

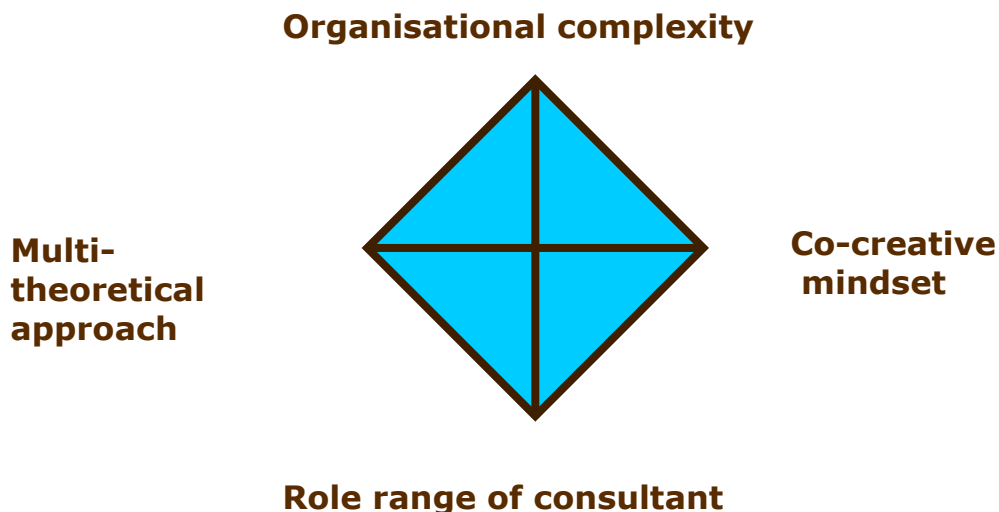


## **KOK 5: Complexity, Organisational Psychology, Co-Creativity**

**The role range of the organisational consultant. September 2012 – June 2014 (taught in Danish!)**

KOK 5 is a two-year consultant training programme aimed at experienced consultants and organisational psychologists who wish to adapt a more co-creative, multi-theoretical approach to complex issues. Such issues include working with strategy processes, organisational development, changes, project organisation/management, leadership development, teambuilding, coaching, process facilitation, innovation, lean etc. As a participant, you will learn to clarify, extend and anchor your professional repertoire and to create the learning space you need to become the consultant you want to be.

The two programme leaders, instructors and supervisors are organisational psychologists Mette Amtoft and Arne Vestergaard, both of whom are certified specialists and supervisors in the field of organisational psychology. For participating psychologists undergoing specialist training in DK, the programme counts as an entire “grundstammeforløb”. Its exact ECTS value is currently being calculated.



- 26 teaching days including 4 days of self-organised learning
- At least 3 x 40 hours divided between theory, supervision and personal style development
- 3 individual guidance sessions
- Case studies in Year 1
- Final assignment in Year 2
- Solving of various inter-module tasks rooted in the participants' own practices.
- 2 three-day residential programmes
- Price: DKK 42,000 (excl. VAT) per year

**Target group:**

Organisational consultants with a background in psychology or another academic field and/or with many years of organisational consultancy experience. Participants in this programme should want to work more co-creatively and multi-theoretically with complex organisational issues.

**Number of participants:** Max. 14

**Contents:**

A two-year programme of 44 theory lessons, 44 lessons of group supervision, 44 lessons of personal development work and 24 lessons of self-organised learning spread over 26 days. The contents are detailed on the following pages.

**Instructors / supervisors:**

Mette Amtoft, MA (Psych); specialist in clinical psychology and organisational psychology; supervisor in organisational psychology.

Arne Vestergaard, MA (Psych), PhD; specialist and supervisor in organisational Psychology.

**What is CompLead?**

Mette Amtoft and Arne Vestergaard are joint founders of the consultancy firm of CompLead. Since 2005, CompLead has worked with organisational development, leadership development and consultancy training. Our work is based on our conviction that the complexity of modern organisations is too great to be encompassed by a single theory or a single approach. We consequently draw on a wide range of disciplines, psychological theories and related practices. We regard the interchange between clients and consultants as vital to the solution of any organisational issue. We call it the co-creative approach.

**What you can expect:**

During the two years of the programme, you can expect to gradually improve and extend your insight and your methodical repertoire. You will get to analyse and consider your role as a consultant through concrete cases applying organisational psychology and other theoretical approaches as well as co-creative approaches.

**We expect:**

All participants are expected to actively participate in discussions, exercises and reflections. You should expect to read about 300-500 pages of theoretical literature every term. Furthermore, you will be asked to carry out assignments in connection with your own practice such as testing tools, observing, reflecting and so on. We expect you to reflect in writing on what you have learned – for instance in relation to one or more case studies. Such assignments may be further supported by online discussions.



### **What's special about KOK?**

This programme is co-creative and multi-theoretical and consequently corresponds to Edgar H. Schein's definition of organisational psychology in its focus on strengthening the ability of participating consultants to:

- work across disciplines and employ a wide range of psychologies
- take multiple positions and perspectives into account
- help organisations operate in a complex, globalised and constantly changing world

### **44 theory lessons**

The participants will work with selected texts, not only from literature on organisational psychology but also from other psychologies and disciplines. The main focus will be on the way consultants and organisations handle organisational complexity.

Before the start of each module, participants should have read and reflected on the texts selected. The lessons presuppose that these texts have been read and focus on analysing and demonstrating the concrete perspectives of each theory in relation to the practice areas of organisational consultants. Besides the presentation of theories, these lessons also include group discussions, so-called *mindsetters*, demonstrations of various tools and reflections on relevant practices. The topics discussed may be categorised under the following headings:

- Organisational complexity
- The co-creative consultant role
- Organisational development
- Managing change, projects and innovation
- Organisational psychology practices

### **44 lessons of group supervision**

44 group supervision-based lessons are included in the programme.

These supervision sessions serve as extensions or introductions to the theoretical elements of the programme. The supervision takes place in groups (the make-up of which will vary), and each instructor serves as supervisor to a group.

The contents of the supervision sessions will be based on the actual work situation of the participants as well as other professional challenges (case studies). As such, it must reflect on and contribute to the practices of the participants, for instance in relation to:

- roles, positions and relations to client organisation
- approaches to various fields of practice
- developing the consultant's competencies
- being and operating in a complex and uncertain setting
- using several theoretical perspectives to understand the tasks at hand



Different variations of methods will be employed along with different traditions and theoretical perspectives on organisation, development and learning. For instance:

- The systemic perspective: reflecting teams and other reflective processes
- Social constructionism: critical reflections on disprogramme, relational being and narrative outside witnessing
- The complexity perspective: reviewing and forum theatre/role play, sensemaking and changing conversations
- The psychodynamic perspectives: freeflowing dialogue, associative matrix, transference/countertransference, unconscious feelings and fantasies
- The existential perspective: existential conversations on authenticity, the sustainability of consultancy practices, consultancy ethics etc.
- The Theory U perspective: case clinics

#### **44 lessons of personal development work**

The 44 lessons of personal development work are primarily meant to support each participant in becoming the consultant he or she wants to be according to his or her development goals. These goals are formulated before the start of the programme and will be reworked and considered continuously throughout the programme.

The personal development work will be a natural complement to some of the supervision themes, but it also provides room for personal integration and challenges in relation to self-images and consultant identity for instance. The supervision and personal development sessions should complement and accentuate each other. Participants will get support to face the challenges of developing their consultant skills based on new perspectives, their own professional competencies and personal qualifications and the honing of special skills and styles through feedback, individual work and exercises carried out in small groups.

In this programme, the personal development work will be regarded as vital to the implementation and integration of new theoretical understandings, approaches and, quite simply, to the ways in which we work as consultants. Relevant methods will be selected along the way and used to facilitate this process. Methods used so far include:

Individual reflections  
The personal portrait  
Feedback and mirroring  
Coaching in pairs on personal and professional development goals  
Network  
Existential reflections on ensuring the sustainability of practices



U-journaling  
Walk-and-talk sessions

## **Term 1: Complexity. September - December 2012**

### **Module 1: 19. September: Programme Introduction**

- Framework, views on learning and of the consultancy profession
- Establishing various learning spaces
- Introduction to term 1

### **Reading group: 26. September**

### **Module 2: 3.-5. October: Systems and Complex Responsive Processes**

- The complexity perspective on organisation and management
- The systemic-constructionist perspective on organisation and management
- Individual assignments, case learning and supervision

### **Reading group: 17. October**

### **Module 3: 8. November: The Theory U Perspective**

- An innovation perspective on organisation and management
- Presencing-based case learning and supervision

### **Reading group: 21. November**

### **Module 4: 7. December: The Psychodynamic Perspective**

- Psychoanalytical organisational psychology: complexity and social defences
- Group analytic organisational psychology: positive and negative capabilities
- Supervision in relation to stakeholder dialogues

**Individual assignment** between modules 2 and 4: Stakeholder dialogues (about 3 hours)

#### **Literature:**

Amtoft, M. and

Vestergaard, A.(1993): *Ledelse i kompleksitet*. Erhvervspsykologi.

Gergen, K. & M. (2005): *Social konstruktion – ind i samtalen*. Kap 1-2 Dansk Psykologisk Forlag

Granhof Juhl, A. &

Dahl, K (2009): *Den professionelle proceskonsulent*. Chapter 5. Hans Reitzel.

Hasselager, A-M. &

Bonnerup, B. (2008): *Gruppen på Arbejde*. Hans Reitzel. Chapter 7.



- Scharmer, O.(2007): *Theory U. Leading from the Future as It Emerges*. SOL. Introduction & Ch. 4.
- Shaw, P. (1997): *Intervening in the shadow systems of organizations: Consulting from a complexity perspective*. Journal of Organizational Change Management. Vol. 10, No. 3
- Shaw. P. (2002): *Changing Conversations – a complexity approach to organizational change*. Routledge. (Ch. 1)
- Stacey, R. (2003): *Complex, responsive processes of relating* Journal of Innovative Management Vol. 8 no 2.
- Stacey, R. (2007): *Strategic Management and Organisational Dynamics*. Ch. 10. Prentice Hall.
- Vestergaard, A. (2002): *Systemisk Konstruktionisme for projektledere*. Arbejdsrapport.
- Visholm, S & Heinskou, T.(2004): *Psykodynamisk Organisationspsykologi*. Introduktion + Chapter 10. Hans Reitzels Forlag
- Zimmermann, B. (2009): *Ralph Stacey's Agreement & Certainty Matrix*. Webpage Plexusinstitute.com.

## **Term 2: Co-creativity. January - June 2013**

### **Reading group: 16. January**

#### **Module 5: 24. - 25. January: Theory U + case studies**

- The U process in theory and practice
- Co-creativity and customer relations
- Case study supervision

#### **Module 6: 28. February: Self-organised learning, 2 groups**

### **Reading group: 20. March**

#### **Module 7: 4. - 5. April: Intersubjectivity, Relational Being and Partnering**

- Theory and co-creative consultancy practices
- Co-creative pacts
- Supervision: Case study learning

#### **Module 8: 15. May: Self-organised learning, 2 groups**



### Reading group: 3. June

#### Module 9: 13. June: Group analysis and analytical psychology

- Emergence and matrix
- Consultant shadows and helplessness
- Evaluation and further development of learning spaces

**Individual assignment:** Case study (about 10-16 hours between modules)

#### Litteratur

- Amtoft & Vestergaard (2009): *Ko-kreativitet og kompleksitet i konsulentarbejdet*. Erhvervspsykologi.
- Armstrong, D. (2005): *Organization in the Mind*. Ch. 7. Karnac Ltd.
- Barnes, et.al. (1999): *An Introduction to Groupwork*. Working together. Basic Texts in counseling and therapy.
- Gergen, K. (2009): *Relational Being. Beyond Self and Community*. Chapter 2. Oxford University Press Inc.
- Guggenbühl-Craig, A. (2009): *Power in the Helping Professions*. Spring Publications.
- Hasselager & Bonnerup (2008): *Gruppen på arbejde*. Hans Reitzel. From Ch. 7: Psykologiske processer i gruppen som helhed.
- Scharmer, O. (2007): *Theory U - Leading from the Future as it Emerges*. SOL. Chapter 1 and 21.
- Shaw, P. (2002): *Changing Conversations: Organisational Change From a Complexity Perspective*. Routledge. Chapter 2.
- Stacey, R. (2007): *Strategic management and Organisational Dynamics*. Prentice Hall. Chapter 5
- Stern, D. (2004): *Det nuværende øjeblikke i psykoterapi og hverdagsliv*. Hans Reitzels Forlag. Chapter 5
- Åkerstrøm N. (2006): *Partnerskabelse*. Hans Reitzels Forlag. Chapter 6



## **Term 3: The multi-theoretical approach. August - December 2013**

### **Reading group: 27. August**

**August (28.-30.):** Individual supervision at mid-term

### **Module 10: 4. - 6. September: Multi-Theoretical Case Work and Supervision**

- Repetition and rediscovery. Bricolage.
- Supervision
- Personal portraits

### **Reading group: 1. October**

### **Module 11: 10. October: Sensemaking in Organisations**

- Seven properties of sensemaking in organisations
- Change and anchoring
- Supervision

### **Reading group: 4. November**

### **Module 12: 15. November: The Existential Perspective**

- Personal portraits and existential questions
- Phenomenological and philosophical approaches

### **Reading group: 9. December**

### **Module 13: 18. December: Improvisation and Theatre**

- Improvisation as a mindset
- Supervision through theatre

**Individual assignment:** Personal portrait (about 8 hours between modules 10 and 12)

### **Literature:**

Armstrong, D. (2007): *The Dynamics of Lateral relations in Changing Organisational worlds*. Organizational and Social Dynamics 7 (2)

Høpner, J. mf. : *Modstillinger i organisations- og ledelsesteori*. Chapter 7. Academia.

Jacobsen, B. (2005): *Eksistensens Psykologi*. Chapter 5. Hans Reitzel.

Moss-Kanter, R. (2008): *Strategy as Improvisational Theater*. Harvard Business Review

Spinelli E. (2007): *Handbook of Coaching Psychology. A Guide for Practitioners*. Chapter 7. Routledge.



- Weick K. E.(1995): *Sensemaking in Organisations*. Thousand Oaks, Sage. Ch. 2
- Weick, K.E.(1998): *Improvisation as a Mindset for Organisational Analysis*. Organisation Science Vol. 9 No.5.
- Yalom, I.D. (1998): *Eksistentiel psykoterapi*. Indledningen. Hans Reitzels Forlag

## **Term 4: Consultant and Complexity. January – June 2014**

### **Reading group: 22. January**

#### **Module 14: 30. - 31. January: Dilemmas, Contradictions and Conflicts**

- Introduction to the second-year final assignment
- Multiple approaches to conflicts etc.
- Case learning and supervision

#### **Module 15: 6. March: Self-organised learning**

### **Reading group: 1. April**

#### **Module 16: 10. - 11. April: Leadership Development in Practice**

- Complexity and leadership competencies: In charge, but not in control
- Learning processes for managers in a complexity perspective: evidence and critical appraisal
- Case learning and supervision

#### **Module 17: 15. May: Self-organised learning in networks**

#### **Module 18: 19. - 20. June: Communication, ethics and programme conclusion**

- Complexity and coaching: How do we justify our practices?
- Final assignment presentations
- Conclusion

**Individual assignment:** second-year final assignment (20-30 hours)

#### **Literature:**

- Bertelsen, J. (2001): *Dilemmaet som lærer*. Chapter 1. Samfundslitteratur.
- Deurzen, E.V. (2009): *Psychotherapy and the Quest for Happiness*. Ch. 2. SAGE.
- Grønbæk, M. & Campbell, D. (2006): *Sematiske polariteter og positioner*. Ch. 4. M.G. Udviklings Forlag



- Humble, A.-S. (2004): *Dialog der bygger bro*. Schultz. Chapter 5.
- Jung, C.G. (1958): *The Transcendent Function*. CW. Vol. 8. Routledge.
- Langslet, G.J. (2006): *Løft – Løsningsfokuseret tilnærmning til problem-løsning og udviklingsarbejde*. Erhvervspsykologi vol. 1, 2003
- Marriott, S. (2007): *Making Sense of power and conflict in a Healthcare organisation*  
In: Stacey, R.: (2007): *Strategic Management and Organisational Dynamics*. Prentice Hall.
- Rousseau. D.M. (2006): *Is there such a thing as "evidence-based management"?* Academy of Management Review vol. 31 No. 2.
- Western, S. (2009): *Leadership: A critical Text*. Chapter s 1, 6, 12, 13, 14. SAGE.