

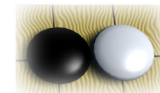
strategic models

Examples and Stories of
Strategic Modeling™ Projects

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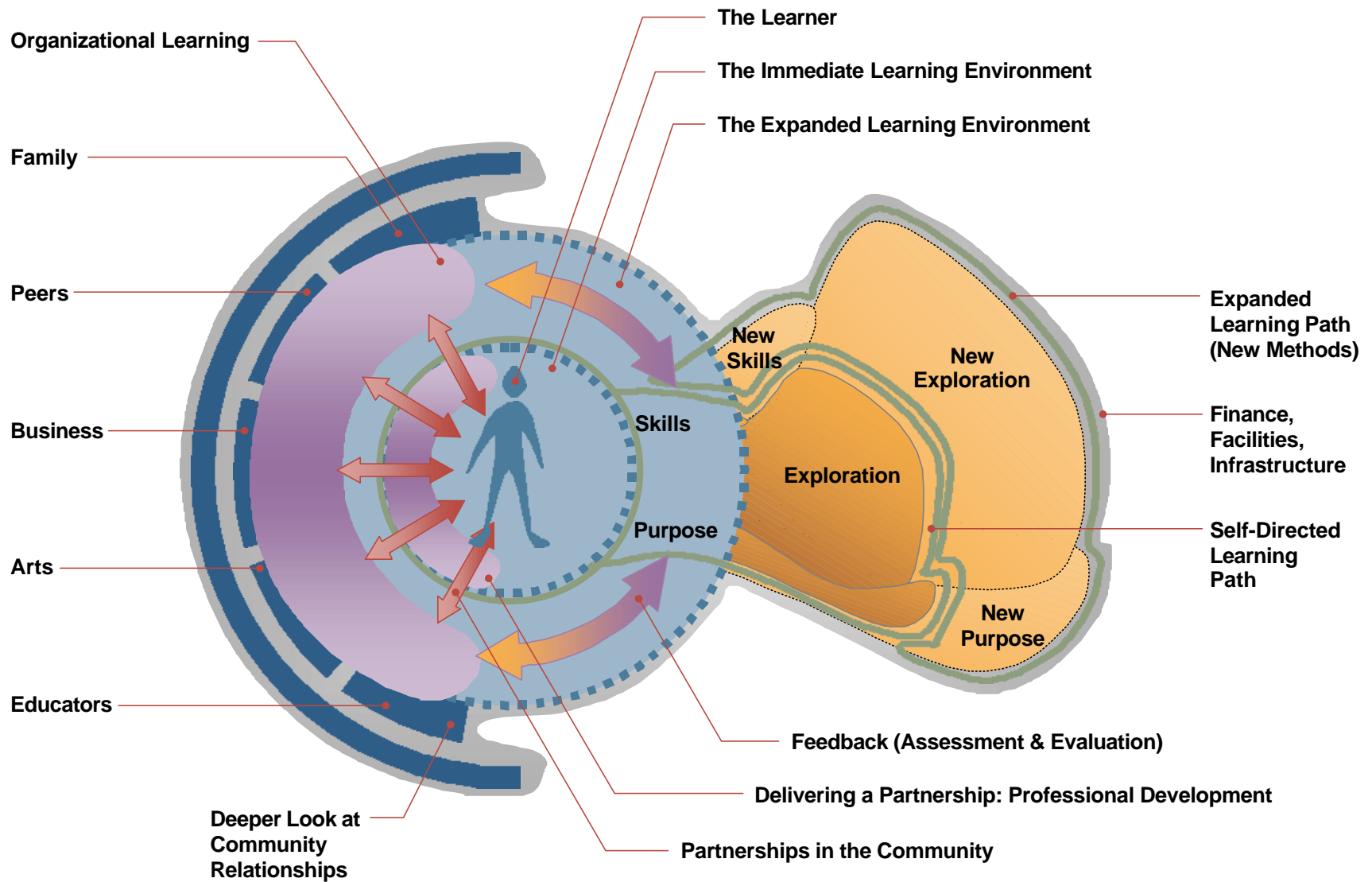
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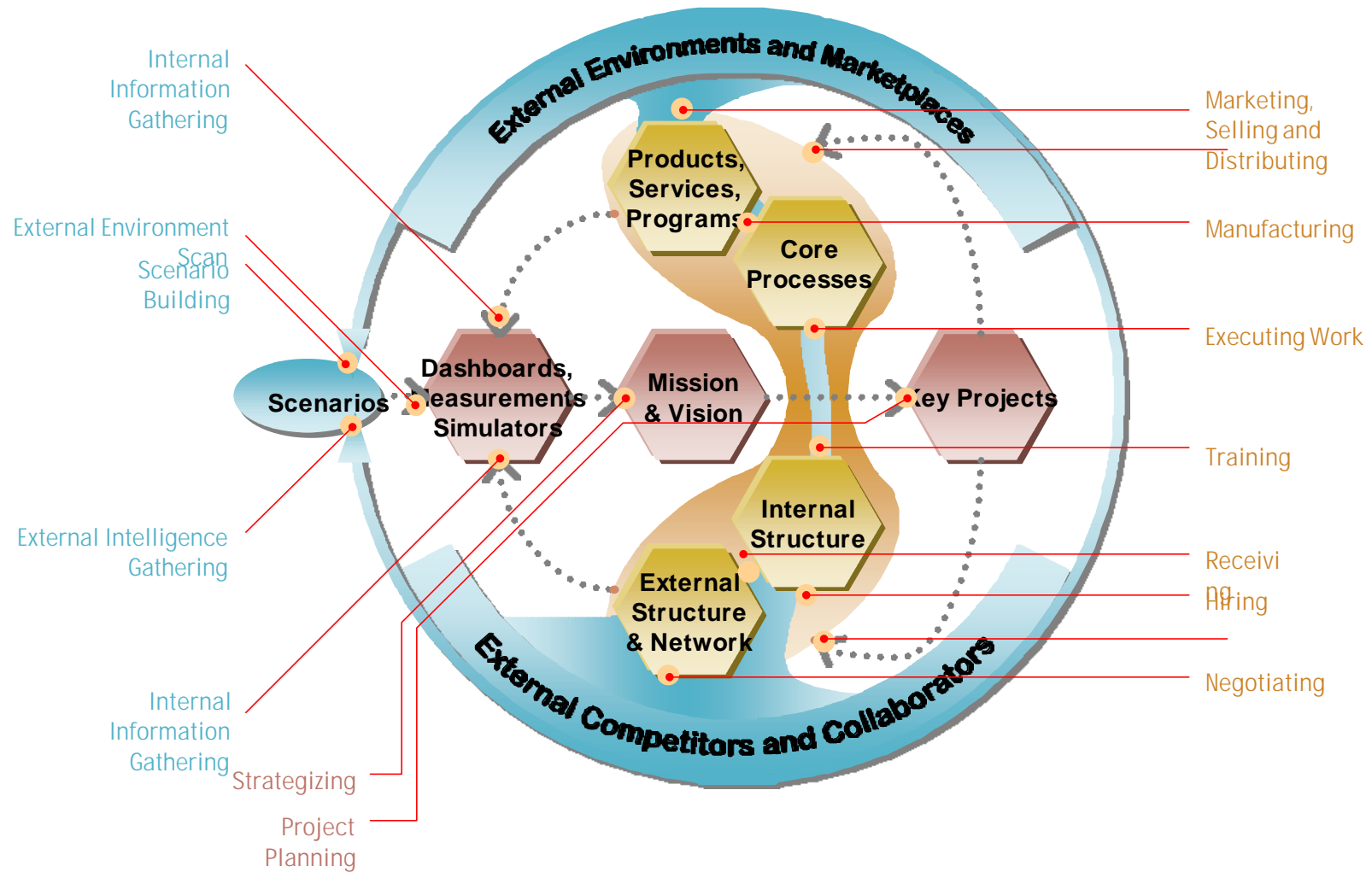
Model of a World Class Learning Community



World Class Learning Community Story

This model of a learning community was developed from a six-hour community visioning session with over 100 parents, teachers, students, administrators, artists and business leaders from Laguna Beach, CA. This learner-centric model combines the required structure of the learning community (the blue components on the left) with the process of learning and exploration (the orange components on the right). The story of this model is that with the proper support and engagement of the various members of the community, the Learner (defined as any member of the community) should be able to continually expand his or her sense of purpose, skill set, and range of exploration. A foundation of finance, facilities and infrastructure should support this approach to learning. Future decisions about the direction of the community, then, should be grounded in this vision of a learning community.

The Work of the Enterprise Model



The Work of the Enterprise Model copyright © 1999, Sente Corporation

Work of the Enterprise Story

The core process work of the enterprise flows from bottom to top in yellow. The scanning work of the enterprise circumscribes the system in blue. The cybernetics and course correction of the enterprise, including programmed and non-programmed improvement and innovation flows from left to right. Here's how it works:

Enterprise External Scanning

Our enterprises constantly scan what goes on in the environment around them. Some of them do a better job than others. Enterprises are more or less aware of environments (demographic, political, regulatory, etc.) and marketplaces for their products and services. They are also aware of competitors and collaborators (suppliers and strategic partners). They synthesize this awareness into scenarios, or stories--memories of the future--in which they illustrate events that could happen and what their likely responses would be. They then set about to configure themselves to prepare to launch such a response.

It's not a question of whether we build scenarios--we all do it. Rather it's a question of whether the scenarios we build are based upon information and a process that allows them to create value for the enterprise, or whether they're built primarily on memories of the past and a gut sense of how the world works.

Enterprise Processes

External structures and networks (human or automated), from suppliers and vendors to strategic alliance partners and even competitors provide information, materials and energy to an internal structure that in turn applies these to core processes which are used to create or manufacture the products and services that are marketed and sold to customers. Sometimes the internal structure may be nearly non-existent, other times it may handle most of what an outsourced external network could do.

This path illustrates most of the daily work of the enterprise, and most of what we spend our time on when we work for an organization.

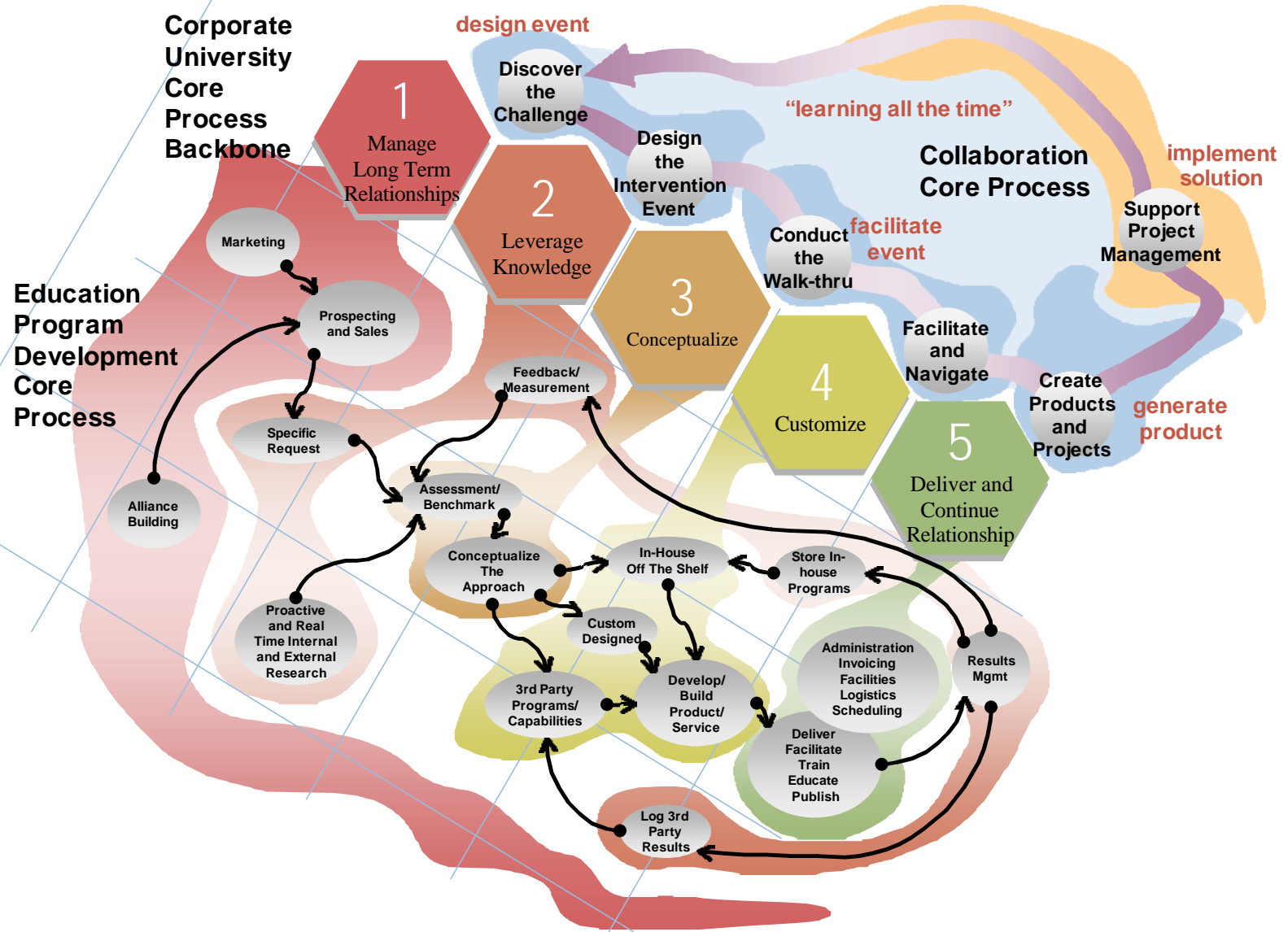
Enterprise Cybernetics and Planning

Information about the quality of the products, the efficiency of the processes, the skill and abilities of the internal structure, and the performance of the external structure is gathered by an information management system and then translated into dashboards--the cybernetic equivalent of feedback. Dashboards show past history and relative fidelity to expected behavior of the system. Information from scenarios represents "future history." Scenarios are combined with dashboards into simulations which can indicate options for future behavior. These simulations may employ powerful software or they may simply be stories that we tell ourselves about what may happen down the road.

When the results of the simulation are compared with mission (who we are) and vision (what we want to be), a strategy can be formulated. Either the vision is brought into line with the simulation (in the case of a target of opportunity or fundamental shift in the business environment) or changes in the current work of the enterprise need to be made. In either case, once the strategies are determined, they are translated into key projects (new product lines, process improvement, innovation, training, negotiating with new suppliers, etc.). These key projects must then be managed.

Our time and our organizations must be configured to support each of these three types of work. We must spend time and resources on executing processes, scanning the environment, and planning. The manner in which we do this is influenced by the values, skills and style of culture that we practice.

Corporate University Process Model

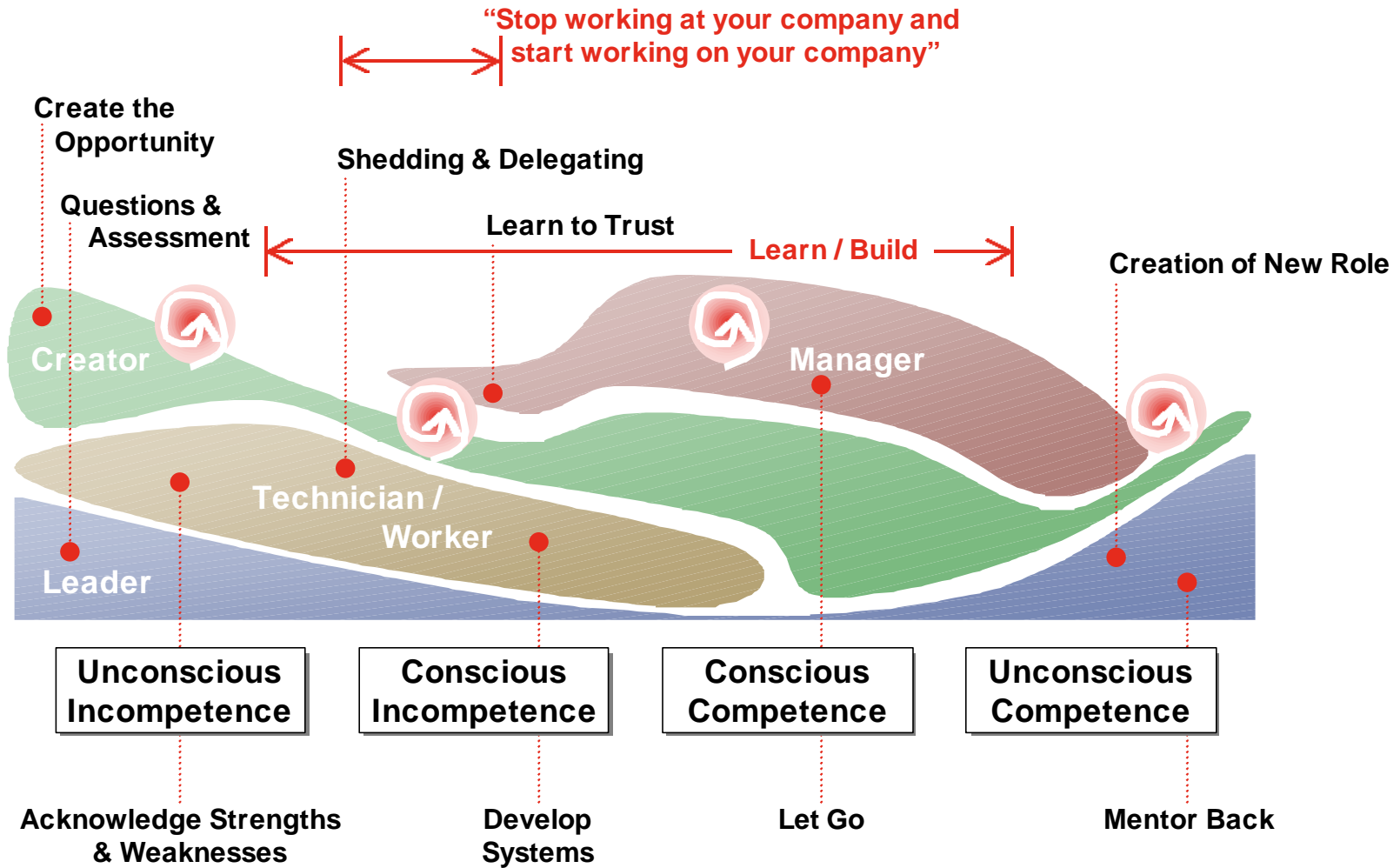


Corporate University Process Story

This process model of a new corporate university synthesizes several different process models that members of the design team had developed. This model maps the process for group collaboration alongside the process for developing more traditional educational programs. The central “backbone” process provides a framework in which both collaboration and traditional education can be seen as one service offering.

The insight generated by this model was that all of the university’s work should be subjected to a design process to customize services to the needs of different internal customers. The lower half of the model explains step by step how customization can occur. (Note: the text has been reduced to illegibility for reasons of confidentiality.)

Stages of the Entrepreneur Model



 **Transformation of Entrepreneur's Role**

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Stages of the Entrepreneur Story

This model makes the invisible visible by codifying the experience of a large group of entrepreneurs. By mapping the different roles that entrepreneurs played through the growth of their companies, the model helps new entrepreneurs understand what lies ahead - including moments of personal transformation, and key decision points. An entrepreneur plays four basic roles in the company: creator, leader, technician and manager. The creator and leader roles start the company, but the role of the technician quickly becomes dominant - in a small company, frequently the entrepreneur herself in the primary deliverer of the product or service. With some success, however, the entrepreneur must shift to the role of manager, delegating authority and instituting systems to allow the organization to run smoothly. At this point, the entrepreneur must shift vantage point, from working for the company to working on the company. Finally, the entrepreneur must define a new role for herself, and should mentor other aspiring entrepreneurs. This process is also embodied in a four-stage transition in the very nature of the work experience: from the Unconscious Incompetent, to the Conscious Incompetent, to the Conscious Competent, to finally the Unconscious Competent.

Innovation Portfolio Model

