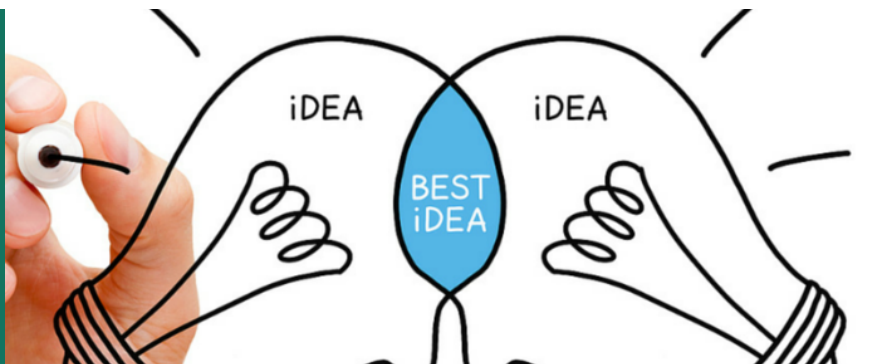# VALUE CREATION WITH THE E-MODEL

We believe in young potentials who can change the world and create value. We create environments where professionals and young students can co-create the future connecting local and global soulutions to the challenges ahead

WINDESHEIM HONOURS COLLEGE - THE E-MODEL

WHY?

Because of the nature of wicked challenges, they require other ways of thinking and addressing compared to more "tame or complicated" challenges, which can be defined in terms of cause-effect (linear) and for which there is a definite solution available. Wicked challenges require the participation of different stakeholders, a holistic approach, different forms of value creation based on collaborative networking.

WHAT?

In order to address wicked challenges and let our students experience to become agents of change, we developed the **Value Creators** community, an environment where questions are more important than answers and where students need to approach complexity in collaboration with different networks.

HOW?

To guide this process we created the E-Model, a flexible tool to help students, organisations and governments to navigate through wicked problems by focusing on the process of creating value.

THE BACKGROUND

"In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030" (www.globalgoals.org)

These global goals are in essence wicked challenges; challenges or problems that have no definitive formulation; they can be improved, not "solved", there is no template to follow when tackling wicked challenges, there is always more than one explanation for a wicked problem, depending greatly on individual perspectives and every wicked problem is a symptom of another problem, which makes the interconnectedness of the challenges of huge importance.

The complexity of this new network society requires new educational models to train our students to thrive in complex environments and also connect with the existing networks where knowledge is produced. As Theory U (Scharmer, 2007) suggests, education needs to be accessible to everyone, empowering (putting the learner into the driver's seat of profound personal, professional, and societal renewal), and transformational (providing new learning environments that activate the deepest human capacities to create — both individually and collectively). Inspired by all these new theories and approaches to education (networks, connectivism, Theory U and Design Thinking), Windesheim Honours College has dare to take education to the next level.

THE INGREDIENTS
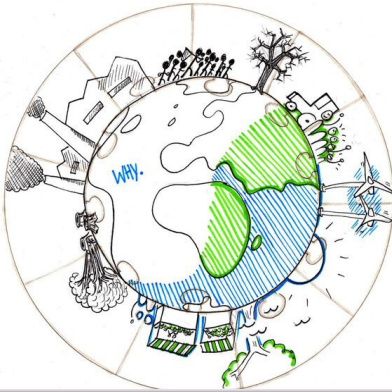
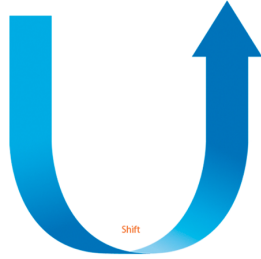## Theory U
A model for Transformational Change

Suspending
Hold a space that invites other perspectives

Sensing

Observing
Attend with your mind wide open. Be aware of assumptions

Let Go

Sensing
Connect with your heart

Realising
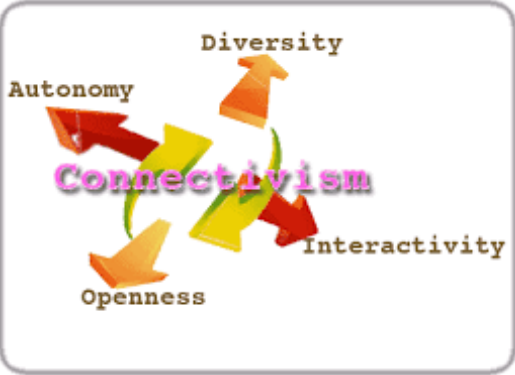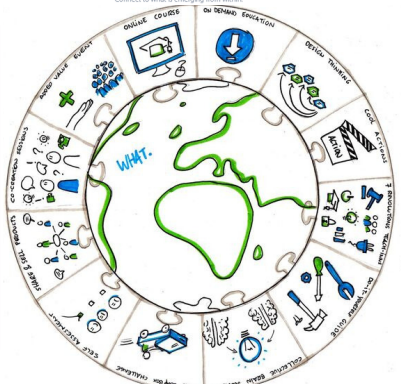Act swiftly with natural flow to create a new reality

Acting

Prototyping
Engage heart and head. Try a new way of operating
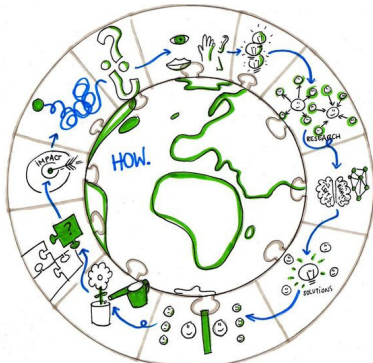
Let Come

Crystallizing
Commit to making something happen

Shift

Presencing
Create a quiet space.
Connect to what is emerging from within.

Diversity

Autonomy

Connectivism

Interactivity

Openness

WHY.

WHAT.

HOW.

DESIGN THINKING!

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST
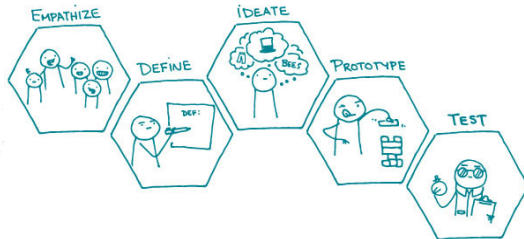
THE E-MODEL

The E-Model is a practical tool that invites users to explore their roles as change makers and deal with global challenges, which have also an impact at local level. The methodology provides a flexible approach to discover the networks with power to set things into action. In that sense, it is more process focused than solution focused. The solution and value created is the result of a good effective process. The flexibility of the E-Model allows users to apply the model to press-cooker sessions, really short in time, or extend the model through several months. During the journey of the Value Creators, the different phases of the model are extended throughout six months period. Students and networks can decide how much time each phase needs to take. When working with wicked problems, users of the model need to be aware of the complexity of interconnected issues and stakeholders with different interests. Starting with the formulation of the problem, since wicked problems are not clear and have so many ramifications that can conclude in different formulations.
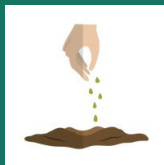
EXPLORE

During the EXPLORE phase, users of the model need to formulate all the different ramifications of the wicked problem they will be working with. Gaining clarity in all implications, allows the identification of the road to take and the people that needs to change mindsets and behaviour or take action in order to facilitate the process of value creation.

The process of Value Creation starts with exploring which wicked challenge or global goal do we want to address and why. What are possible causes and consequences of this challenge, what is the big dream and what are possible solutions? Write these on pink sticky notes and put the causes at the root of the tree and the consequences at the top of the tree. Then think of possible solutions. Choose one solution, write this on a yellow sticky note and go to step 2.

Example for Global Goal "end hunger in the world":

One of the causes of Hunger is poor agricultural methods, consequences is low agricultural production.
A way to create value is to focus on how to improve agricultural education and training for farmers.

ENGAGE

The second phase of the model, ENGAGE, invites the users to explore the networks that are necessary to involve in order to create value. When working with wicked problems, there are no true or false paths to follow leading to societal value. The networks involved usually define these paths. In this phase is essential to identify who needs to be involved in the process, who owns the knowledge, expertise and capacity to take action and make things happen.

Take the approach you chose from step 1 and discuss which stakeholders are involved in solving this topic/ in finding the solution and in what way? Write as many stakeholders as possible on yellow sticky notes.

Example for Global Goal "end hunger in the world":

Focus= improve agricultural education for young people and training for farmers. Identify networks and Stakeholders: Ministry of Education, teachers, farmer union, farmers, young people/students

ELABORATE

During the phase ELABORATE, users of the model need to define actions for all the stakeholders involved in the previous phase. Here it is about the what. What needs to be done by all these networks in order to set action and create the desired or expected value? The formulations need to be clear, relevant and realistic (this depends on time and budget).

The question in step 3 is to get from the DREAM to ACTION. What needs to be done by whom? Which actions should or could be taken by which stakeholder? Write on green sticky notes and put under step 3.

Example for Global Goal "end hunger in the world":
Focus= improve agricultural education for young people and training for farmers. Example: the Ministry of Education needs to financially support agricultural education; farmers need to organise themselves and organise training

EVALUATE

During the last phase of the model, the EVALUATION, users will define the value created and its impact. If necessary, adjustments and recommendations will be done for further actions.

In the final step, you evaluate and discuss the VALUE that will be created for whom when these actions have been executed.

Example for Global Goal "end hunger in the world":
Focus= improve agricultural education for young people and training for farmers. Example: self-respect for farmers; Independence and source of living for young people; enough food for all

THE ENVIRONMENT

Windesheim Honours College

We are part of Windesheim University of Applied Sciences. We offer an international Bachelor (fully in English) in Global Project and Change Management. We offer an innovative concept and work with talented students who are willing to go an extra mile.
www.windesheimhonourscollege.nl
(Watch our video on youtube!)

Windesheim university
OF APPLIED SCIENCES

Campus 2
Zwolle -The Netherlands

The Value Creators

The Value Creators is an innovative educational concept that takes place during year 3 and 4 of our programme. We are open for international students that want to discover their potential and create societal change. For students outside of our programme we require a high level of English and great doses of motivation!

VALUE CREATORS

Brainz

An innovative concept needs an inspiring environment. Our Value Creators work together with other local, regional and international networks from the most inspiring collaborative and co-working space in town: Brainz. At Brainz you can find students interacting with professionals from other organisations, businesses and government.
https://www.facebook.com/bijbrainz/

brainz,

Lübeckplein 68
Zwolle -The Netherlands

If you are interested to know more about our programme, Value Creators and the E-Model, we facilitate sessions and we are developing a book with complete methodology and examples of activities.
Please contact us!

WINDESHEIM HONOURS COLLEGE

VALUE

CREATORS

JOIN OUR COMMUNITY!

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