

# **Trans4m's Integral Junior Fellowship as a Tool for Social Change**

## **Executive Summary**

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### **Overview, Objective and Outcome**

The central emphasis of this integral bachelor thesis is to co-create an Integral Education Model for individual, organizational and societal impact. This holistic design will become an inspiring tool for the sustainable evolution of Trans4m's Integral Junior Fellowship (heretofore referred to as IJF), a local-global community of individuals and organizations, that aims to catalyze the integral transformation of university education and society.

This research journey to innovation thus starts with a Call to address the burning issues of mainstream university education, deepened in the Context phase to enable the Co-Creation of an IJF framework and process, leading to the final Contribution implementing the model as a tool for the renewal of education and society. It follows the Eastern Path of Renewal of the Integral Research Framework depicted below.

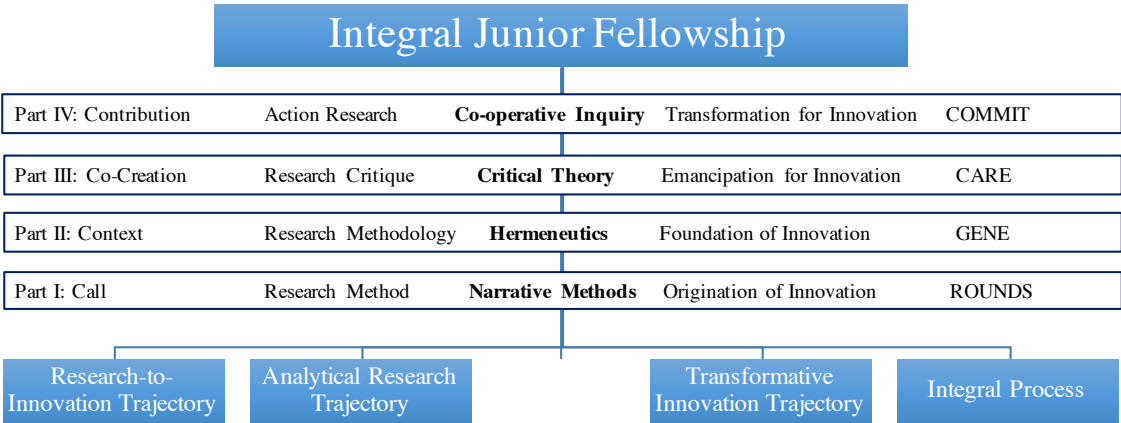


Figure 1: Research and Innovation Trajectory following the Eastern Path of Renewal of Integral Research (adapted from Lessem & Schieffer, 2010)

Connecting the transformative innovation trajectory with its matching analytical research complement, the research journey evolves through four stages and processes towards integral innovation. The journey begins with Part I, where it is crucial to understand the developmental challenge of a community of individuals, organizations and societies, genuinely. The next step is to explore the burning issue in Part II, to release the GENE-I-US of the overall innovation ecosystem. Building on this, a CARE-ing Integral Junior Fellowship Model can be co-created in Part III and consequently embodied in the final Part IV through the COMMIT-ment of the Junior Fellows community. This combination thus shapes the 4 C trajectory that forms the structural Parts of the research process: Call, Context, Co-Creation and Contribution.

## **Call – Pursuing Meaning, A Journey Towards Integral Education**

In Part I, **Call**, we embark on this research-to-innovation journey to understand the inner calling of an agent of transformation and the outer calling of the IJF. For that, the research method of the Eastern Path of Renewal, symbolized by narrative methods is used to reveal two stories.

First, the origins of the author's Inner Calling are explored by narrating his personal story. As it evolves, his passion for education and communication and his dream to meaningfully contribute to the field of integral education surface, leading him to Trans4m and its IJF.

Successively, the inspiring history of the individuals and organizations that build the IJF community is told, thereby drawing from the dreams, visions and creative energy they possess and derive from their respective societies. In particular, it focuses on a group of students from the University of St. Gallen (Switzerland), who conducted a transformative internship within the framework of their bachelor thesis with a partner organization of Trans4m. Narrating the initiation, growth, achievements and drawbacks of the IJF reveals that this young yet increasingly impactful community has reached a development threshold, as for the first time six students were almost simultaneously contributing to the evolution of six partner organizations around the world.

Eventually, the two stories join to set the stage for much in-depth interpretation in the next part, where imbalances and opportunities for the Fellowship are surfaced, bringing us closer to the main objective of this thesis, which is to evolve the IJF into an inspiring tool for the renewal of university education.



*Figure 2: A freshly planted Tree with a lot of Potential*

Today uniting students from the University of St. Gallen, Trans4m and its partner organizations, the IJF might, one day, become a role model for other universities around the world.

## Context – Discovering the Integral Junior Fellowship’s Context

Part II, **Context**, explores the difficulties and untapped potential of the IJF with regards to transpersonal, transcultural, transdisciplinary and transformational aspects, each time on individual, organizational and societal dimensions, following the GENE logic, in order to release the GENE-I-US of the community (starting with Transpersonal Grounding, then moving onto Transcultural Emergence, Transdisciplinary Navigation and Transformational Effecting).

This process helps attaining a deeper understanding of the burning issues the community is facing. Applying the methodology of hermeneutics thus contributes to understanding cultural specificities of each partner organization, by interpretatively studying the written and oral accounts of the Fellows. This Part then enables to link and differentiate the difficulties and potential encountered by the Fellows, to provide a sound basis for an Integral Education Model uniting the rich diversity of those experiences. Moreover, the Innovation Ecosystem presented in the figure below is created at this stage of the journey to innovation.



*Figure 3: Trans4m's Junior Fellowship Innovation Ecosystem*

It gathers the lead researcher (Maxime Bertocchi), six Junior Fellows representing as many organizations, an external catalyst and Alexander Schieffer as principal steward, who not only helps to uncover various difficulties and potentialities, but will also play a central role in the model implementation and long-term effect.



Turning to the key findings of this part, we discover the transpersonal Grounding of the community and in particular the potential of collective processes such as innovation ecosystems, where research and creative practices are conducted communally instead of individually, as it is often the case in mainstream university education. We thus move from individual learning to **Community Activation**.

Moreover, the Emergence of a local-global community that combines indigenous knowledge and exogenous insights not only enables to co-create innovations that resonate with local reality but also offers an infinite creative potential. We thereby “travel” from a mainly north-western one-size fits all approach to **Cultural & Creative Awakening**.



*Figure 4: Anne-Sophie Koehn (Trans4m Junior Fellow) and Dominik Bianchi during the 2016 International Development Course at the University of St. Gallen*



*Figure 5: Trans4m's Innovation Academy in Hotonnes, France with all the Participants to the 2016 Integral Development Course*

Likewise, transdisciplinary Navigation serves to overcome the barriers that traditionally separate different disciplines in mainstream university education and enterprises. The importance of creating spaces and tools that stimulate reflection and innovation processes thus arise. We can, therefore, change from

unidisciplinary knowledge creation to **Integral Research-to-Innovation**.

Finally, the importance of sustaining the current achievements (transformational Effecting) of the IJF in the long-run is highlighted. It is here crucial to ensure the further evolution and continuous renewal of the IJF. We thus transfer from theoretical frameworks to **Transformative Education and Enterprise**.

This chapter thus aims to uncover the GENE-I-US of individuals, organizations, and societies. Finally, different integral initiatives and thinkers provide an excellent source of inspiration before the innovation ecosystem jointly enables the emancipation of the **Integral Junior Fellowship Model** in the next Part, **Co-Creation**.

## Co-creation – Rethinking Education through the Integral Junior Fellowship Flower

Building on the first two parts, Part III, **Co-Creation** develops an IJF Model, a framework that intends to respond to the multiple burning issues, expressed in the previous Context part. The CARE logic (Community Activation, Cultural and Creative Awakening, Integral Research-to-Innovation and Transformative Education and Enterprise) is applied in combination with the Integral Worlds approach to integrate the transpersonal, transcultural, transdisciplinary and transformational GENE-I-US of individuals, organizations and societies. The following figure depicts Trans4m's Integral Junior Fellowship Model:

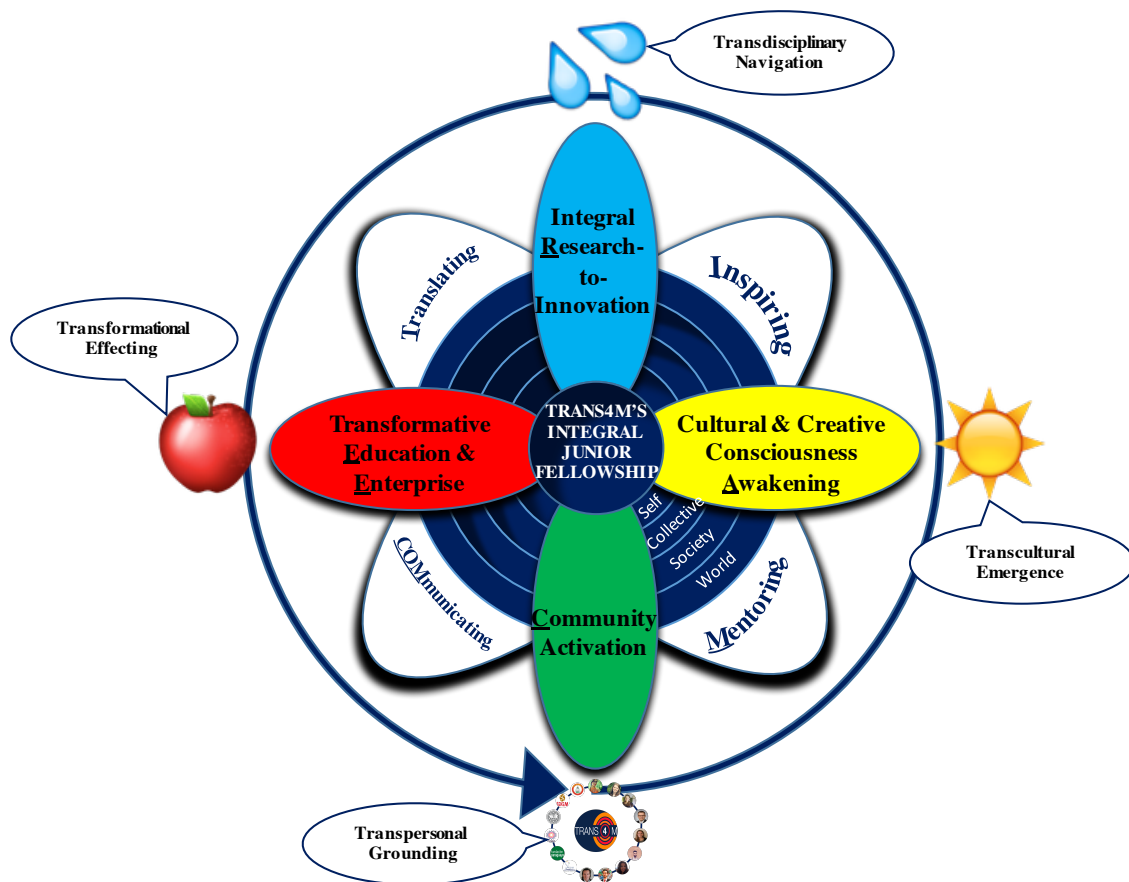


Figure 6: Trans4m's Integral Junior Fellowship Model

To bring out the emancipatory nature of Part III, Critical Theory accompanies the expansion of this model as a form of Research Critique based on collective experience. Consequently, a new process, COMMIT, which helps **COM**municating the community's purpose, as well as **Mentoring** new Junior Fellows to **Inspire** collective innovations that can be **Translated** into action is presented, before being practically embodied in the following part, Contribution.

## **Contribution – Realizing the full Transformative Potential of our Research-to-Innovation Journey**

Aiming at tapping in a fourfold way into students' potential for self, organizational and societal transformation, this pursuit culminates in Part IV, **Contribution**. With this, the Integral Junior Fellowship Model is practically actualized with the help of Co-operative Inquiry, an action-oriented tool, driven by participatory forms of research.

First, the lead researcher's participation in the 2016 Integral Development course gave rise to the collective realization of different **COM**munication tools such as a series of integral films and illustrated brochures, which were all created, realized and shared with the participants and not for or about them. These items thus not only enabled a



*Figure 7: Extract from the film “Integral Development Journey”*

more comprehensive understanding of the deeply integral functioning of Trans4m's IJF community, but also strengthened the different interactions between its members.



*Figure 8: Junior Fellows Maxime and Silvan sharing Insights*

In parallel, a **Mentorship** process was initiated among present, potential and future Junior Fellows, where current Junior Fellows worked together on the evolution of their respective theses and interested students could share insights with Junior Fellows about new projects that can build on present ones.

These collaborations have and will help **I**nspiring the co-creation of new integral innovations, thereby contributing to the development of a larger body of integral knowledge. As a matter of fact, this work was deeply influenced by the research-to-innovation journeys of all Junior Fellows, including Silvan Büchler, whose thesis led to the co-creation of an enriching book, released in July 2016. Now completed, this piece of will serve as an important source of inspiration for new Junior Fellows

The very large applicability of the Integral Worlds approach is mirrored in the presently co-created model and can be Translated into sustainable impact within and beyond the framework of the IJF, in the lives, organizations and societies of all the people involved in the community. Furthermore, every Junior Fellow stays active and related to Trans4m for two years after completion of her/his project.

This sustainable and collective COMMIT-ment will contribute to Trans4m's long-term educational impact. Finally, these different aspects will be showcased on Trans4m's new website, which will be launched shortly after the conclusion of this thesis, thus continuing this collective journey.

### **Outlook – Imagining Trans4m IJF's Future**

Although this integral thesis was handed in, the collective journey of the IJF's community continues on a very promising path towards transformation. Indeed, new Junior Fellows have already committed to build on current fellows' integral journeys with different partner organizations of Trans4m, while strong co-creative relationships grew among the Junior Fellows and across Trans4m's local-global movement.

This thesis can thus be considered as a collective call for the renewal of university education and a tool that will contribute to the further evolution of Trans4m's Junior Fellowship. A community that will hopefully setting, in time, a powerful role model for the integral transformation of education and society.



*Figure 9: Trans4m Integral Junior Fellowship's Flower*



JUNIOR FELLOWSHIP COMMUNITY	C	COMMUNITY ACTIVATION	A	CULTURAL & CREATIVE AWAKENING	R	INTEGRAL RESEARCH-TO-INNOVATION	E	TRANSFORMATIVE EDUCATION & ENTERPRISE
SELF	COMMUNICATING	Connecting Inner Call & Outer Challenge	MENTORING	Appreciating cultural context	INSPIRING	Rousing multiple intelligences and resources	TRANSLATING	Emerging Agents of Transformation
COLLECTIVE		Creating & renewing local-global innovation ecosystem		Applying local-global perspectives		Reconstructing innovation spaces		Embodying an Agency of Transformation
SOCIETY & THE WORLD		Calling for Global Dialogue		Activating Creative Diversity		Rethinking research		Ensuring long-term impact
Building on:		Transpersonal Grounding (CALLING)		Transcultural Emergence (CONTEXT)		Transdisciplinary Navigation (CO-CREATION)		Transformational Effecting (CONTRIBUTION)

Figure 10: Integral Junior Fellowship Framework and Processes