



# EUPAN Summer School – 1st edition Civil Service Integrity

A proposal for a five-day Summer School  
for mid-career public servants  
from EU member states



Proposed for Summer 2021

UP Transfer GmbH Executive Education  
Public Policy & Management

## Imprint

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## 1. Objectives of the EUPAN Summer School

Against the background of EU integration and in resonance with increasingly transnational administrative action, this summer school sets out to create a space for exchange for a group of mid-career public servants from all EU member states, the EUPAN's observer states and the European Commission (up to 30 participants). With a combination of "food for thought" from administrative sciences and other disciplines as well as opportunities for (self-) reflection, its aim is to provide knowledge and exchange on prerequisites and circumstances of the administration's responsibilities within the respective context of the participants, transcending the challenges of day-to-day tasks and current projects.

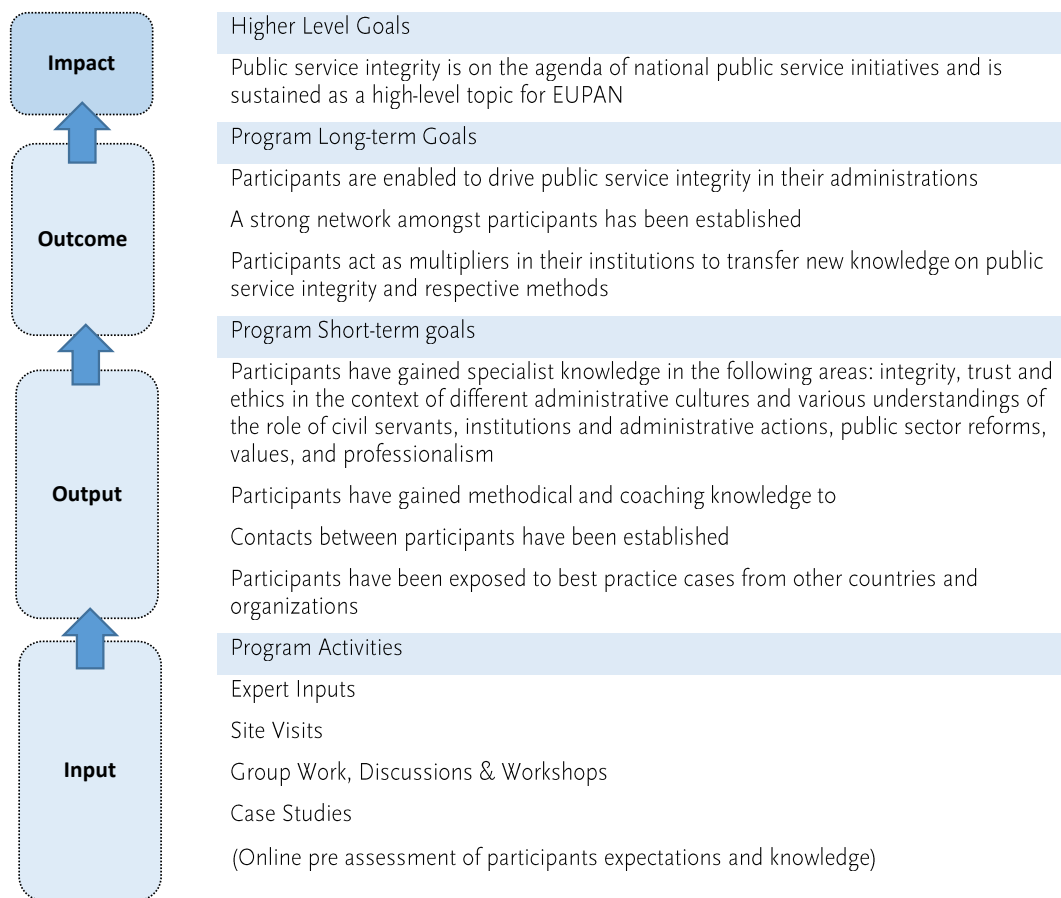
Civil Service Integrity is the connecting factor for the first edition of the Summer School. In the academic literature dedicated to this topic, integrity has been defined as the quality of acting in accordance with relevant moral values, norms and rules (Huberts, 2018). Thus for individuals an integrity judgement always raises a moral dimension. In the professional context, the integrity of each individual is inter-linked to the ethos of the whole profession. The ethos is a system of interiorized values, which remains most of the time implicit. In the literature, ethos has been opposed to ethics, defined as a coherent system of explicit moral principles that can be identified at individual, organizational and societal level (Larat/Chauvigné, 2017 and Salminen, 2010).

The distinctions between implicit and explicit values as well as between the individual, organizational and societal level are relevant when it comes to the question of integrity in the civil service. On the individual level, integrity in the civil service relates to implicit and explicit values determining the behavior the public agents. On the organizational and societal levels, the notion extends to encompass processes and procedures thus relating to the concept of good governance. Governance is about addressing collective problems or interests; it presupposes support and legitimacy of the concerned organization. With regards to the question of civil service integrity, good governance refers to the policy process itself (from the agenda-setting to the implementation and evaluation) and not to the policy output (Huberts, 2018).

This quick overview of the notions closely linked to the question of integrity in the civil service shows that the concept should be employed in the broad sense, going beyond the literal notion of "incorruptibility". We will therefore understand integrity as a general principle to determine the institutional and personnel-related requirements towards the public service, thus, holding a key role for the aim of a "good administration".

During the summer school, the participants, speakers and facilitators shall jointly elaborate on possibly different understandings of the topics in the EU member states and how Civil Service Integrity may serve as a joint standard for transnational administrative action.

From a project management perspective, we conceptualize the effect logic of the summer school as following:



## 2. Course Structure: Topics and Methods

### 2.1 Topics

Historically, the first aspect of civil service integrity which has been addressed by practitioners and researchers is the corruption of public servants. A definition of corruption has been agreed upon: the abuse of entrusted power for private gain. Based on this common understanding, states, international organizations and NGOs combined their efforts to tackle corruption. As a result, a set of laws and regulations (hard and/or soft, depending on the country) was designed and implemented. Despite awareness and informed action, corruption still exists and the fight against it is still a priority at international and national level. In this regard, the grey zone between the political and administrative spheres, which constitutes a structural problem inherent to the administration in democracies, remains at the center of attention when it comes to corruption in the civil service.

Major developments in the political and administrative structures of the EU Member States in the last decades gave rise to new questions on the meaning and extent of civil service integrity. One of these developments is New Public Management (NPM). This doctrine, which originated in the Anglo-Saxon world, introduced values from the private sector, such as efficiency, results-based obligation or entrepreneurship spirit, in the public sector. On this basis, management practices in the administration were reformed. Due to the difficulty to reconcile these sometimes contradictory values in the practice (Behnke, 2006), public agents, and in particular managers, are facing moral conflicts. Another consequence of NPM is the breaking down of the traditional demarcation between the public and private sphere. At individual level, this can take the form of smoother career mobility between the public and

private sector. At an organizational level, the breaking down of the traditional demarcation materializes through the constant expansion of private public partnerships (PPP), in part to new sectors formerly reserved to the public sphere. In PPP projects, a balance between public and private values and objectives must be struck and constantly adjusted as the project progresses.

Another development which had a major impact on the administrative organization in the last decades is the deepening – or increased integration – of the EU. Nowadays the number of policy fields in which the decision-making process includes the European level (in its supranational or intergovernmental form) is significant. As a consequence, the number of public servants dealing with issues on a European level increased. When they are directly involved in the European decision-making process, these public servants may find themselves in situations in which their understanding of integrity is challenged by a disruption of the traditional administrative loyalty chain. From a societal point of view, this interlinking of the European and national level makes the understanding of the decision-making process more complex. This, in turn, exacerbates bureaucracy critic towards national and European bureaucracy.

In recent years, the critics of citizens mutated in a general distrust towards the political and administrative systems in place. This phenomenon is observable in large parts of European societies. Various factors influenced it, from the global availability of information, the rise of disinformation and social media – opening the way for the "post-truth era" – to difficult and uncertain economic situations. Populist or extreme political parties all over Europe successfully used the citizens' distrust in order to establish themselves in the political landscape. These parties challenge the existing European and national political and administrative structures, thus destabilizing the basis of their support and legitimacy.

The summer school will address these questions thereby looking into the topics of integrity, trust and ethics in the context of different administrative cultures and various understandings of the role of civil servants, institutions and administrative actions, public sector reforms, values, and professionalism. The discussion should revolve around the way to build a culture of integrity based on a common understanding, ethical leadership, an appropriate training for the civil servants as well as new measuring tools and methods. The common thought process should lead the group to the central question of how civil service integrity may serve as a joint standard for transnational administrative action.

## 2.2 Learning Objectives

Against the background of the above-stated topics and project impact logic, the Summer School shall intend to achieve learning objectives on three levels (Gebhardt, 2020):

- **Knowledge:** Deepening participants understanding and increasing their knowledge gains on concrete concepts on integrity, trust and ethics in the context of different administrative cultures and various understandings of the role of civil servants, institutions and administrative actions, public sector reforms, values, and professionalism ("content reflection")
- **Skills:** Enabling participants to develop innovative solution approaches to current civil service integrity challenges and to apply respective methodical and coaching knowledge; strengthening participants' collective creativity and network ("process reflection")
- **Attitude:** Fostering participants openness and ability to observe and change oneself, i.e. self-reflective reasoning and ability to change overall basic assumptions and attitudes ("premise reflection")

### 2.3. Key Principles

In accordance to international standards of adult learning we suggest that the Summer School should emphasize the following key learning principles<sup>1</sup>

1. **Peer-to-peer learning.** Each participant will bring a wealth of experiences, perspectives and ideas to a Summer School which should be utilized for working in the large group as well as in smaller and diverse peer groups. International diversity will be another asset from which to create international and cross-sectoral dialogues that foster collaboration and innovation.
2. **Integrating the Work Context.** The Summer School should integrate the work context of participants and aim at fostering change within the organization the participants are embedded in. Before departing, participants may be assisted in a reflection of key challenges that they face in their daily work towards civil service integrity (see below). Reflections shall then be further supported in the Summer Schools by inputs of experts and lecturers as well as the discussion of selected cases in peer groups and through peer coaching.
3. **Learning Tandems.** We recommend that two participants from two different countries build a tandem throughout the duration of the Summer School (and prospectively beyond). Inputs and exercises can thereby be constantly challenged by two different perspectives and feedback among the tandem partners. More importantly, the tandem system may allow participants to invite creativity and "wild ideas" and to develop low-key prototype-solutions or initiatives for similar civil service integrity challenges. The tandem can thus become a nucleus for transformative change.
4. **Process Orientation and Openness.** Hardly anyone changes his or her practices of professional life after reading a great book or listening to a sharp lecture. From our perspective, much depends on the social field with which adult learners immerse that may trigger change. Though the summer school shall have clear objectives (see project logic above) and apply an overall design (see U-movement below), its formats shall intentionally involve a high degree of openness. This openness allows the facilitators and participants to adapt flexibly to needs and changes that may emerge, to generate and hold an open space for transformation and innovation throughout the summer school.
5. **Integrated Approach.** As indicated by the former principle, the Summer School shall intend to go beyond the cognitive bias of conventional didactics that favors the brain and rational knowledge. As neuroscience has shown, deep personal learning and the search for profound innovation may take place when its subject is not only meant to be externally given (i.e. changing conditions under which we operate) but rather deals with the subject of appropriation of an "interior reality", that is changing the inner place from which we operate (Arnold 2012, pp. 157). Therefore, the summer school shall balance and enrich cognitive learning with activities and learning experiences that address intuition and emotions as well.

### 2.4 Methodology

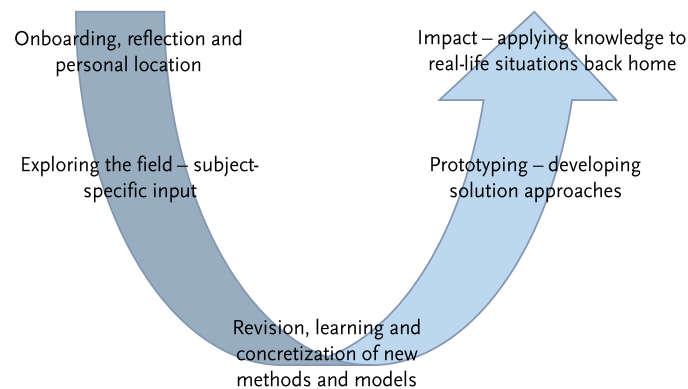
We recommend that the Summer School employs a modern mix of knowledge transfer and exchange formats such as generative or spotlight interviews, lightning talks, panel and fishbowl discussions, gallery walks and global cafés. Thereby input sessions with experts on the abovementioned topics will be embedded in a system of over-arching interactive workshop sessions. All sessions shall be professionally facilitated to provide time to discuss lessons learnt, reflect on different backgrounds, traditions and narratives, establish connections to the participants' own context e.g. regarding values, and professionalism, and develop concepts and ideas for the future.

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<sup>1</sup> This section on key principles draws heavily on Akademie für Internationale Zusammenarbeit (2013: pp. 15).

In orientation to the "Theory U" project management paradigm (Scharmer, 2016), the Summer School's learning journey could follow a U-movement:

1. The first movement (moving down the left side of the U) is about opening up and connecting horizontally. At this stage participants should be invited to suspend habits of judgment and putting themselves into the modus of observing and listening with their minds wide open.
2. The second movement (at the bottom of the U) is about connecting more vertically with the topic of civil service integrity and deeper knowing and self-knowing. This stage is about deep reflection and about allowing one's deeper collaborative knowing to emerge.
3. The third movement (moving up the right side of the U) is about acting - that is using rapid-cycle prototyping to explore emerging possibilities by doing something together, which then generates feedback that helps generate new iterations of the initial prototype until it reaches a form that all stakeholders feel good about.



More precisely, we suggest a chronological structure of the Summer School program as follows<sup>2</sup>:

1. The **first part** of the Summer School might have two interlinked sections with the first taking place before the on-site seminar:

While still in their home countries, participants of the upcoming summer school are assisted in reflecting civil service integrity challenges that they as individuals, their organizations, or country face in the moment. Use a web-based tool for an online pre-assessment of the participants' expectations and knowledge with questions as such:

- If we were to call civil service integrity a "solution", what is the problem that it solves?
- Suppose, the number 1 stands for no value at all for civil service integrity in your administration and the number 10 for the greatest possible value that one assign to this concept, where do we stand in my country/administration?
- Whereby would you recognize that you make progress on that scale in your administration, or for example moving from 5 to 7? Who would benefit most by such development?
- What needs to happen during the summer school that you would say it was fully worth it in the end? What needs to happen for you to call it a failure at the end?

The second part of onboarding would take place on-site, mainly on the first day of the summer school. After welcome addresses by the hosting institution, the German Federal Ministry of Interior (BMI) and the Summer School organizers (providing an overview on summer school), we suggest

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<sup>2</sup> The description of tools in this section on methodology draws on Presencing Institute (2020).



a "zooming out" to widen perspective, that is a key note by a renowned (and likewise inspirational) expert, a high-ranking practitioner or scholar.

This input should serve as a common background against which to reflect on the status quo of Civil Service Integrity in participants' home countries, using the format of mutual appreciative inquiries, for example. This exchange may be followed by impulse talks on administrative cultures (from selective comparative perspectives). The evening may be reserved for networking facilitated by Summer School organizers.

2. The **second and third phase of the seminar** go hand in hand to allow participants to "explore the field", receive subject-specific input and reflect the experiences in interactive formats. On the second day, we suggest to start with a World Café, a format that activates participants to collect diverse ideas on key subjects (such as three cafés on 1. objectives of Civil Service Integrity, the "What"; 2. its added value for PA, the "what for", and 3. respective measures to attain objectives, the "how").

As this would explore the field from the very administrative experience of participants, it could nicely set the stage for external views: A session on "What does research say?" may provide impulses otherwise not being paid attention to and create a space for resonance. Such session shall be organized by way of short (and, yes, entertaining) impulse or lightening talks to grant a variety of perspectives and to assure a good degree of intellectual enlightenment (and irritation). The day may be closed by a fishbowl or panel discussion of researchers and participants. Learning tandems (see above) may receive a reflection task for the evening.

3. The **third day's** focus shall be on site visits in the hosting region, Berlin and Brandenburg. This "deep dive" into administrative practice and "best practice" examples usually carries a high learning potential and allows participants to digest "real cases" in direct comparison with their own practice. Content and processes which are observed during the site visits could be reflected by "dialogue walks" which engage the interviewees in a reflective and generative conversation. As the third day marks the middle of the Summer School, we recommend a socializing event in the evening as a closure of the day. This could be a boat trip on the river Spree (with a dinner) or a reception on rooftop overseeing Berlin or Potsdam (including a fire-site chat by high-level speaker).
4. The **fourth day** of the Summer School may take a full workshop setting: Awareness of values, public service ethos and professionalism shall be introduced through one or two impulse talks which reactions of participants. Then, the Summer School shall focus on lessons learnt so far. Experiential skill learning shall be supported via guided "case clinics": Those small-group settings (also known as "reflecting team" or "peer coaching") shall be used to access the wisdom and experience of peers and to help a member of the group see new ways of responding to a challenge that matters deeply to that person.

Furthermore, participants shall be invited to work on prototypes (moving the group or the tandems up the right side of the U). Prototyping translates an idea or a concept into concrete action. Prototypes are an early draft of what the final result might look like, which means that they often go through several iterations based on the feedback generated from stakeholders.

5. The **fifth and final day** shall be devoted to crystallizing further the lessons learnt as well as innovative ideas: Results and applications from group or tandem work could be presented by an improvised poster sessions (using the "bar camp" or the "practice gallery" format) or short presentations in the plenum (using the "Pecha Kucha" format, for example). A "Joint Concept of Integrity" (or a first draft of it) could be an outcome of the Summer School, which is likely desired (if not expected) by participants. We recommend to foster that process with professional "graphic recording" on the last day. Such graphic recording will literally illustrate the results of the Summer School and help a (new) EUPAN Public Service Integrity narrative to emerge.

Furthermore, the last day shall strengthen the collective network of all participants and will allow them to network with one another one more time. The Summer School shall end with a future-pacing session to help participants to sustain participants' professional development and lessons

learnt as well as to encourage them to work on their prototypes once they returned to their home countries. Only then, participants may be able to create the kind of impact that they may wish for (and that have placed at the end of the simplified effect logic above). Also, the EUPANetwork will be strengthened further and allow for future collaborations that tackle civil service challenges.

### 3. Proposed Schedule

Against the background of the considerations above (and all conditions still to be confirmed and subject of change), the schedule of the Summer School could be as follows:

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Opening Workshop</b> Exploring the territory - traditions, narratives, stereotypes	<b>Current developments from the academic perspective</b>	<b>Excursion</b>	<b>Values and Professionalism</b>	<b>Closing Workshop</b> "New concepts - A joint narrative?"
Key Note Workshop Reflection Sessions on the Status Quo of Civil Service Integrity Impulse Talks on Administrative Cultures (from comparative perspectives) Discussion	Impulse Talks and Discussions Trust, Ethics and Integrity - Impulses from (Comparative) Research Projects Possible formats: Impulse Talks, World Café, Group Discussions, Fishbowl etc.	"Field Trip" to a Public Sector Institution in Berlin or Potsdam (possible destination to be determined according to participants' profiles)	Workshop Lessons Learnt from Days 1, 2, 3 Joint Reflection, Case Clinics Impulse Talks on Professionalism Interactive Sessions/ Experiential Learning: Awareness of Values in Professional Context	Workshop Interactive Sessions/ Experiential Learning: A Joint Concept of Integrity free afternoon
		<b>Joint Evening Event</b>		

## 4. Possible lecturers and facilitators

The overall success of the Summer School will much depend on the quality of proposed speakers, discussant and participating experts. They should not only meet the general criteria of a solid record of expertise (and/or publications) and of public speaking assignments (in English language) but must prove to "fit" with the specific target group of committed and experienced civil servants from the EUPANetwork. Therefore, we still need recommendations for speakers from the BMI (and possibly from other EUPAN members?).

Those recommendations still pending, we suggest to take the following people/institutions into account (list to be expanded):

### 4.1. High profile experts

- Prof. (em.) Dr. Werner Jann, Potsdam University (Renowned scholar and expert of administrative science, former EGPA President and IIAS Vice President, excellent speaker)
- Prof. Alina Mungiu-Pippidi, Hertie School of Governance (Chair of the European Research Centre for Anti-Corruption and State-Building (ERCAS))
- Prof. Nathalie Behnke, TU Darmstadt (published numerous academic publications on the topic of ethical measures in the civil service)
- Jann Jakobs, Potsdam's mayor 2010-2018 (*contact through BMI?*)
- Christian Chauvigné, (Consultant and associated professor with a background in social psychology. His most recent work focuses on the modes of social regulation through norms and values and the activity of leaders in this regard. He published the article "Vivre les valeurs du service public" together with Fabrice Larat.)
- Julio Bacio Terracino, Acting Head of the Public Sector Integrity Division, Directorate for Public Governance, OECD

### 4.2. Relevant public and private institutions and international organizations

- European Anti-Fraud Office (*contact through the European Commission's Representation in Berlin?*)
- Federal Police headquarter based in Potsdam, Division 3 Fight against criminality (*contact through BMI?*)
- BMI Referat DG I 3 Integrität, Korruptionsprävention, Sponsoring (*contact through BMI*)
- France's "Haute autorité pour la transparence de la vie Publique" (this independent institution controls the integrity of the highest-ranking French public officials and manages a public register of lobbyists. They published a practical guide for public managers and Ethics Officers.)
- Romanian National Integrity Agency (the National Integrity Agency is an autonomous administrative authority and legal figure operating at the national level since 2007.)
- Transparency international Germany (*contact through Isabelle Proeller*)
- Chief Compliance Officer from a (German?) company or law firm (e.g. Siemens, Hogan Lovells...)

### 4.3. Prospective facilitators

Under the condition that the organization of the Summer School will be assigned to UP Transfer GmbH, we suggest the following team of facilitators (who are also the authors of the present proposal):

- **Thomas Gebhardt** is Head of "Executive Education - Public Policy and Management" at UP Transfer GmbH, the non-profit knowledge transfer firm of the University of Potsdam. Before joining the University of Potsdam in 1999, Thomas worked as a Research Fellow at the Center for Social Policy Research (ZeS) of the University of Bremen. Thomas holds a Master's degree from the New School for Social Research, New York (1993), a doctorate in Sociology from the Free University Berlin (1997) and has received deep-systemic training (Artop, Berlin; Simon, Weber and Friends, Berlin). Thomas Gebhardt is "Professional Coach" of the German Federal Association of Executive Coaching (DBVC). Recent consultancy assignments include work for the Federal Ministry of Defence; German International Cooperation (GIZ), the German Foreign Office (AA) and the Bosch-Foundation. Thomas Gebhardt would take the project lead in facilitation. He has vast experience in organizing innovative learning formats in an international context.
- **Lucile Tronel** is Program Manager at the German Consortium Office of the Master of European Governance and Administration (MEGA) at UP Transfer GmbH. Lucile has been coordinating the MEGA program – which is state-funded by the Federal Academy of Public Administration (BAKöV) in the Federal Ministry of the Interior, Building and Community (BMI) and the École Nationale d'Administration (ENA) – since February 2018.  
Previously, Lucile worked as an analyst at Hering Schuppener Consulting Corporate Affairs & Public Strategies GmbH in Berlin and in the area of political communication in Paris and Brussels. Lucile holds a double master's degree from Sciences Po Paris and the Free University of Berlin (Political Science - Affaires Européennes) and a Bachelor of Arts from King's College, London.

## 5. Venue

This section is still in progress. Here, we will make up to three suggestions where to hold the EUPAN Summer School in August 2021.

## 6. Manual / Guide to operational implementation

This section is still in progress. Here, we intend to propose an operational project plan (one page) which could be used as an implementation guide for the assigned project partner.

## 7. Further Information on prospective organizer of the Summer School: UP Transfer GmbH and Potsdam Center for Policy and Management (PCPM)

The University of Potsdam has earned itself a reputation as one of the leading competence centers for Governance and the Public Sector. A reputation study by the German Association for Political Science has declared the University of Potsdam one of the three most important German universities and research institutions in the area of policy research and administrative sciences. Based on this expertise, the Potsdam Center for Policy and Management (PCPM) was set up by a group of professors researching, teaching and consulting in the field of "policy and management" at the University of Potsdam. PCPM focuses its activities on research and consultancy projects as well as academic education programs for policy-makers entrusted with political or societal responsibilities.

These postgraduate and externally funded programs are coordinated and operated the branch "Executive Education – Public Policy & Management" at the university's non-profit firm UP Transfer GmbH and include

- interdisciplinary postgraduate study programs such as the international *Master of Public Management (MPM) Program* (accredited without restrictions by the European Association for Public Administration Accreditation, EAPAA),
- the German-French *Master of European Governance and Administration (MEGA)* with the Universities Paris 1 Panthéon-Sorbonne, Humboldt-Universität zu Berlin, German University for Administrative Sciences Speyer and the Ecole Nationale d'Administration (ENA),
- *customized executive training courses and seminars*, collaborating with partners in Germany and internationally such as GIZ, the European Fund for the Balkans, the Thai Office of the Civil Service Commission, the King-Baudouin-Foundation (Brussels), and many more.

The Spokesperson of the PCPM board is Prof. Isabella Proeller and the Academic Manager for UP Transfer GmbH "Executive Education – Public Policy & Management" is Dr. Thomas Gebhardt.

For more information:

PCPM: [www.uni-potsdam.de/pcpm](http://www.uni-potsdam.de/pcpm)

MPM: [www.mpm-potsdam.de](http://www.mpm-potsdam.de)

MEGA: [www.mega-master.eu](http://www.mega-master.eu)

Consultancy and Coaching: [www.up-transfer.de/en/consultancy-coaching/](http://www.up-transfer.de/en/consultancy-coaching/)

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