways can digital technologies be leveraged to understand and engage with the target market more effectively, thereby increasing sales?

⁵¹ https://processproject.eu/wp-content/uploads/2023/02/ProCESS_Deliverable_2.2.pdf

Table 2: Cases proposed by ProCESS partner companies in 2022/2023

Round 2 - 2022/2023	
SANOFI	<p>The challenge at hand is to raise awareness of the Tdap vaccine among young adults and get them to contact a healthcare professional to get vaccinated.</p> <p>Key questions:</p> <ul style="list-style-type: none"> - What are the key drivers and barriers in adults to getting the Tdap (booster) vaccination? - How can the power of emotion be harnessed to raise awareness of the disease and encourage young adults to get the recommended Tdap vaccination? - Which manner of communication has the most impact? Which channels, angle, content type, or tone would work best?
KESKISUOMALAINEN	<p>Key questions:</p> <ul style="list-style-type: none"> - How can Mediatalo Keskisuomalainen attract younger readers to consume Keskisuomalainen's content while ensuring that its existing business and the basic nature of its news media are not jeopardized? - After attracting younger readers, how can they be turned into paying subscribers? - From the viewpoint of B2B customers, what commercial opportunities could arise if Mediatalo Keskisuomalainen manages to reach younger audiences?
LATVIJAS PASTS	<p>Key question:</p> <p>Which services can be offered in rural environments and which in the capital city and larger cities of Latvia?</p> <p>Key sub-questions:</p> <ul style="list-style-type: none"> - What are the major changes in the global postal services markets that could be adopted by Latvijas Pasts (LP)? - What unique services could be offered by LP? - Which customers can be attracted, considering the core capabilities of LP? - How could the existing services be improved? - Is there any new demand that can be created or captured?
DE KLAUSEN	<p>Explore and identify innovative ways to increase sales and profit in a complex context. The best strategies will be those that take into account the company's unique circumstances and capabilities, as well as the specific challenges and opportunities it faces in its market.</p> <p>Key questions:</p> <ul style="list-style-type: none"> - How can the company use both traditional as well as more modern tools such as blockchain or the metaverse? - What development areas are to be considered? - How can the company adapt to the external environment, remain flexible, and react quickly?

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Table 3: Cases proposed by ProCESS partner companies in 2023/2024

Round 3 - 2023/2024	
SANOFI	<p>Target group: over-65-year-olds in lower socio-economic groups. The core challenge is to figure out how to communicate with the target population to get them to contact a healthcare professional to get the flu vaccine. Key questions:</p> <ul style="list-style-type: none"> - What are the key drivers and barriers in adults to getting the flu vaccination? - How can the power of emotion be harnessed to increase the likelihood of the target population getting the flu vaccine? - Which manner of communication has the most impact? Which channels, angle, content type, or tone would work best?
KESKISUOMALAINEN	<ul style="list-style-type: none"> - What kinds of traditional advertising (excluding social media) have the strongest effect on under-30-year-olds – (Generation Z)? - What are the key factors advertisers should consider when planning a marketing campaign for this target audience? - What kind of ad formats and solutions should KeskiSuomalainen put in its new mobile applications to be attractive to B2B customers, and also be commercially significant opportunities for the company?
LATVIJAS PASTS	<p>Key questions:</p> <ul style="list-style-type: none"> - How can Latvijas Pasts completely transform their post offices to offer something new and exciting? - What innovative products and services can be introduced to keep up with global postal trends and competitors? - How can Latvijas Pasts make their post offices distinct from typical retail shops while maximizing the use of their space? - What unique services can be added to Latvijas Pasts' offerings to create a niche that sets them apart?
DE KLAUSEN	<p>The challenge is to find creative ideas for boosting sales to over 2.2 million euros and setting up a new clinic with 7 dental units. This means doubling the capacity and the size of the team, as well as getting more clients, all while dealing with the current complex situation. Key questions:</p> <ul style="list-style-type: none"> - What should be the areas of focus? - How can the clinic adjust to external changes and remain flexible?

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Courses of action

In total, over the 3 years, more than 200 courses of action were proposed by the students and submitted to the companies. The full list is presented in Appendix 2.

Each company was able to identify a few that were studied and/or implemented.

Sanofi

In 2021/2022, on the issue of coordinating the healthcare professionals involved in flu vaccination, the idea of giving greater prominence to vaccination in medical education programmes, with subsequent reinforcement at seminars, was put forward.

In 2022/2023, the fairly detailed analysis of the functionalities that could be made possible by the Doctolib platform (<https://www.doctolib.fr/>) was considered interesting, even if the contacts made did not lead to implementation given the operating rules that the platform has adopted.

In 2023/2024, Sanofi liked the idea of creating a comic strip in 5 albums featuring members of an underprivileged family, making the flu vaccination process less dramatic and highlighting the benefits for the elderly. These albums can encourage dialogue within families, and their progressive distribution from issue 1 to issue 5 by home nurses or local pharmacies is likely to reinforce the appeal and impact of the message.

Finally, the idea of using illuminated drones to broadcast messages encouraging vaccination into the night skies of underprivileged neighbourhoods appealed because of its modern, disruptive nature - capable of creating a buzz - and because it was accessible to everyone, just by looking at the sky, regardless of income.

Keskisuomalainen

In 2021/2022, the idea of drawing inspiration from employees' personal needs in terms of digital training (e.g. learning how to use a smartphone, processing images on a computer, etc.), in order to draw up training programmes for professional purposes, was considered interesting. Strengthening strategies to enhance employee well-being was also deemed necessary to increase their motivation to meet the digital challenge.

In 2022/2023, the idea of setting up a partnership with universities to give students a taste for reading news produced by real professional journalists was retained. The proposal to organise competitions between content produced by young people, with motivating prizes, was also seen as a way of arousing the interest of the younger generation.

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In 2023/2024, the idea of positioning discount offers on an interactive map, customised according to local events (festivals, sporting events, etc.), or of offering advertisements in the form of escape games were considered interesting. The students also pointed to the playful and addictive nature of advertisements proposing online competitions, as well as the relevance of highly targeted offers in time and space to encourage constant monitoring and thus multiply the impact of advertisers.

Latvijas Pasts

In 2021/2022, the proposal to highlight the company's values at after-work events, enabling employees to take part with their friends and family, was considered to be an interesting idea, as it would facilitate more natural and widespread adoption. Similarly, linking the values with the activities in the job descriptions can help to disseminate and adopt them, provided that these values are properly embodied at all levels of management, and that they help to increase well-being and the meaning of work.

In 2022/2023, a number of students carried out a full audit of the company's website, pointing out all the unintuitive paths and slowness that almost definitively put off the younger generation. Logically, they also noted the paucity of information available in languages other than Latvian. Pick-up and home delivery service for purchases made in shopping malls, managed by a smartphone application that acts as a loyalty card in partner stores was also proposed.

In 2023/2024, the post offices have been virtually reinvented as co-working spaces, multiservice areas, drive-ins or ride-ins, with automatic machines providing more self-service and therefore greater speed.

De KLAUSEN

The case studies presented concerned different companies each year.

In 2021/2022, where the challenge was to develop the sales of an electrical equipment company by taking full advantage of digital technology, the question of employee well-being in the face of challenges that took them out of their area of expertise was widely supported. Some students suggested taking advantage of this digital disruption to reduce the overall carbon footprint by promoting the circular economy in the choice of equipment, or by favouring worksites involving renewable energies.

In 2022/2023, the aim was to help a travel agency recover from the COVID crisis. One of the courses of action envisaged was to target Erasmus mobility students by offering them trips to discover Romania and neighbouring countries, and to set up digital communication tailored to this audience. As the working atmosphere had been damaged by the departure of people whose skills were invaluable, an effort seemed necessary on this point too to re-motivate the teams.

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In 2023/2024, the case concerned a dental clinic wishing to increase its activity, in particular to finance a new site. A number of proposals focused on educating Romanian families about dental health, for example by offering loyalty cards and prepayment, while others focused on sustainable 'medical tourism' by creating partnerships with travel agencies, packages that included other treatments, and sponsorship of local sporting activities. One of the most disruptive was the integration of the dental prosthesis manufacturing activity, which does not require any additional treatment areas, but allows the company to benefit from the margins of this new activity.

Assessment of case handling

As mentioned previously, in the spirit of ProCESS, the proposal of original courses of action is not an end in itself, but a consequence of an original approach to apprehending situations, deliberately mobilising sensorial, emotional, and spiritual capacities, in addition to intellectual capacities. The aim is to bring about a profound transformation in the way we approach issues, and as the interviews conducted throughout the project show ⁵², this objective has been fully achieved.

Also notable is that:

- first, it is the older students, those in professional training (like those involved in ProCESS in Latvia) who are the ones that are most easily drawn into the process, no doubt because of their maturity and their search for meaning;
- second, the more formalised the link between the ProCESS methodology and the more traditional strategic management methods (SWOT, blue ocean, design thinking, etc.), the more well-argued and in-depth the suggestions are, confirming that it is the enrichment of the intellectual by the physical that is particularly fruitful.

It is also worth noting that many of the questions raised the issue of well-being at work and how to improve the balance between professional and personal life, for example in terms of values or training needs. It's not surprising that this challenge should emerge, given that ProCESS advocates a highly holistic approach to issues, and that an organisation's sustainable performance can only be achieved by having teams where everyone is able to give their best in collective harmony.

Finally, it is clear that 6 workshops, more or less spaced out over time and spread out in the middle of other activities (traditional courses, exams, professional activity, etc.) are not enough to bring about a profound individual and collective transformation. The aim is to open up a path that higher education generally does not open up, to raise awareness of the relevance of SES Skills - Awareness, Connection, Alignment - in dealing with complex management situations.

⁵² Each of the three years, 4 students from each country were interviewed by PerformanSe, one student from each team working on one of the four company cases, resulting in 16 interviewed students per year.

Testimonials of ProCESS beneficiaries

Beneficiaries of ProCESS Workshops

The SESS workshops were a real dive into my own psyche, offering me in-depth reflections on how I respond to complex professional challenges. In the context of complexity, I realized that my natural tendency to simplify problems could sometimes prevent me from seeing the full picture. The discussions and practical exercises helped me to broaden my perspective, to appreciate the diversity of the elements at play, and to recognize the implications of my actions on the whole system.

The emotional connection was a life-changing revelation. The workshops allowed me to explore and accept my emotions in a way I hadn't anticipated. Group exercises and personal sharing created a space where I was able to more consciously acknowledge my own feelings and understand how they affect my choices and relationships.

When it comes to alignment, I've come to understand the critical importance of staying true to my core values. The workshops were an opportunity to clarify these values, to integrate them more consciously into my daily actions, and to make sure that my decisions, both professional and personal, are in harmony with what is really important to me.

Gaëtan (student at UCLy Lyon Catholic University, France -2023/24)

Sensorial, emotional, and spiritual skills play a crucial role in the business world, as highlighted by the SESS workshops. On a sensory level, the increased awareness of my surroundings has allowed me to perceive opportunities and challenges in a more nuanced way. This has strengthened my ability to anticipate market trends and make more informed decisions.

The emotional skills, developed through the workshops, have had a significant impact on my professional dynamics. The ability to recognize, understand, and manage my own emotions as well as those of others has improved my communication, interpersonal relationships, and team management. In a professional context, this translates into more empathetic leadership and a more supportive company culture.

When it comes to spiritual skills, clarifying my core values has brought a new dimension to my professional life. Being aligned with my core beliefs has given me clarity in my choices and stability in my decision-making. Leaders can learn from this by understanding that spirituality can be a driving force for ethical decisions and sustainable business practices.

SESS workshops provide a valuable opportunity for leaders to explore these often-overlooked skills. Leaders can learn that integrating these skills into their leadership can lead to more holistic and sustainable outcomes. This creates work environments where authenticity, mutual understanding, and personal growth are encouraged, leading to a more ethical and successful business.

Guillaume (student at UCLy Lyon Catholic University -2023/24)

These skills play a crucial role in business because they influence the connection between the customers, the company, and the employees. These workshops have a significant impact on the leaders because sensorial skills help them understand their environment, how to anticipate challenges better, emotional skills help them learn how to build strong connections and effectively manage conflicts. Also, spiritual skills help them to involve in their work a sense of purpose, values, and ethical principles. The organizations can use these skills to improve their ability to be more inclusive and adaptable regarding problem-solving matters. The emotional intelligence developed through these skills contributes to a more effective collaboration between the employees and can improve the overall team dynamic. The leaders benefit from implementing these workshops by having a united team capable of facing any complex challenges in a less stressful and open-minded environment.

Jessica (student at TUCN – 2023/24)

I am more advanced in applying awareness. Most probably due to age, but I am quite good in being aware about things I like, which are valuable to me and things I am not willing to waste my time on. That applies both to my personal and professional activities. I am also aware about my strengths and weaknesses and fact, that all of them are making me what I am and there is no need to bother about changing myself, but rather about making most out of my set of capabilities and reducing the impact of weaknesses.

Connectedness is becoming complicated due to growing trend of online socialization. I prefer direct personal communication instead and this potentially can create problems for some aspects of my professional life – like endless online meetings, which are so much less efficient especially if there are no strict rules of keeping minutes or using specific tools for making notes on decisions and responsibilities. I like people and enjoy working and communicating with different generations, nationalities, and personalities. However, online communication is less exciting as you do not get all necessary signals for comprehension like body language, tone of voice, eyesight, and other means of personal expression. These limitations are clearly present also in this project when we present our presentations online because we get so limited and unstructured feedback that we hardly get any understanding where and how we should move forward. The same applies for project teamwork – our progress is much faster during workshops that during online collaboration.

Alignment is easier – I am using my awareness skills to understand other people and adjust my expectations accordingly. That works the same way in personal and professional life. I am trying to discover strong sides of people and build our relationships on those. What makes this process more difficult are my leadership skills obtained through extensive professional experience – it is very hard for me not to lead the process but let others to take their initiatives. Especially when there is nobody with initiative, but time is running out. However, I am getting better and better in this.

All above mentioned skills are essential for business nowadays. The differences between different groups of people are more significant than they have ever been before and understanding and exploiting these differences both on customer and employee side can be key to business success and sustainability. In line with growing use of such terms as “burnout”, “wellbeing”, pressure on businesses being “green” and “socially responsible” ability of business leaders to grasp not only clear facts and data, but be able to resonate with social vibes is becoming critical.

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Participating in such type of workshops can help them to stop in daily rush, take time to listen to themselves and find new ways of communication both inside and outside organization.

Communication has become (maybe) the most important skill required for successful leadership and active listening is big part of it. SESS workshops can help leaders to understand their strong sides and help them to develop their unique leadership and communication as well as teamwork styles. It is important to point out that communication is not only message delivered by speech or written text. It can be also art, behaviour, music and many other factors influencing your communication partner, so workshops can build better understanding about usage of nonstandard techniques as well.

Value of SES skills for leaders can be:

- ability to create and execute “pull” marketing and sales strategies instead of “push” approach;*
- ability to find new “blue oceans” – new customer and product segments;*
- facilitate high employee engagement, loyalty and consequently high performance in their organizations;*
- implement innovative CSR and sustainability strategies to become more valued member of communities in their markets;*
- implement innovation in their daily business routines and attract best talents to do so.*

Rūta (student at RISEBA -2023/24)

Beneficiaries of ProCESS pilot training programmes

HEI – Master students in ESTBB, Biotechnological Engineering School / UCLy

It's the first time in my studies that I've taken this type of course. Initially sceptical about their usefulness, I was pleasantly surprised and satisfied. I think that these training courses have been beneficial from both a professional and a personal point of view. After each workshop, I felt present and at peace. I also think that it's very rare to have the opportunity to follow a programme that has integrated the personal development component so well and so fully. We students are very lucky to have the opportunity to develop in a programme like this: a programme that builds responsible managers with integrity and emotional intelligence.

We are the managers of tomorrow, which is why I feel that these courses have their place and relevance in our education.

HEI – Master students in ISARA Lyon, Agricultural Engineering School

Excellent elective! Calls on skills that are rarely (and wrongly) used in the core curriculum. All students should at least be made aware of what is done in this module.

Strengths: the openness provided by this module, quality teaching that goes off the beaten track, work on our relationship with others, on listening and on self-knowledge for future managers, which is vital.

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Weaknesses: too short, need more time to go deeper into the themes: listening and perception through music, managing emotions, etc.

In my opinion, it's one of the best courses I've ever taken. I would have liked to have had this course from the first year. I think I would have progressed differently. What's more, I'd like to see this module continued into the Master 2 course to develop certain concepts further.

I don't regret taking this module at all. I was very happy to get up in the morning and join an exceptional group with inspiring trainers. Now that the module is over, I kind of miss it; I wish it had lasted longer.

Really different and more enriching than the traditional courses. Full of new concepts. We learn a lot about ourselves, we see a new way of seeing things and a new way of being and of perceiving ourselves.

Highly recommended as an elective! Very interesting in terms of personal development. The relationship with management is clearly visible and provides a common thread running through all the sessions.

An absolutely fascinating module that made me rethink a lot of things in my life. The workshops were extremely interesting and enriching from both a professional and human point of view. The only downside is that this module should be offered every year from the first year! We are future managers and getting to know ourselves and others better is a real part of our skills.

It's a module that shouldn't be optional, but compulsory!

I've learnt so much in such a short time! I've never been so sad to finish a module. I think this kind of course in the first year could be beneficial both professionally and personally! If we learned this at school, the world would really become a better place! I can't wait to apply everything I've learnt in my future job and I'm already super happy to be able to apply it in my everyday life!

A really fascinating module, a very enriching and powerful experience, an absolute must for any ISARA student! It's a shame the module was too short ... Maybe the best thing would be to have this kind of workshop from the second or third year at the school (starting in the first year might not be relevant because we're not necessarily mature enough to have this kind of experience) but I think that if all the students at the school could benefit from it, it would be a really good way of getting to know ourselves and others better.

This module is really interesting because it allows you to develop your sensorial and emotional capacities, which I think would be of great benefit to all the students. It would even be interesting to have similar courses at other times in the course.

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No changes needed! The sessions were enlightening and varied and really helped me to put into words what I was feeling in my complex situation and my relationship with others. All positive for my professional and personal life.

I loved each workshop. I really liked this original approach to dealing with complexity. I think the skills I acquired during this module will be useful for the rest of my life. I feel very grateful for having had the opportunity to take part in this module. It has enabled me to develop skills other than analytical ones, which are just as important for understanding the world we live in. I really appreciated the caring, non-judgemental atmosphere of the module. I've grown up and I'm looking to the future with confidence. All the presentations were very interesting and I loved every single lesson. I can't think of a single negative point about this module, apart from the fact that it went by too quickly and I'd like to have the chance to take part in one again.

I loved taking part in this teaching module. It's different from traditional teaching and makes you realise that we're not just a logical-mathematical intelligence, but much more than that. The trainers are friendly and more than competent in their field. As I mentioned, it would be very interesting to immerse ourselves in another environment for a few days, to get away from our usual habits.

This was a very rewarding module, which took us out of the usual very academic framework. It helps us to understand a lot of things and to look at the different stages of life in a different way. The diversity of the workshops is a plus and allows us to discover different forms of self-management through practice.

Best module of the whole course. Top trainers! Perhaps not enough time to go further in certain areas and approach complexity from other points of view, such as writing, dance, etc.

Companies

Sanofi

I had the opportunity to take part in a 2-day training session on SES Skills (Managing in and with complexity), as part of the ProCESS Project, in November 2023 on the premises of the Catholic University of Lyon.

During this course, I was able to learn, understand and experience several aspects of SES: complexity, rationality, resonance, etc.

The alternation of theoretical subjects and real-life situations is a real plus in terms of deepening my understanding of these subjects: in addition to understanding the concepts covered (through theoretical contributions and examples), it enabled me to feel them, and to assimilate these concepts more easily.

The different speakers all have different backgrounds and experience (teacher-researchers, musicians, philosophers, etc.), and therefore a different approach to getting the message across. The result is a richness of learning that touches everyone, whatever their mode of functioning.

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In short, it's a real experience, but also a revelation, enabling us to grasp the increasingly complex issues we face in our day-to-day work.

Pierre-Georges Galliano

MSAT Viral & Bacterial Platform

Pilot & Innovation Lab

Viral DSP Leader

10 years later I'm back at university again at the Lyon Catholic University! It was with great pleasure that on 9 and 10 November 2023 I took part in the course on SES Skills for solving complex problems. What I'll remember most about these 2 days is the wealth of information we were given and the different ways in which these messages were conveyed. After discussing the definitions of complexity, complex and rational, we were able to put these concepts into practice by taking part in workshops, sharing professional situations and testimonials.

I'll long remember Philippe Fournier's (orchestra conductor) atypical speech, which made a huge impression on me! We talked at length about the link between music, communication, and management. In the end, it's all a question of sensation and resonance! I was also lucky enough to take part in an activity involving the piano. It taught me that we don't allow ourselves enough freedom in our strategies and that even at our own level we set ourselves unnecessary limits.

Finally, I'll remember a phrase that's very dear to me: when we're managers, we don't talk in terms of 'I', we talk in terms of 'we'.

Noémie Lorgue

Sanofi Production Unit Manager

Orange

The executive committee of the Customer Service Unit of Orange South East France had the chance to benefit from ProCESS's SESS pilot trainings. The SESS trainers were passionate and fascinating. The training was lively and varied. This was very enriching and gave us a great managerial perspective. Today it is necessary to focus on new skills, such as Sensorial, Emotional and Spiritual ones. Managers therefore have more comprehensive tools to manage calmly.

Karen Woinet, Director Customer relations

AX PERPETUUM

My name is Luminița Mătiș and I lead a team of 42 people in the field of packaging. I tested with the ProCESS project team, represented by the Technical University of Cluj-Napoca and De KLAUSEN, in two different sessions, how new methods of meditation, drawing, play or relaxation manage to stimulate people to find easier solutions to their problems. The fact that we meditated in a friendly and safe environment, with pleasant music in the background, increased our focus on finding out the options for solving various complex problems. The same effect had the game, because the

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tested people returned to childhood, to play, to the pleasure of creation and easily generated new and very valuable ideas. I liked the way the explanations were given, the transparency of the event, the effects of the methods approached, and I feel honoured to have been chosen as a tester.

Luminita Matiş

Beneficiaries of SESS trainers training programmes

I'd like to express my gratitude once again to the team that brought ProCESS into being, because I think this week has been something extraordinary for me. It's what I'd been looking for a very long time but thought impossible, the union between my 4 passions: personal development, transmission, entrepreneurship, and music. I don't yet know where this 'new path' will take me, but I'm sure it will take me very far.

I feel an incredible life force for ProCESS and I'm very honoured to be taking part in its development. A huge thank you to all the trainers this week.

Pierre Ledru

This training had a crazy impact, there is a before and an after this week that I experience a bit like a rebirth of the person I am from a personal and professional point of view.

It changed my way of being a wife, mother, and friend, but above all from a professional point of view, I understood a lot of things in the way of transmitting and experiencing information. Thanks for everything.

I'm grateful for this amazing training! Thanks again.

Faustine Bonnaire

This training confirmed what I already did in my job. It gave me tools and new ideas to complete the trainings and activities I do in companies. It gave me a certification to give more credit to what I believe and do. I meet great persons and this week gave me the will to keep developing the SES Skills even when it's hard because not everyone is ready for it now (but maybe they will be some day 😊!)

Audrey Collilieux

ProCESS training's major impact for me? I now feel more legitimate in my professional practice.

It is not so easy to talk about emotions and spiritual matters in the corporate world, especially if you are not an artist.

As a coach and management trainer, I use heart coherence as a very powerful tool to balance emotions, energy, and trigger intuitive and creative states.

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I really appreciated during the workshop all the activities related to using the body as an antenna to receive and transmit information. I loved the parallel between music and human life, the importance of the rhythm and the fact that everything is vibration.

I was already using the multiple intelligences, it confirmed me this is a great tool. And I totally resonated with Otto Scharmer's U Theory.

I intend from now on to use more music and poetry in my professional coaching and trainings.

I also intend to deepen my knowledge and use of the U Theory.

My dream: that tomorrow we all talk about SES Skills just like we talk about Soft Skills today.

My goal is to take part to the spreading of the terminology amongst the corporate and HR world, and accelerate the use of non-mental skills in partnership with cognition for complex issues solving.

In a VUCA environment companies, institutions, individuals need to elevate their consciousness and capture the huge potential of our invisible resources. I remember something heard during the training: « Complexity can be a source of opportunity ». I also recall the SESS skills: Consciousness / Alignment / Connection.

That's what I loved in this SESS trainer workshops: we all agreed that « there are more things in this world than are dreamt of in our daily lives »...

I have immediately used the SESS Skills terminology in my professional communication and on LinkedIn.

I am also going to mention them in my website. They will just become a usual terminology for me.

The fact that these SES skills are coming from a serious European academic project supported by companies like SANOFI and PERFORMANSE, and institutions like the ANDRH (French National HR Professional Association with 5600 members) is very impactful on the acknowledgement of the importance of mobilizing non-mental skills at work. It is a change of paradigm...

I already encountered coaches, trainers, university teachers who are willing to follow this training.

Thanks again to the entire ProCESS project team who made this step forward happen.

Isabelle Dunson

- What tools will you be leaving with?

ProCESS first allowed me to focus with great interest for several weeks on Otto Scharmer's Theory U and methodology. Then, the different workshops gave me multiple theoretical and practical keys to address SES competences with different audiences. I was able to identify how to approach and present the importance of mobilizing our individual and collective body intelligence to solve complexity. This training also gave me other tools to enable audiences to feel their Sensory, Emotional and Spiritual competences.

- What best practices have you adopted?

The importance of getting participants to take their place in their space and to facilitate in circles.

Be sure to set a framework of kindness. Vary the exercises of connection to oneself and to the group to launch a dynamic of letting go in order to let new ideas and/or solutions emerge. Include time for feedback and discussion.

- What do you plan to do in your workshops?

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I plan to introduce U theory and to initiate participants to connect to their SES skills. I would like to set up complementary experiences combining mindfulness, body expression and intuitive skills as presented in my workshop pilot. This pilot will of course be refined and adapted according to the ProCESS chart, the context and the participants.

- What impact has this training had on you?

Process was a great source of inspiration and motivation. The content of the workshops and the encounters with the participants and trainers have allowed me to finally find a way to link my personal and spiritual aspirations with my work. Through this approach, I will finally be able to apply my vision of the world to my work.

This week also gave me a great motivation to specialize me in training facilitation using this approach.

- What do you plan to put in place for your profession/company (what marketing, business, etc.)?

I plan to continue my professional project as a consultant coach in individual and collective projects. I will use a more holistic vision and I will bring my clients to become more aware of their SES skills.

I am also very motivated to lead SESS workshops and maybe integrate it in my future Qualiopi certification. I have not yet defined my marketing strategy precisely. However, it is obvious that the development of these workshops will be reflected on my web (next website, social networks - I will soon be more active) and print (presentation brochures) media.

Long live SES Skills!

Thank you again, it was wonderful!

Victoire Thomas

I feel truly grateful that I've had the opportunity to become a SESS trainer because it was a unique and great experience to take part in such an international project like ProCESS.

It has thought me how to find solutions within a different kind of approach, using sensorial, emotional, and spiritual abilities.

I feel confident that this could lead to an even greater educational platform that may help anybody solve complex problems.

Combining artistic tools, pedagogical experiences, meaningful interactions and many more, we managed to be part of something great which hopefully will open unknown future doors.

Olivia Bodea

SESS trainer Profiles

A ProCESS "SESS trainer" is a person with a "talent" mobilising a sensitive approach, of which they have proven expertise, and who is capable of linking this way of perceiving reality with management issues.

The training and certification of what a SESS trainer is has been formalised thanks to the ProCESS project, and is now the subject of standards drawn up by PerformanSe^{53, 54}.

There is no such thing as a typical SESS trainer.

However, SESS trainers can be categorised according to the talent(s) they have developed and which they are able to mobilise and link to business issues.

It has been pointed out that a variety of sensory mediations can be used.

To date, ProCESS has tested a range of methods using sounds, melodies, rhythms, music, singing, movement, dance, theatre, drawing, models, painting, modelling, pottery, meditation, yoga and the contemplation of works of art. There are certainly many other forms of mediation that could be developed (plant care has already been mentioned) insofar as they encourage a bodily, sensitive perception of reality.

Indeed, any activity that mobilises the body, the senses, the emotions and the mind is likely to help develop awareness, connection to oneself, to others, to something greater than oneself, and alignment.

A directory of SESS trainers involved in ProCESS workshops and those who have been trained in the ProCESS method has been compiled⁵⁵ and put online⁵⁶. It aims to:

- Encourage the exchange of practices and feedback
- Popularise the concept of SES Skills
- Disseminate the ProCESS method

⁵³ ProCESS, deliverable 6.6-Competency framework

⁵⁴ ProCESS, deliverable 6.7-Certification framework

⁵⁵ ProCESS, deliverable 4.1-Catalogue of SESS trainers

⁵⁶ <https://processproject.eu/sessnetwork/>

Conclusion

Through ProCESS project, conducted with the financial support of the European Commission, it seems that the concept of SES Skills, which approaches the ability to act in complex situations from an original angle, has found a definite echo in both higher education and professional training.

Its operational nature has been established, in particular to highlight the fact that the body has its rightful place in decision-making processes and that it is the inner transformation of individuals that is the key to innovation, in line with the assertion of Gandhi and so many others. This still needs to be backed up even further by academic research, even though the process has largely been initiated by papers presented at conferences and scientific articles published during the course of the project.

The unwavering commitment of the various academic institutions involved in ProCESS, as well as the lasting commitment of the partner companies, will have enabled significant progress to be made in terms of both the foundations of the approach and its implementation and dissemination, with significant progress over the three years, for example in terms of the relevance of the workshops to the targeted objectives and their links with more traditional approaches to innovation management.

There is no stopping the momentum.

The students involved, their corporate coaches and new stakeholders, in particular the new SESS Trainers, will multiply its impact, in line with a widespread awareness of the need to change the way Western societies view the world.

As one of them put it, there's an incredible life force in ProCESS!

Thank you, Europe, for making this possible, and thank you to everyone involved in this magnificent project!

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Appendix 1: Presentation of ProCESS partner companies

Sanofi (<https://www.sanofi.com/en>) is a French leading global healthcare company, focused on patient needs and committed to researching, developing, manufacturing and marketing therapeutic solutions. SANOFI has more than 100,000 employees representing 145 nationalities and is present in 100 countries with 81 manufacturing sites in 36 countries. The total revenue in 2023 was over 43 billion euros.

More than half a billion people around the world are protected by one of Sanofi's vaccines every year. Sanofi's vaccines division is based in Lyon (France), with 15,000 employees. 60% of them are dedicated to production and quality. Sanofi is the world leader for flu vaccines and has a portfolio of 16 different vaccines to prevent serious diseases at all ages of life. Maintaining high levels of vaccine coverage rates (VCR) is a major challenge for Sanofi, as it guarantees both high vaccines use which is essential for its business and a major public health impact as it secures the protection of the population.

Mediatalo Keskisuomalainen (<https://www.ksml.fi/>) is a Finnish communications and media corporation originally located in Central Finland in Jyväskylä. The company's history started with one printed newspaper over 150 years ago. Nowadays, the company has 100 news brands, which fall into five different categories: provincial newspapers, regional newspapers, local newspapers, free city newspapers, and magazines reaching 1.97 million consumers every week. Every media brand has its own website, and all together Mediatalo Keskisuomalainen operates with approximately 70 different online media websites. The whole online network of Mediatalo Keskisuomalainen reaches more than 1.4 million Finns every week. The total revenue in 2022 was 221 million euros. The company employs approximately 4,800 employees (2023).

Latvijas Pasts (<https://www.pasts.lv/en/>) is the largest postal service provider in Latvia and its origins can be traced back to 1918 along with the proclamation of the Latvian state. Since 2004 Latvijas Pasts is a wholly state-owned company with around 4,000 employees and more than 600 postal service points in the country. The total revenue for the latest accounting period was 100 million euros and the profits were 2.2 million euros.

De KLAUSEN (<https://deklausen.ro/>) is a business growth consulting company that uses intensive consulting, training and coaching techniques for this purpose. The company was founded in 1997 by Eliade Rotariu and is family-owned and has worked with up to 20 collaborators. The clients are both multinational and Romanian entrepreneurial companies, especially of medium size.

De KLAUSEN proposed each year a case from a different sphere of activity:

- In 2021, the case proposed concerned one of the national leaders in electrical solutions and equipment, industrial automation systems, electric drives, and lighting systems. Since 2004, this company of 125 employees has been offering solutions for energy efficiency and.
- In 2022, the case proposed concerned a small travel agency (around 20 employees), advisor and guide in personalizing vacations, business trips and organizing events.

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- In 2023, the case proposed concerned a dental clinic which has gradually developed since 2009, starting from a dental office and providing now a wide range of dental services for adults and children.

PerformanSe (<https://www.performanse.com/>), is a leader in soft-skills evaluations in France and has accumulated extensive experience in **covering the entire individual and collective pre- and post-employment market**, such as recruitment, talent development, career mobility, and individual and collective assessment and coaching, which has been **deployed in 26 countries**. PerformanSe's testing software is used by more than 1200 customers in the private sector in different industries (e.g., banking and insurance, retail), as well as in the public sector (e.g. education, health).

PerformanSe is the Business Assessment Unit of the consulting group **Julhiet Sterwen** (Paris), <https://www.julhiet-sterwen.com/>.

Appendix 2: Courses of action proposed by students' teams

Courses of action proposed by the 4 teams (French, FR / Finnish, FI / Latvian, LV and Romanian, RO) for the different business cases.

SANOFI		Round 1 - 2021 / 2022
<p>Key questions:</p> <ul style="list-style-type: none"> • How can French health care professionals better work together in the interest of public health? • How can Sanofi make Health Care Professionals (HCP) work together for the patient's benefit? • What information should be shared, when, and how can the population be convinced? • What innovative communication tools or ways of working could be created and used between professionals and between patients and caregivers? 	FR	<p>Authorize vaccination without a doctor's prescription. Establish mobile vaccination centres for rural areas. Educate young people at school about the benefits of vaccination. Raise doctors' awareness through dedicated symposia.</p>
	FI	<p>Learn about countries like Iceland (study trip) where vaccination rates are high. Play relaxing music in the waiting room. Competition to create the best music, with a prize of 2,000 € for the winner. Celebrity testimonials on their vaccination experience. Systematic post-vaccination satisfaction survey. Increase the transparency of the vaccination process.</p>
	LV	<p>Launch an application dedicated to vaccination for patients, healthcare professionals likely to vaccinate, and healthcare professionals likely to raise awareness. Competition and bonus system between healthcare professionals.</p>
	RO	<p>Seminars bringing together all healthcare professionals likely to be involved in vaccination. Radio programs broadcast on social media. Videos for children (comic strips with well-known characters) and adults. Alternatives to syringes. Vaccination caravan.</p>

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SANOFI		Round 2 - 2022 / 2023
<p>The challenge at hand is to raise awareness of the Tdap vaccine among young adults and get them to contact a healthcare professional to get vaccinated.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the key drivers and barriers in adults to getting the Tdap (booster) vaccination? • How can the power of emotion be harnessed to raise awareness of the disease and encourage young adults to get the recommended Tdap vaccination? • Which manner of communication has the most impact? Which channels, angle, content type, or tone would work best? 	FR	<p>Collaboration with the Doctolib platform to:</p> <ul style="list-style-type: none"> - present the normal vaccination schedule - remind patients of upcoming personal deadlines - make it easier to book appointments. <p>Mobilize influencers on social networks.</p>
	FI	Interactive website where you simply enter your age, sex, and country to find out which vaccinations are recommended.
	LV	<p>Make young people socially responsible by reaching out to them through social networks.</p> <p>Raise awareness of the disease, particularly the risks for grandparents and children.</p> <p>Promote environmental actions for each vaccination</p> <ul style="list-style-type: none"> - Tree planting - Reducing Sanofi's carbon footprint - Recycled packaging.
	RO	<p>Animated film showing one family vaccinated and another one not.</p> <p>Podcasts or TED talks on the disease.</p> <p>Oral booster.</p> <p>Flyers and posters distributed at the workplaces of young adults.</p> <p>Website with map of disease occurrence in the country.</p>

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SANOFI		Round 3 - 2023 / 2024
<p>Target group: over-65-year-olds in lower socio-economic groups.</p> <p>The core challenge is to figure out how to communicate with the target population to get them to contact a healthcare professional to get the flu vaccine.</p> <p>Key questions:</p> <ul style="list-style-type: none"> - What are the key drivers and barriers in adults to getting the flu vaccination? - How can the power of emotion be harnessed to increase the likelihood of the target population getting the flu vaccine? - Which manner of communication has the most impact? Which channels, angle, content type, or tone would work best? 	FR	<p>Create a multi-album comic strip on flu vaccination:</p> <ul style="list-style-type: none"> - distributed by home nurses - available in pharmacies, particularly community pharmacies. <p>Launch a flu vaccination trophy in conjunction with an existing trophy (MNH) for homecare nurses.</p>
	FI	<p>Storytelling about the vaccination experience, with answers to questions and potential problems.</p> <p>Colloquia between vaccination practitioners.</p> <p>Have a famous singer compose a song about vaccination.</p> <p>Family involvement.</p> <p>Referral by health services.</p> <p>Mobile vaccination clinics.</p>
	LV	<p>Raising public awareness with clouds of drones drawing figures in the night sky.</p> <p>Circulate vaccination buses.</p> <p>Offer a voucher or food gift (vitamins, tea, etc.) to each person vaccinated.</p>
	RO	<p>Mobile vaccination centres.</p> <p>Involve priests and theology students.</p> <p>Communicate about senior live or through children.</p> <p>Display posters at bus stops and/or church entrances.</p>

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KESKISUOMALAINEN		Round 1 - 2021 / 2022
<p>Key questions:</p> <p>- How can the company create a whole new learning culture?</p> <p>- How can the company develop competencies to support the target of increasing sales and eventually revenue?</p>	FR	<p>Ask employees about their training needs in the digital field, both for their jobs and their personal lives, which can help to identify the needs of reader-customers.</p> <p>Identify inter-generational pairs capable of sharing know-how.</p> <p>Offer online meditation sessions at the start of the day to all employees, with a space for sharing intentions and feelings.</p> <p>Values sharing seminar for all employees.</p>
	FI	<p>Establish corporate values.</p> <p>Create a shared corporate culture.</p> <p>Encourage cooperation and communication.</p> <p>Make workspaces more inclusive.</p> <p>Set clear objectives and rewards for employees.</p> <p>Establish a knowledge-sharing network framework.</p> <p>Encourage and reward the sharing of know-how.</p> <p>Make learning more fun.</p> <p>De-dramatize mistakes.</p> <p>Identify a mentor for each employee.</p> <p>Encourage the sharing of opinions and feedback.</p> <p>Invite employees to after-work events.</p> <p>Agree to give employees time.</p> <p>Evaluate, collect, and process feedback.</p>
	LV	<p>Draw up, in consultation with employees, a policy on values, mission, equality, OHS, use of social networks and the Internet, data protection, code of conduct, etc.</p> <p>Organize events and activities for employees (know-how-sharing seminars, team-buildings, personal development workshops, end-of-year celebrations), as well as an annual event on company strategy.</p> <p>Rethink workspaces.</p> <p>Reinforce the brand.</p> <p>Concerning the learning platform :</p> <ul style="list-style-type: none"> -Segment customer groups to reduce the number of products (2000 in total) to be mastered by sales staff -Offer the learning platform on a smartphone app -Plan to encourage employees to use the platform -Organize a study of the impact on profits of using the learning platform.

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	RO	<p>Provide music during online training sessions.</p> <p>Illuminate workspaces with natural or artificial but elaborate lighting.</p> <p>Offer employees inspirational quotes.</p> <p>Conduct an employee satisfaction survey.</p> <p>Offer spiritual intelligence training workshops to employees.</p> <p>Change the colour of the platform (to blue and white, the colours of the Finnish flag).</p> <p>Create employee learning groups, taking psychological profiles into account.</p> <p>Encourage different types of communication among employees.</p>
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KESKISUOMALAINEN		Round 2 - 2022 / 2023
<p>Key questions:</p> <ul style="list-style-type: none"> • How can Mediatalo Keskisuomalainen attract younger readers to consume Keskisuomalainen's content while ensuring that its existing business and the basic nature of its news media are not jeopardized? • After attracting younger readers, how can they be turned into paying subscribers? • From the viewpoint of B2B customers, what commercial opportunities could arise if Mediatalo Keskisuomalainen manages to reach younger audiences? 	FR	<p>Merging companies.</p> <p>Hire a community manager.</p> <p>Rejuvenate teams to be more in tune with younger readers.</p> <p>On the application currently being set up:</p> <ul style="list-style-type: none"> - podcasts / documentaries - international news - English language. <p>Social network marketing.</p> <p>Event organization.</p> <p>Partnerships with brands and universities.</p>
	FI	<p>Social networking.</p> <p>Rebranding.</p> <p>Rejuvenate the logo.</p> <p>Optimize costs</p> <ul style="list-style-type: none"> - with CRM - with PDCA. <p>Hire young people.</p> <p>Offer young readers a free magazine with content of particular interest to them.</p>
	LV	<p>The application being created must cover several regions.</p> <p>Establish a partnership with one or more social networks to set up links.</p> <p>Modify the visual aspect of the online newspaper (font, font size, means of moving from one article to another).</p> <p>Further personalize the online offering to encourage a sustainable audience.</p> <p>Profile users and offer them tailored content, with revenues generated mainly by advertising.</p> <p>Offer family subscriptions.</p> <p>Mobilize well-known journalists with exclusivity, as well as younger journalists with a style more suited to younger audiences.</p>

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	RO	<p>Make reading the newspaper a sensory experience for sight (beautiful layout, attractive colors, etc.), touch (paper feel, weight, etc.) and smell (specific pleasant scent).</p> <p>Provide pleasant and specific sounds for the online application, with color fonts identical to those of the paper newspaper to encourage the transition from one to the other.</p> <p>Provide content and formats (number of words) adapted to children of different ages to encourage parents to connect.</p> <p>Publish content produced by children (in the form of competitions with prizes for the winning authors).</p> <p>Produce attractive, well-illustrated articles for children on science, technology, nature, and history.</p> <p>Decide on a mascot.</p> <p>Organize events to debate with journalists.</p> <p>Redefine the brand, logo and slogan, e.g. "We bring Finland together".</p> <p>Add color (red, yellow) to online content. Pay attention to article titles.</p> <p>Be present on social networks and mobilize personalities or influencers.</p> <p>Reward loyalty (discounted rates, opportunities to enhance profile).</p> <p>Offer podcasts.</p> <p>Use recycled paper and offer a bonus for each newspaper recycled.</p> <p>Offer articles and activities around self-knowledge and personal development, as this is of interest to the younger generation.</p>
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KESKISUOMALAINEN		Round 3 - 2023 / 2024
<p>Key questions:</p> <ul style="list-style-type: none"> • What kinds of traditional advertising (excluding social media) have the strongest effect on under-30-year-olds – (Generation Z)? • What are the key factors advertisers should consider when planning a marketing campaign for this target audience? • What kind of ad formats and solutions should Keski-suomalainen put in its new mobile applications to be attractive to B2B customers, but also be commercially significant opportunities for the company? 	FR	Smartphone application with fun features (shake for an Orangina, break glass for a smartphone glass store, etc.).
	FI	Communicate on events likely to interest young people, including discounts offered by advertisers, with an interactive map to geolocate them. The map can be customized to reflect current events (car rallies, festivals, etc.). Advertising in the form of an escape game.
	LV	Interactive smartphone games: riddles, mandala, Tamagotchi care, puzzles, some of which could be transition-oriented: recycling tournaments, clean-ups of natural areas, etc. Establish a system of donations to causes of interest to young people.
	RO	Advertisements based on challenges and competition between participants, forcing them to train and encouraging them to share their performance. Adapt advertising to the time of day, according to the main activity. Offer scratch-off tickets at the right time of day to encourage frequent visits. Cross-promotions. Personalize advertising according to profile. Identify key periods (before Christmas, for example) and offer a discount each day. Feedback and tracking.

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LATVIJAS PASTS		Round 1 - 2021 / 2022
<p>Key questions:</p> <p>-How can the organization's values be enabled, brought to life, and made to contribute to the company's performance?</p> <p>-What else could be done by the HR management to make sense of the organization's values?</p>	FR	<p>Workshops with employees' families after work.</p> <p>Clarify the tasks/responsibilities of each employee, but give them room to experiment with their organization.</p> <p>Ask employees for their opinions on new products and services that could be offered by Latvijas Pasts.</p>
	FI	<p>Display the organization's values on shipping cartons and/or stamps.</p> <p>Display the organization's values on the application used by postal workers.</p> <p>Provide a time for employees to share their experiences during working hours, every day or every 2-3 days.</p> <p>Integration program for new recruits including several different positions, not just the target position.</p> <p>Take psychological profiles into account.</p>
	LV	<p>Values-based job descriptions.</p> <p>Green challenge: take care of a plant in a post office and collectively develop a story around this plant.</p> <p>21 days to change, 21 good deeds linked to values.</p> <p>Card game linking values to work situations.</p> <p>Communication of values by the CEO.</p> <p>Podcasts on values based on interviews with senior executives.</p>
	RO	<p>Set up a "feedback day" during which employees can express their needs.</p> <p>Write the value voted by employees on a wall in the post office.</p> <p>Broadcast a music playlist of employees' favorites in the post office.</p> <p>Develop employees' trust in management through joint team-building sessions.</p> <p>Set up partnerships with universities to offer internships and try to retain trainees.</p> <p>Conduct SWOT analysis and feedback sessions with employees.</p> <p>Make decisions more transparent.</p>

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LATVIJAS PASTS		Round 2 - 2022 / 2023
<p>Key question:</p> <p>Which services can be offered in rural environments and which in the capital city and larger cities of Latvia?</p> <p>Key sub-questions:</p> <ul style="list-style-type: none"> • What are the major changes in the global postal services markets that could be adopted by Latvijas Pasts (LP)? • What unique services could be offered by LP? • Which customers can be attracted, considering the core capabilities of LP? • How could the existing services be improved? • Is there any new demand that can be created or captured? 	FR	<p>Improve the Latvijas Pasts website with short-, medium- and long-term planning:</p> <ul style="list-style-type: none"> - Make it more intuitive and ergonomic - Add interactive content - Use images and videos to present services - Improve the presentation of rates and services - Offer pages in languages other than Latvian - Create links with social media to facilitate dissemination of offers and information - Implement a search engine within the site - Improve security and performance - Integrate the Man's Pasts application.
	FI	<p>Improve the website, especially the Mans Pasts self-service portal, which is unintuitive and not integrated into the main site.</p> <p>Improve services in rural areas.</p> <p>Sponsor family activities, in particular to resonate with the state character of Latvijas Pasts.</p> <p>Make services more customer-oriented.</p> <p>Customize parcel packaging.</p>
	LV	<p>Pick-up and home delivery service for purchases made in shopping malls, managed by a smartphone application that acts as a loyalty card in partner stores.</p>
	RO	<p>Smartphone payment and membership card offering discounts at selected suppliers with 3 levels: silver, gold, and platinum.</p> <p>Adapt package lockers to allow parcels to be returned.</p> <p>Upgrade the application to enable new services (home mail collection, registered mail management, etc.).</p>

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LATVIJAS PASTS		Round 3 - 2023 / 2024
<p>Key questions:</p> <ul style="list-style-type: none"> • How can Latvijas Pasts completely transform their post offices to offer something new and exciting? • What innovative products and services can be introduced to keep up with global postal trends and competitors? • How can Latvijas Pasts make their post offices distinct from typical retail shops while maximizing the use of their space? • What unique services can be added to Latvijas Pasts' offerings to create a niche that sets them apart? 	FR	Convert post offices so that they can be used as drive-in or ride-in facilities.
	FI	Offer co-working spaces open 24/7 with different levels of service. Set up self-service machines for key services.
	LV	Create multi-service centres in partnership with local authorities. Mobile postal buses. Co-working spaces.
	RO	Offer gifts for special days of the year (birthdays, Valentine's Day, Mother's Day, etc.). Organize children's drawing contests. Offer traditional objects for sale. Organize a box recycling system with financial incentives.

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De KLAUSEN		Round 1 - 2021 / 2022
<p>Students are to suggest ways to increase sales, especially by digitizing sales processes.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can digitizing the sales processes contribute to increasing sales figures? • In what ways can digital technologies be leveraged to understand and engage with the target market more effectively, thereby increasing sales? 	<p>FR</p> <p>Improve well-being in the workplace. Develop a CSR policy (energy savings, less impactful equipment, etc.). Digitize services, both internally and externally. Innovation in sustainability and safety.</p>	
	<p>FI</p> <p>Improve collaboration between production and sales. Anonymous employee surveys on well-being at work, things to change, etc. Play relaxing music in different workplaces at different times of the day. Train employees in meditation. Train managers in empathy. Implement a “Voice of the Customer” system. Promote company activities on social networks. Determine psychological profiles of sales staff. Improve internal communication.</p>	
	<p>LV</p> <p>Digital solutions for the sales team: - Digital performance and planning dashboard - Matrix of desired and mastered skills - Mobile CRM application - Sales process automation. Increase customer portfolio. Brand positioning on social networks. Well-being in and around the company.</p>	
	<p>RO</p> <p>Recruit the right people and train them if necessary. Digitizing sales and positioning on social networks. Greening the company: - equipment designed with the circular economy in mind - give priority to renewable energy projects.</p>	

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De KLAUSEN	Round 2 - 2022 / 2023	
<p>Explore and identify innovative ways to increase sales and profit in a complex context. The best strategies will be those that take into account the company's unique circumstances and capabilities, as well as the specific challenges and opportunities it faces in its market.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can the company use both traditional as well as more modern tools such as blockchain or the metaverse? • What development areas are to be considered? • How can the company adapt to the external environment, remain flexible, and react quickly? 	FR	<p>Segment actions before, during, and after the trip.</p> <p>Give priority to sustainable travel, with a smaller carbon footprint for transport, accommodation, activities, equipment (made from recycled materials), etc.</p> <p>Communicate on social networks.</p>
	FI	<p>Increase website traffic.</p> <p>An audit has been carried out and many points need to be improved, ranging from information loading times to content.</p> <p>Segmentation of potential customers by geography, profile, psychology, and behaviour.</p> <p>Focus on nearby geographical areas and students.</p> <p>Adapt communication channels to these targets.</p>
	LV	<p>Have a website in English.</p> <p>Improve communication with attractive content on social networks.</p> <p>Establish collaboration with the Erasmus program.</p> <p>Develop visit programs for students in Romania and adjacent countries.</p>
	RO	<p>Reward loyal customers with gifts adapted to the circumstances.</p> <p>Offer loyalty points with a discount on the next trip.</p> <p>Develop and implement a digital marketing campaign.</p> <p>Extend the offer to corporate travel, relocation, events, etc.</p> <p>Promote agrotourism in Romania.</p>

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De KLAUSEN		Round 3 - 2023 / 2024
<p>The challenge is to find creative ideas for boosting sales to over 2.2 million euros and setting up a new clinic with 7 dental units. This means doubling the capacity and the size of the team, as well as getting more clients, all while dealing with the current complex situation.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What should be the areas of focus? • How can the clinic adjust to external changes and remain flexible? 	FR	<p>Establish partnerships with travel agencies to stimulate dental tourism.</p> <p>Provide dental care education, with short messages on the ceiling of the treatment room.</p> <p>Integrate prosthesis production activities.</p>
	FI	<p>Improve the website, translate it into English, offer online zoom consultations, an online booking service, chatbot, customer reviews.</p> <p>Rent out equipped spaces to other practitioners.</p> <p>Offer packages (teeth whitening, students, etc.).</p>
	LV	<p>Dental tourism.</p> <p>Online consultations.</p> <p>Pre-payment to encourage follow-up and loyalty.</p>
	RO	<p>Sponsorship program to get new clients.</p> <p>Organize sports competitions (marathons, etc.) to raise positive brand awareness.</p> <p>Offer a loyalty program.</p>

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