

# Reflection for Connection: Navigating Organizational Change

**A reflective approach to rebuild connection during  
organizational change.**

## Graduation Project

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# I. Abstract

This Graduation Project investigates the internal dynamics of a large-scale international organization operating a network of omnichannel warehouses across Switzerland. The organization functions within a complex logistics environment where operational precision, adaptability, and cross-functional alignment are critical to sustained performance.

From a business systems perspective, all organizations fundamentally rely on four interdependent drivers: customer satisfaction, cash generation, return on invested capital, and growth (Charan, 2001). These pillars collectively shape an organization's ability to create and capture value. However, achieving equilibrium across these dimensions requires more than structural efficiency—it depends on organizational culture, stakeholder alignment, and the ability to learn and adapt within a changing environment.

In this context, this graduation project seeks to understand how internal misalignments—particularly those linked to psychological safety, resistance to change, and fragmented communication—impair the organization's ability to perform across these foundational pillars. By examining these systemic dynamics, the project aims to identify leverage points for regenerative change within the organization's Merchandise Planning Unit and leadership structures.

This notion can also be adapted to understanding how the organization reacts to stimuli internally. Instead of focusing on customers, shifting the attention towards the employees and learning. To enable an organization to thrive amidst complexity, it is essential to understand the interplay of its internal functions and how these interdependencies shape systemic behavior.

This project explores how a prototype intervention grounded in organizational reflection can serve as a catalyst for cultural transformation—specifically by improving feedback loops and enhancing psychological safety across hierarchical levels.

The proposed intervention introduces a structured process of reflection designed to make implicit experiences and tensions visible within the system. By elevating employees' capacity to express concerns, share insights, and engage in dialogue without fear of negative repercussions, the project aims to foster a more transparent and trust-based feedback culture. This, in turn, enables the organization to engage more meaningfully with its own internal experiences and adapt accordingly.

Organizational success is increasingly tied to its ability to learn from experience—not only operationally, but at the level of values, assumptions, and shared (McGrath, 2001). Yet, current research reveals that most organizational learning remains confined to single-loop processes, where problems are solved within existing frameworks without questioning the root causes understanding (Carmeli & Gittell, 2009).

It is more advantageous for organizations to undergo a process of detection and correction of the error that involves the modification of an organization's underlying norms, policies, and objectives (Argyris & Schön, 1997).

By embedding reflective practices into daily routines, this project investigates how a more generative learning environment can be cultivated—one in which errors are not merely corrected, but seen as opportunities to question assumptions, realign strategies, and foster collective growth.

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## III. Glossary

**CPO** is the Collaboration Partner Organization that this graduation project is placed in. They are amid a change initiative in their MPU subunit.

**MPU** is the Merchandise Planning Unit which is a subunit inside of the CPO. Their task is to make sure the right products are ordered right amounts and sent to the correct place inside the sales locations of the CPO.

ESP is the External Service Provider Organization. They are the organization that provides the expertise and the Software as a Service required for the MP 2.0 Project.

**MP 2.0** is the name of the change initiative project within the CPO.

**HPMT** is the Hired Project Management Team that is responsible for coordinating efforts between the CPO and ESP stakeholders. They're incentive is to achieve a successful implementation of the MP 2.0 project within the budget and time restraints.

**Organizations** are stable associations of persons in concerted activities directed to the attainment of specific objectives (Bittner, 1965).

**Psychological Safety** is a shared belief held by members of a team that it's OK to take risks, to express their ideas and concerns, to speak up with questions, and to admit mistakes — all without fear of negative consequences (Gallo, 2023).

**Organizational Culture** is the shared beliefs, values, and behaviors that people in an organization develop over time. These shared elements help members understand their environment and decide how to act within it (Janićijević, 2013).

**Uncertainty** is a lack of information about an issue of interest for a certain agent (e.g., a human decision maker or a machine), a condition of limited knowledge in which it is impossible to exactly describe the state of the world or its future trajectories (Wheeler & et al., 2020).

**Learning** can be defined as changes in the behavior of an organism that are the result of regularities in the environment of that organism (De Houwer et al., 2013).

**Team Learning** is the process of aligning and developing the capacities of a team to create the results its members strive to attain. Successful organizations are created when people are continually learning (Senge, 2006).

**Learning Disabilities** are fundamental issues created by the way organizations are designed and managed, and crucially, the way people have been taught to think and interact (Senge, 2006).

**Reflection Practice** is the ability to reflect on one's actions so as to engage in a process of continuous learning (Schön, 1983).

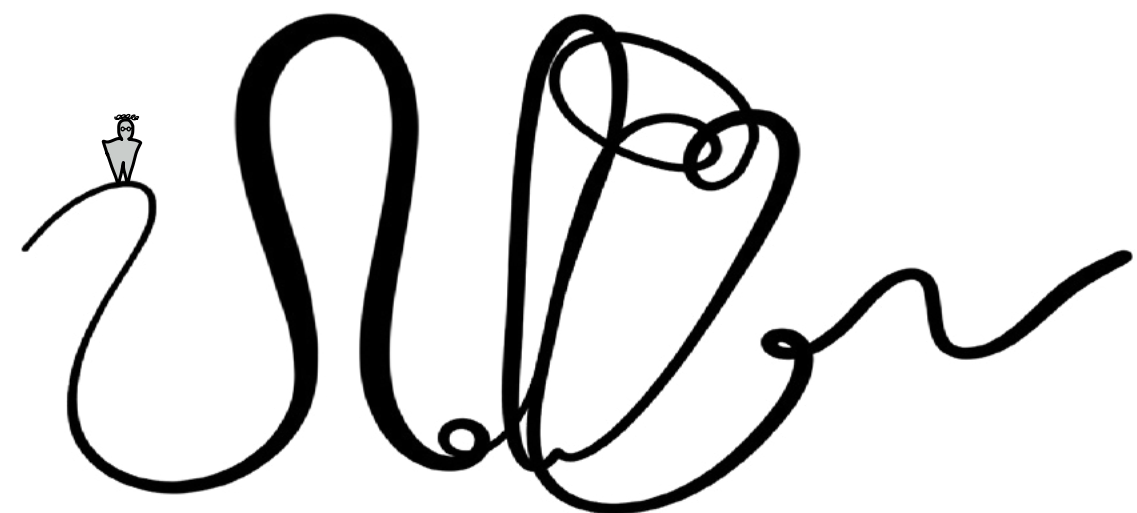
## IV. Acknowledgement

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## 1. Introduction

### 1.1. Systemic Area

Currently, the organization's Merchandise Planning Unit (MPU) is experiencing systemic misalignment and operational inefficiencies due to the current MP 2.0 change initiative project. These issues stem largely from the project team consistently operating beyond its intended capacity, leading to a state of organizational overload. This condition impairs the unit's ability to maintain consistent performance and compromises the alignment between strategic priorities and operational execution. It can be seen as a metaphorical sailboat that is currently being dragged down due to its anchor being caught on the ocean floor.

These inefficiencies are not solely technical but emerge from deeper structural and relational disconnects. Fragmented communication, lack of shared understanding, and limited feedback loops between hierarchical levels contribute to a work environment where coordination is strained, and engagement is low. This disconnection disrupts the feedback mechanisms necessary for adaptive performance and responsive decision-making.

The systemic boundaries of this project are defined by the organizational headquarters, focusing specifically on the interaction between the MPU and Corporate Leadership. This boundary encompasses key decision-making structures and the operational teams most affected by the ongoing transformation processes.

# 1.2. Additional Systemic Symptoms

Within the broader MP 2.0 transformation initiative, several interrelated systemic symptoms have surfaced, indicating underlying cultural and structural tensions that compromise the organization’s capacity to adapt and evolve.

- **Resistance to Change in Leadership:** Leadership figures exhibit hesitation or passive resistance toward adopting new practices and mindsets. This resistance not only slows the pace of transformation but also sets a precedent that undermines psychological safety and innovation at other organizational levels.  
  
*“I have the feeling that there is relatively strong resistance from the management.”*  
  
- Interviewee 4
- **Lack of Psychological Safety:** Employees report a pervasive sense of insecurity when expressing concerns, offering ideas, or admitting mistakes. This emotional climate impairs learning, reduces initiative, and reinforces hierarchical silence.  
  
*“Who is allowed to be present in a meeting and who is allowed to say what?”*  
  
- Interviewee 4
- **Absence of a Transparent Feedback Culture:** While feedback mechanisms may formally exist, they are neither consistently used nor trusted. Employees often feel their input lacks consequence, leading to disengagement and a disconnect between operational realities and strategic oversight.  
  
*“But the thing is that the ones that used to report the issues have resigned.”*  
  
- Interviewee 2
- **Deficiency in Fostering a Learning Culture:** There is minimal infrastructure or encouragement for reflective practice, peer learning, or iterative experimentation. As a result, lessons from past initiatives remain unintegrated, and adaptive capacity is diminished.  
  
*“Too many learnings were not officially documented. People left, and the knowledge scattered.”*  
  
- Interviewee 6

- **Low Capacity to Embrace Uncertainty:** Rather than cultivating resilience and sensemaking during ambiguous transitions, the system tends to respond with rigidity. This hinders the development of emergent strategies and inhibits innovation.  
  
*“I can already sense a great deal of uncertainty in the operational teams.”*  
  
- Interviewee 5
- **Organizational Learning Disabilities:** The system struggles to perceive patterns, reflect on past behaviors, and adapt based on experience. This results in repeated mistakes, overlooked insights, and stagnation in cultural growth.  
  
*“But the organization talks, doesn’t like to formalize it, doesn’t like to record it, so to speak.”*  
  
- Interviewee 3
- **Silofication of Units:** Functional units and teams operate in isolation, reinforcing fragmented workflows and weakening the organization’s collective intelligence. This “silo mentality” restricts knowledge sharing, erodes trust across teams, and undermines systemic coherence.  
  
*“I think it’s more the “Them and Us” thought that has a negative effect.”*  
  
- Interviewee 3

These symptoms suggest not only a need for technical or procedural adjustments, but a more profound cultural shift toward psychological safety, transparency, and systemic learning. They serve as leverage points for designing regenerative interventions that restore alignment, trust, and organizational responsiveness.



1.2.1. Hidden Systemic Barriers to Effective Project Execution

The current project also faces deeper, systemic challenges that hinder the efficient and successful execution of its objectives. The steering committee, motivated by budget constraints and a desire for rapid quality improvements through AI integration, has imposed a compressed timeline across multiple project phases. However, no additional resources have been allocated to support the internal stakeholders responsible for executing this transformation. This has resulted in a critical capacity deficit, undermining the project’s long-term viability.

1.2.2. Leadership Blind Spots and Cultural Constraints

Moreover, leadership often struggles to identify and address these underlying operational challenges within the day-to-day business context. This oversight significantly impacts the organization’s ability to cultivate an adaptive and resilient culture. Repeated systemic issues, if left unaddressed, can erode the capacity of required agility and adaptability for sustained change and innovation. Considering that it is crucial for management to understand the realities faced inside their company, reinstating a curiosity for learning will help growth and prosperity in the long run.

Taking this into consideration, it made me think about the following exert from the Ram Charan Book:

“On each visit, he makes it a point to talk to at least ten customers he identifies himself not as the CEO, but just as someone who works for the company—to hear from people firsthand. ... He gets to understand how his customers are thinking. He isn’t trying to sell them anything. He is there to learn” (Charan, 2001, p.28).

1.3.Relevance – SDG

The intervention outlined in the project aligns with two United Nations Sustainable Development

Goals: **SDG 3 (Good Health and Well-being)**

and

**SDG 8 (Decent Work and Economic Growth).**

By embedding personal reflection into daily workflows and prioritizing psychological safety, the intervention actively supports mental health and emotional well-being (SDG 3). It recognizes that uncertainty and poor communication in times of organizational change can significantly impact employee stress levels, job satisfaction, and overall well-being.

Simultaneously, the intervention promotes SDG 8 by fostering a healthier organizational culture that values feedback, inclusion, and proactive adaptation. Through aggregated insights from anonymous reflections, leadership gains actionable knowledge to improve work conditions and strategic alignment. This not only enhances employee engagement and productivity but also drives long-term economic resilience by building a workplace environment conducive to decent, dignified work.

1.4.Collaboration Partner

This graduation project is conducted in collaboration with a major Swiss omnichannel retail organization. In accordance with their preference for anonymity, the partner organization will remain unnamed throughout this document.



Figure 1: SDG Wheel, (United Nations 2015)

1.5.Scope

The system boundary of this project is situated within the headquarters of the Collaboration Partner Organization (CPO), with a specific focus on the stakeholders operating in the Merchandise Planning Unit (MPU) and those occupying roles within Corporate Leadership.

1.6. Research Question

At the outset of the project, the guiding inquiry focused on the question: **“What can improve employee wellbeing?”**

This initial framing reflected a broad concern for the emotional and psychological states of employees undergoing organizational transformation. However, as the systemic complexities within the Merchandise Planning Unit became more visible—particularly the disconnects between operational realities and strategic leadership—the research direction evolved.

The question was reframed to: **“What processes can improve the current system environment to build a shared understanding of the issues that stakeholders in the MPU and Leadership are experiencing?”**

This shift acknowledged the relational nature of wellbeing, emphasizing dialogue, trust, and collective sense-making as prerequisites for change.

Through continued engagement and iterative feedback, the research question was ultimately refined to its final form: **“What can strengthen the mental capacity of employees to do their job successfully?”**

This final iteration integrates both the systemic and the personal, aiming to bridge organizational demands with human-centered resilience and cognitive readiness.

Initial Research Question:

**“What can improve employee wellbeing?”**

Reframed Research Question:

***“What processes can improve the current system environment to build a shared understanding of the issues that stakeholders in the MPU and Leadership are experiencing?”***

Final Research Question:

**“What can strengthen the mental capacity of employees to do their job successfully? “**

1.7. Project Structure and Research Methods

| Cycle         | Methodology   | Objective  | Stakeholders                                       |
|---------------|---|--|--|
| Familiarizing | Informal conversations, contextual observation                                | Gain initial understanding of the systemic environment and stakeholder landscape               | CPO experts, HPMT members, internal staff          |
| Understanding | Semi-structured interviews, qualitative analysis                              | Surface lived experiences, identify emotional and operational pain points                      | Internal stakeholders (MPU), external consultants  |
| Reframing     | Thematic coding, synthesis of systemic symptoms                               | Reframe the problem area around psychological safety and communication gaps                    | CPO, HPMT, leadership                              |
| Ideating      | Design exploration, research into reflective practices                        | Generate intervention concepts rooted in team learning and cultural transformation             | Project lead, external experts                     |
| Developing    | Prototype design of reflection journal and debriefing structures              | Build a low-barrier, scalable intervention embedded in daily routines                          | Internal teams, external change management support |
| Testing       | Expert interviews, semi-structured feedback sessions                          | Validate intervention structure, identify risks and refinements needed                         | Business owner, project manager, change consultant |
| Iterating     | Modular redesign, adaptive strategy based on team readiness and feedback      | Tailor the intervention to psychological safety levels and team contexts                       | External consultant, internal pilot teams          |
| Evaluating    | Design criteria review, economic viability check, Hawken framework evaluation | Assess fulfillment of project goals, impact on culture, sustainability, and regenerative value | All levels: employees, team leads, C-suite leaders |

Table 1.: Project Structure and Research Methods, (Prantl 2025)



1.8. Design Process Visualization

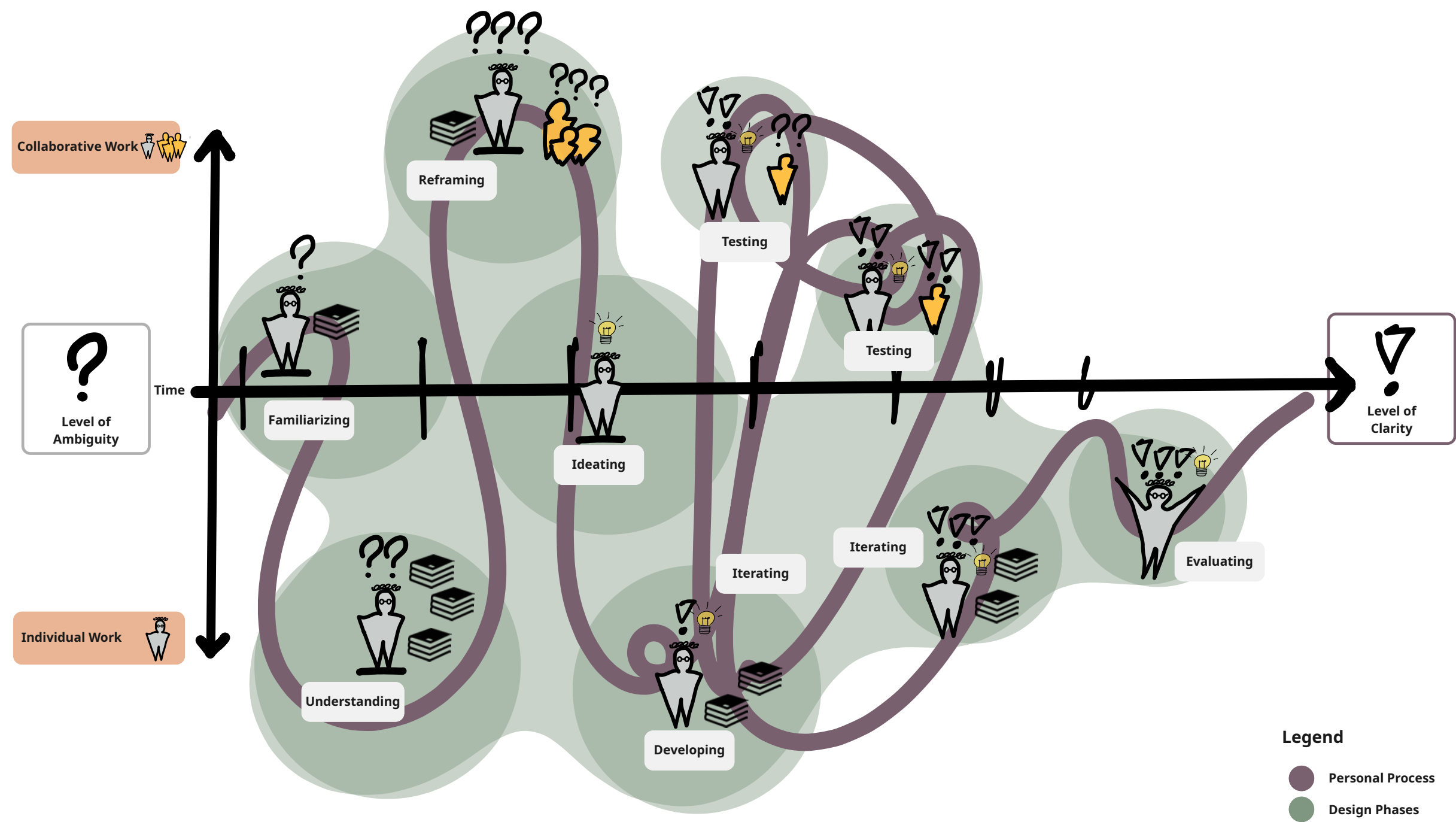


Figure 2: Design Process Visualization (Prantl, 2025)

# 1.9.Social Change Roles

To better understand my role as an individual in the context of social change (Iyer, 2022), I read Deepa Iyer’s literature “Social Change Now: A Guide for Reflection and Connection”. It helped me identify the following three roles:

As a **Weaver**, I recognize the deep interconnections between people, ideas, and systems. I use my ability to perceive hidden patterns and align diverse perspectives to create a sense of cohesion within groups. By fostering trust and encouraging open dialogue, I build collaborative networks that are grounded in shared purpose and mutual understanding.

As a **Visionary**, I am driven by a desire to help groups imagine and articulate bold, long-term possibilities. I facilitate processes that clarify direction and meaning, ensuring that collective action is guided by a clear sense of purpose. I ground these visions in context, using strategic thinking to connect abstract ideas with tangible steps that lead toward systemic transformation.

As a **Guide**, I engage with others through active listening, thoughtful questioning, and personalized support. I create reflective spaces—particularly in small groups or one-on-one settings—where individuals feel safe to explore complexity and clarify their roles. I draw from experience and observation to counsel others, helping them grow with intention and integrity.

Together, these roles shape how I navigate social change: by weaving connections, envisioning future possibilities, and guiding others toward meaningful engagement, I contribute to building aligned, purpose-driven communities capable of long-term impact.



Figure 3: Visual of the social change roles (Deepa Iyer, 2022)

# SECONDARY RESEARCH

## 02

## 2. Secondary Research

### 2.1.Objective

During the secondary research phase, relevant literature was systematically reviewed to establish a foundational understanding of the current knowledge landscape and to identify critical gaps warranting further investigation. The following topics formed the foundation of my required knowledge to help in a meaningful manner.

### 2.2.Psychological Safety

Psychological safety is a shared belief held by members of a team that it's OK to take risks, to express their ideas and concerns, to speak up with questions, and to admit mistakes — all without fear of negative consequences (Gallo, 2023).

### 2.3.Learning Organizations

A learning organization is one that continually develops its capacity to shape its future through both adaptive and generative learning (Senge, 2006). Rather than merely processing information, it engages in “real learning” — a transformative shift in perspective known as metanoia. At its core, systems thinking enables individuals to move from fragmented views to holistic understanding. Building such an organization involves mastering five interconnected disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking. Leaders act as designers, teachers, and stewards, fostering environments that support growth, purpose, and collective commitment. Ultimately, a learning organization is seen as a living system, continuously evolving through practice and reflection.

### 2.4.Organizational Culture

Organizational culture, as defined by Edgar Schein, is a system of shared basic assumptions developed through collective problem-solving and internalized over time (Schein, 2010). These assumptions operate unconsciously, guiding perception, thought, and behavior within the group. Culture exists on three levels: visible artifacts, espoused values, and deeply embedded assumptions—the latter being the most influential yet hardest to change. Culture forms through group learning, is stabilized through socialization, and reflects both external adaptation and internal integration. Schein emphasizes that leadership and culture are inseparable; leaders shape culture but are also shaped by it (Schein, 2010). Unexamined assumptions can lead to contradictions between stated values and actual behavior, creating organizational dysfunctions that require conscious reflection to address.

## 3. Primary Research

### 3.1. Objective

To uncover the nuanced challenges within the transformation process, a series of semi-structured interviews were conducted with both internal stakeholders and external change management experts. These conversations yielded valuable insights into the lived experiences of individuals directly engaged in the change initiative. Unlike surface-level reporting or quantitative indicators, the interviews surfaced deeper emotional dynamics, cultural tensions, and operational frictions that shaped how change was experienced. This qualitative approach was essential to grasp the full scope and complexity of the organizational landscape.

Importantly, the inquiry extended beyond the current MP 2.0 project. To build a richer understanding of systemic patterns, a prior transformation initiative within the collaboration partner organization (CPO) was revisited. This retrospective exploration focused on how the organization previously navigated comparable conditions. By reflecting on the strategies, challenges, and leadership responses from that earlier context, the research sought to surface transferable insights that could inform current intervention efforts.

### 3.2. Interviewees

Interviews were conducted with a diverse range of stakeholders from both the CPO and HPMT stakeholder groups. In total, eight individuals participated in the process, with several stakeholders engaged in multiple sessions to capture evolving perspectives and deepen contextual understanding.

### 3.3. Stakeholders

The system boundary of this project is defined within the organizational headquarters and centers on three interconnected stakeholder groups.

The first is the Collaboration Partner Organization (CPO) itself—a large Swiss omnichannel retail company currently undergoing technological transformation.

The second group comprises the External Service Provider (ESP) responsible for delivering the software-as-a-service solution that supports core operational processes.

The third group consists of a Hired Project Management Team (HPMT), directly contracted by the (CPO), tasked with coordinating implementation efforts and facilitating communication between the internal teams and the service provider.

Together, these three entities form the systemic landscape in which the intervention is situated, each contributing distinct yet interdependent perspectives to the ongoing transformation.

3.4. Stakeholder Map

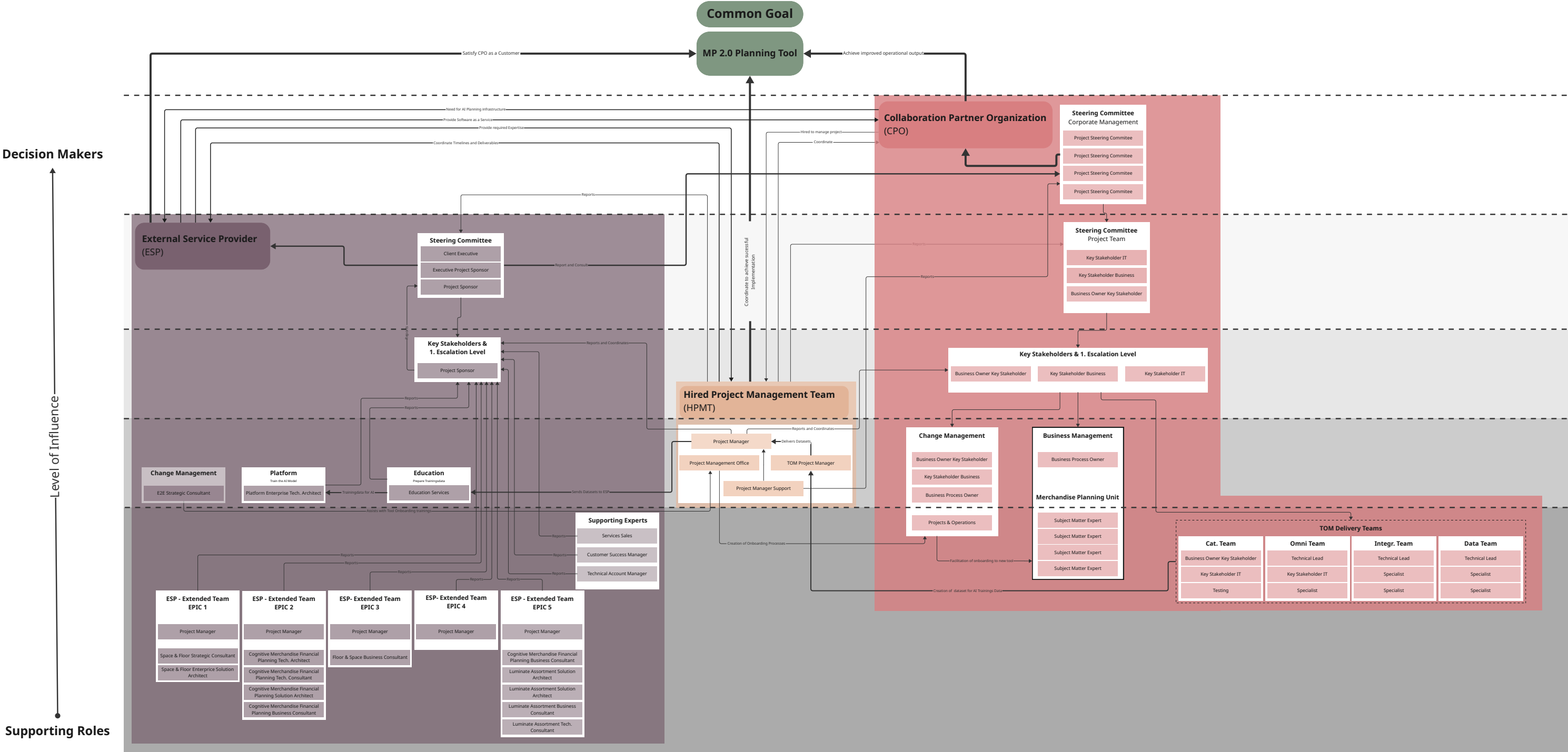


Figure 4: Stakeholder Map (Prantl, 2025)



## 4. Research Synthesis

### 4.1. Data Analysis

To analyze the interview data collected from affected stakeholders, a qualitative coding process was applied to surface recurring patterns and extract relevant quotations. The following thematic codes guided the review:

- **Lack of incentive to address internal challenges**
- **Disrupted flow of information between stakeholders**
- **Absence of project continuity**
- **Insufficient communication of the current situation to employees**
- **Internal communication prioritizes processes over people**
- **Decision-making occurs without a comprehensive understanding of context**
- **Organizational focus is placed on efficiency and profit over employee experience**
- **Leadership demonstrates limited engagement in addressing employee-raised concerns**
- **Absence of structured “lessons learned” practices**
- **Impaired psychological safety among employees, negatively impacting internal collaboration**

4.2. Reframed Understanding of the Problem Area

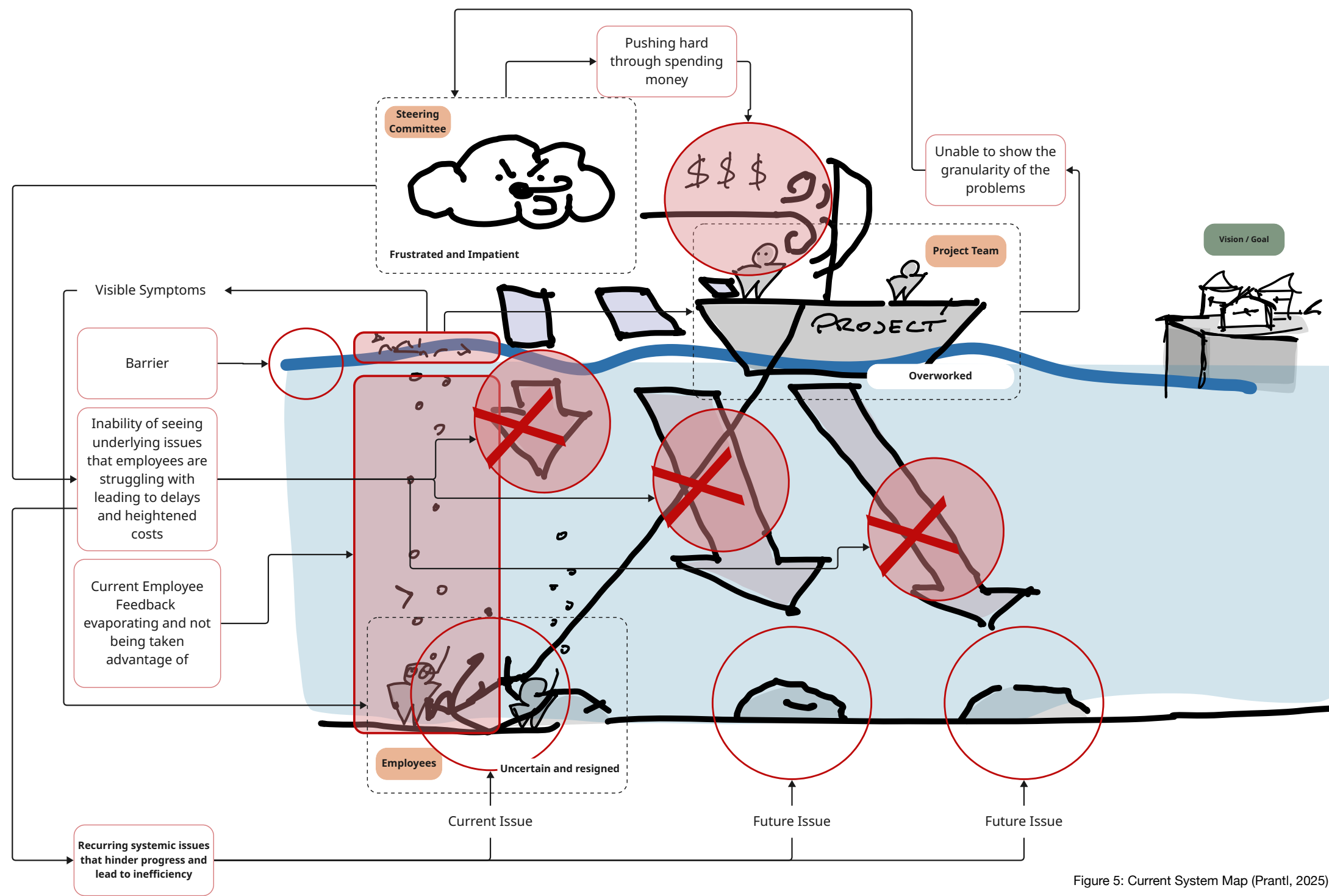


Figure 5: Current System Map (Prantl, 2025)

4.2.1. Current System

The Merchandise Planning Unit (MPU) plays a critical role in ensuring that the right products are available in the right quantities, at the right time, and in the right locations. Operating from the organization's headquarters, the MPU collaborates closely with various internal units to keep warehouses optimally stocked. In the context of a large-scale change initiative, the integration of Artificial Intelligence is set to redefine how this unit operates.

By enhancing both efficiency and output quality, AI offers new possibilities for data-driven decision-making. This transformation represents a pivotal step toward modernizing core planning processes.

While the integration of Artificial Intelligence promises efficiency gains, it also introduces significant emotional strain within the MPU. Stakeholders directly impacted by the transformation report high levels of uncertainty and anxiety, negatively affecting their psychological safety (Gallo, 2023). These emotional responses stem from concerns about role changes, job security, and the ability to adapt to new technologies.

Such reactions are natural in the face of major disruption, especially when the change alters familiar workflows (Rock, 2009). Addressing these emotional dynamics is essential for ensuring a smooth and successful implementation.

## 4.3. Performance Specifications

### 4.3.1. Performance Specification 1

#### Enable Transparent and Continuous Information Flows Across Stakeholder Groups

The intervention must establish mechanisms that restore communication clarity and ensure consistent, bi-directional information exchange between leadership, project teams, and employees. This includes surfacing relevant contextual information, aligning narratives across units, and preventing decision-making based on partial or outdated data. By enhancing visibility across levels, these mechanisms build clarity and reduces confusion caused by fragmented or delayed communication.

**Linked Findings:**

- **Current situation is not clearly communicated to employees**
- **Flow of information is disrupted between stakeholders**
- **Decisions are made without full picture**

### 4.3.2. Performance Specification 2

#### Reinforce Psychological Safety to Improve Internal Collaboration and Engagement

The intervention must create conditions where employees feel safe to express concerns, raise challenges, and contribute to shared problem-solving without fear of retribution or being ignored. This includes acknowledging and addressing emotional responses to change, encouraging reflection and dialogue, and ensuring that follow-ups are visible and valued. The intervention should disrupt cultures of silence and avoidance, restoring collaborative capacity that reward speaking up.

**Linked Findings:**

- **Psychological safety is impaired**
- **Leadership is not actively interested in following up on employee issues**
- **Internal communication is focused on processes, not people**

### 4.3.3. Performance Specification 3

#### **Activate Learning Loops to Address Structural Gaps and Promote Organizational Memory**

The intervention must introduce routines that incentivize reflection, track unresolved issues, and enable continuous learning across projects. This includes capturing “lessons learned,” ensuring project continuity, and embedding accountability for internal improvement. By focusing not only on efficiency but also on learning from lived experiences, the intervention should reduce repeated failures and shift toward proactive employee centered adaptation.

##### **Linked Findings:**

- **Missing lessons learned**
- **Lack of project continuity**
- **Lack of incentive to solve internal problems**
- **Organization is focused on efficiency and profit, not employee experience.**

## 4.4. Design Criteria

### 4.4.1. Design Criterion 1

#### Establish Accessible, Multi-Directional Communication Channels

Design mechanisms that allow timely and transparent information flow between all stakeholder levels. These should be low-barrier, intuitive, and embedded into existing routines to avoid overload. The channels must accommodate top-down, bottom-up, and lateral exchanges, ensuring that both strategic decisions and ground-level realities are visible and aligned.

Links to:

- Performance Specification 1

### 4.4.2. Design Criterion 2

#### Embed Micro-Reflection Moments Into Daily Routines

Introduce simple, lightweight formats for individual and team reflection (e.g., short check-ins, journaling prompts, or feedback loops) to help employees process change, surface challenges, and reframe their roles. These practices should be psychologically safe, optional in format, and decoupled from performance evaluation to encourage honest participation.

Links to:

- Performance Specification 2

### 4.4.3. Design Criterion 3

#### Facilitate Feedback Visibility and Leadership Responsiveness

Design feedback pathways that not only capture employee input but make it visible across the organization—particularly to leadership. Responses to feedback should be traceable and transparent to ensure accountability and foster trust. Include mechanisms for follow-up and signal that employee insights inform real decisions.

Links to:

- Performance Specification 1
- Performance Specification 2

### 4.4.4. Design Criterion 4

#### Create Structured Moments for Team-Based Learning and Retrospective Analysis

Implement recurring team rituals (e.g., project debriefs, learning reviews, retrospective conversations) that focus on experience-based learning and system improvement rather than blame. These formats should surface operational tensions, track unresolved issues, and support continuity between project phases.

- Links to: Performance Specification 3



## 5. Intervention

### 5.1. Design Strategy 1

#### Introducing Personal Reflection as a Strategic Practice

One of the primary opportunities identified within the transformation process is the reintroduction of personal reflection into the daily work practice. The goal of this strategy is to enable individual stakeholders to regularly assess and make sense of their experiences, challenges, and behaviors within the evolving system. In an operational environment increasingly shaped by data and efficiency metrics, this strategy restores the human dimension to organizational performance.

Through reflection, employees can develop a heightened awareness of how their actions influence, and are influenced by, others. This includes identifying subtle patterns that disrupt collaboration, recognizing emotional responses to uncertainty, and surfacing hidden tensions that may otherwise remain unspoken. Reflection serves not just as a tool for individual growth, but as a lever for systemic insight.

#### Why is this strategy appropriate?

This strategy does not require a structural overhaul and has the potential to gradually rewire how people relate to their work and to one another. It lays the groundwork for deeper engagement and trust, both of which are necessary conditions for navigating uncertainty and sustaining long-term change.

### 5.2. Design Strategy 2

#### Embedding Debriefing Rituals to Capture Collective Learning

The second strategy introduces structured debriefing sessions as a consistent ritual following meetings, milestones, and project completions. The objective is to deliberately allocate space—both in terms of time and attention—for individuals and teams to articulate what was experienced, learned, and felt during their collaboration.

Currently, within the organization's operational structure, the momentum of ongoing tasks often overrides opportunities for reflection. Once a project is concluded, teams typically move on to the next assignment without revisiting what happened, how dynamics unfolded, or what insights were gained. As a result, valuable experiential knowledge is lost, and patterns—whether effective or dysfunctional—go unacknowledged and unaddressed.

#### Why is this strategy appropriate?

Debriefings introduce a structured way to retain knowledge, process emotions, and enhance communication among stakeholders. By creating space to share perspectives, clarify misunderstandings, and recognize contributions, they foster psychological safety, empowerment, and ownership.

More than a process tool, debriefings support system-wide adaptability and relational awareness, reinforcing purposeful engagement. Especially valuable during large-scale transformations, they offer a low-investment, high-impact method to build organizational memory, alignment, and trust.

## 5.3. Strategy Evaluation

### Focusing on Personal Reflection to Rebuild Safety and Engagement

The core intervention of this project centers on the first strategy: embedding personal reflection into the daily workflow. This decision was driven by the observation that psychological safety and employee engagement within the organization are critically low. In such a climate, expecting teams to openly collaborate or share insights without first feeling secure is unrealistic.

Reflection serves as an accessible, low-barrier starting point. It allows individuals to process their own experiences, recognize patterns, and reconnect with their role in a human-centered system. It creates internal clarity, includes the possibility of staying anonymous. This eases the process of collecting data, before asking for stakeholders to engage in dialogue.

This led to a refinement of my research question, shifting the focus toward the reconnection of hierarchical stakeholder groups through facilitated expression. The goal is to create conditions where individuals can re-engage with one another not merely as roles within a system, but as human beings navigating shared organizational realities. By foregrounding dialogue and relational awareness, the intervention aims to disrupt depersonalizing dynamics and foster a culture where people are seen, and see themselves, as more than numbers, processes, or performance metrics.

## 5.4. Collecting Expert Feedback for the Intervention

In preparation for shaping a viable and context-sensitive intervention, I conducted individual interviews with three field experts to validate and stress-test the initial proposal. These exchanges functioned as reflective dialogues, illuminating both the conceptual strengths and the critical oversights embedded in my early approach. To anchor the discussions, I prepared a concise visual presentation that articulated the intervention's core structure, underlying rationale, and intended systemic impact.

Following the presentation, I invited each expert to respond to the following guiding questions:

- **How do you interpret the intervention's approach?**
- **Are there comparable precedents or case studies?**
- **What potential challenges or barriers do you foresee?**
- **What would your implementation strategy entail?**
- **Which stakeholders should I still consult?**

5.4. Collecting Expert Feedback for the Intervention

5.4.1. Expert Feedback – Business Owner / Key Stakeholder

| Theme                          | Observation   | Learning / Implication   |
|--------------------------------|---|--|
| Validation of Systemic Framing | The expert confirmed that the articulation of the organizational climate resonated with those working in complex, hierarchical systems. | The current framing accurately reflects the lived experience within the system and can serve as a strong foundation. |
| Diagnostic Clarity             | The framing of the issue demonstrated precision and relevance to organizational realities.  | Initial analysis is well-grounded; reinforces the credibility of the research direction.                             |
| Operational Pragmatism         | The expert emphasized the need for practicality in implementation.  | Interventions must be light-weight, time-sensitive, and seamlessly integrate into existing workflows.                |
| Risk of Resistance             | Complex or time-consuming interventions may be rejected by employees.   | The design must prioritize simplicity and minimal disruption to encourage participation and sustained engagement.    |

Table 2.: Expert Feedback – Business Owner / Key Stakeholder (Prantl 2025)

5.4. Collecting Expert Feedback for the Intervention

5.4.2. Expert Feedback – Senior PM Operations & Internal Change

| Theme                            | Observation   | Learning / Implication   |
|----------------------------------|---|--|
| Emphasis on Simplicity           | The expert reiterated the need for straightforward, easily applicable interventions.                          | Design should avoid complexity; simplicity increases accessibility and engagement.                 |
| Seamless Integration             | Reflection practices must fit naturally into existing workflows without creating disruption.                  | Embed the intervention into daily routines to prevent it from being perceived as additional work.  |
| Low-Effort, High-Impact Approach | Reflection should require minimal effort yet provide meaningful individual and systemic insight.              | Prioritize formats that are intuitive and time-efficient while still generating valuable outputs.  |
| Risk of Silent Rejection         | Overly formal or time-consuming methods may not be openly resisted but are likely to be ignored or abandoned. | Avoid rigid structures; monitor adoption and be responsive to passive disengagement.               |
| Immediate Perceived Value        | Participants must quickly recognize the relevance and benefits of the reflection process.                     | Ensure that early engagement with the tool delivers insights or clarity to motivate continued use. |

Table 3.: Expert Feedback –Senior PM Operations & Internal Change (Prantl 2025)

5.4. Collecting Expert Feedback for the Intervention

5.4.3. Expert Feedback – External Change Management Consultant

| Theme                               | Observation  | Learning / Implication  |
|-------------------------------------|--|---|
| Variability in Psychological Safety | Psychological safety levels varied significantly across teams within the MPU—some teams demonstrated trust, others operated in cautious silence. | The intervention cannot be applied uniformly; team-specific contexts must be acknowledged and addressed.            |
| Blind Spot in Initial Design        | The original intervention assumed a baseline level of psychological readiness across teams.  | Recognized the need for tailored approaches rather than one-size-fits-all solutions.                                |
| Pre-Intervention Assessment         | The expert recommended assessing psychological safety prior to rollout.  | A diagnostic phase was added to evaluate team readiness and inform staggered implementation.                        |
| Modular and Adaptive Design         | The consultant emphasized the necessity for context-sensitive, flexible intervention models.   | The intervention was restructured to allow modular implementation, adjusting format and intensity per team context. |

Table 4.: Expert Feedback – External Change Management Consultant (Prantl 2025)

5.5. What did I learn?

These expert engagements marked a pivotal inflection point in the project. Through dialogue, I was prompted to critically examine several underlying assumptions—particularly around corporate culture, leadership resistance to change, and the role of organizational politics in shaping the intervention context.

What initially appeared as fixed barriers revealed themselves to be nuanced dynamics requiring closer, contextual reading. This shift sharpened my understanding of system readiness and redirected my attention toward the practical conditions required for successful implementation. As a result, the intervention was not only structurally refined but strategically realigned to respond to the lived realities of the stakeholders involved.

## 5.6. The Final Intervention

### Integrating Reflection to Team Realities

The updated intervention builds on the original concept of introducing a daily, anonymous reflection journal across all organizational levels, including leadership. Its purpose remains to surface how employees perceive their work, what enables or hinders them, and to make those insights visible across the system. Two key changes were introduced after expert feedback.

First, a preliminary psychological safety check now precedes the intervention. Each team is assessed to understand its current level of trust and openness. This allows the approach to be modular: teams with higher psychological safety can begin reflection immediately, while others may need preparatory support to engage meaningfully.

Second, the collected reflection data will be analyzed by external change management experts. Their role is to identify recurring patterns and translate them into strategic insights for the C-suite. This ensures leadership sees an accurate, anonymized snapshot of the internal reality—grounded in everyday experiences, not assumptions.

**This approach doesn't demand cultural overhaul from day one. Instead, it introduces a scalable, employee-centered mechanism for sensing and responding to organizational needs—shifting the system from reactive adjustments to proactive, informed action.**



5.7. How will the system change?

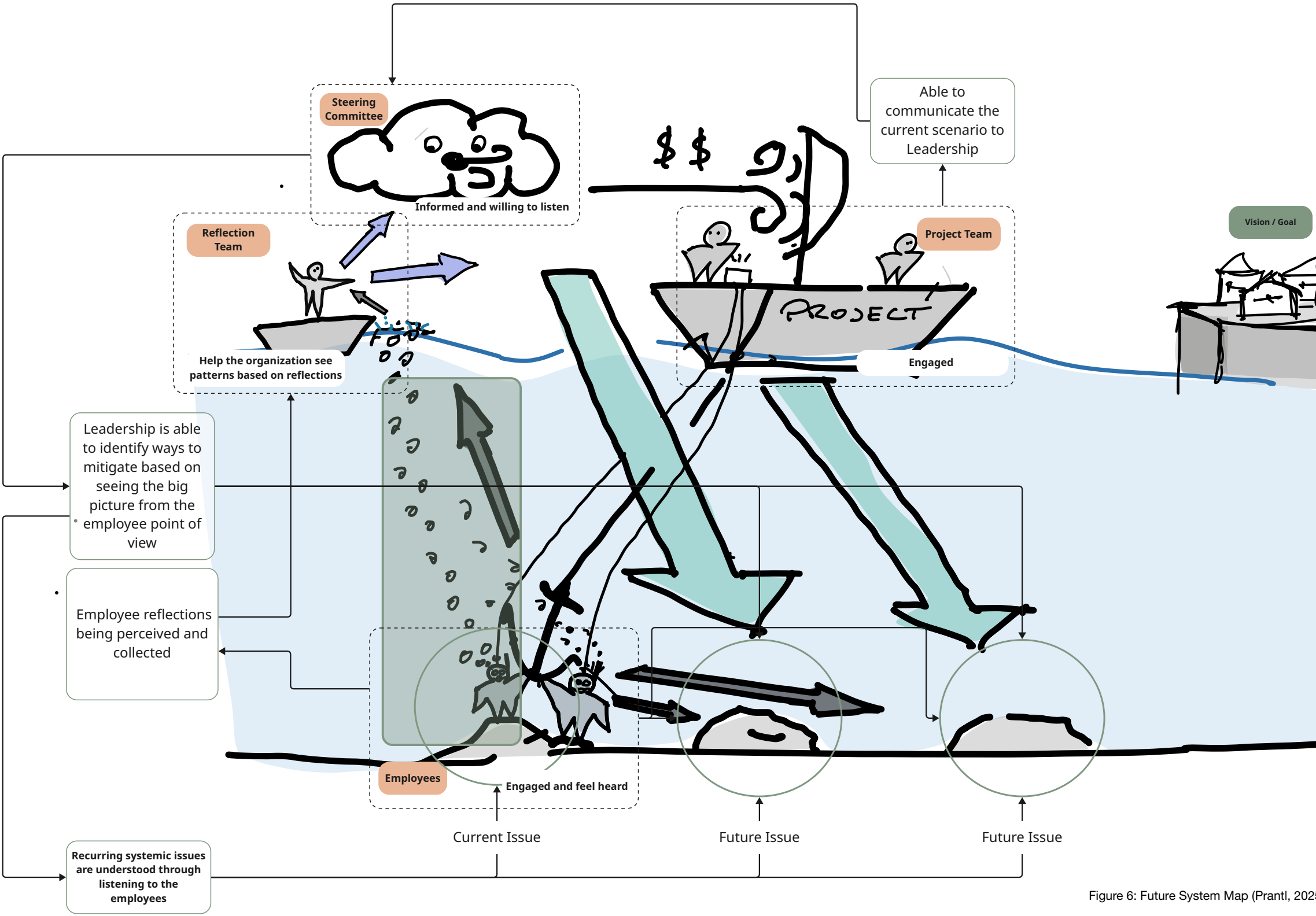


Figure 6: Future System Map (Prantl, 2025)

5.7.1. Future System

The intervention ensures that insight flows upwards, while remaining safe and non-personalized. It fosters a culture where reflection becomes both an individual practice and an organizational learning tool. The ultimate goal is to shift from reactive adjustments toward proactive transformation, identifying issues before they escalate. Additionally this also enables aligning strategies with the actual experiences of the workforce.

## 6. Evaluation

### 6.1. Design Criteria Fulfilment

The intervention aligns with all four key performance specifications due to its intentional design and adaptive implementation.

- *Communication clarity improves through anonymous journaling and routine debriefs, which establish consistent, two-way channels between staff and leadership.*
- *Psychological safety strengthens as reflections remain detached from evaluation, promoting low-pressure participation that fosters open dialogue and gradually disrupts entrenched silence.*
- *Structured debriefs facilitate learning loops that enable teams to reflect, consolidate insights, and avoid recurring problems—supporting the MPU's evolution toward a proactive learning culture.*
- *Leadership responsiveness increases as synthesized feedback reveals day-to-day challenges, prompting concrete actions and reinforcing trust.*

Collectively, these outcomes demonstrate that the intervention fulfills its design goals and contributes to a more transparent, responsive, and reflective organizational environment.

6.2. Implementation Plan

| Step | Title                                 | Description  | Stakeholders Involved                         | Timeframe                |
|------|---------------------------------------|--|---|--------------------------|
| 1    | Psychological Safety Assessment       | Conduct team-specific assessments to understand current trust levels and readiness for reflection practices.                                 | Change facilitators, team leads               | Week 1–2                 |
| 2    | Tailored Rollout Planning             | Develop differentiated rollout strategies based on assessment outcomes—staggered timelines for teams with varying readiness levels.          | Project lead, HR, team leads                  | Week 2–3                 |
| 3    | Onboarding & Communication            | Introduce the purpose and method of reflection via brief sessions. Emphasize anonymity, relevance, and non-evaluative intent.                | All team members, communication lead          | Week 3–4                 |
| 4    | Initiate Anonymous Reflection Journal | Launch daily journaling practice (physical or digital). Participants anonymously reflect on their workday, emotions, blockers, and insights. | All staff including leadership                | Week 4 onwards (ongoing) |
| 5    | Introduce Structured Team Debriefs    | Facilitate post-meeting and milestone debriefs. Focus on emotional tone, process evaluation, and shared learning.                            | Team leads, external facilitators             | Starting Week 5          |
| 6    | Pattern Analysis & Synthesis          | External facilitators aggregate reflection data, identifying recurring themes and feedback loops.  | External change experts                       | Bi-weekly                |
| 7    | Strategic Feedback Loop to Leadership | Share synthesized insights with leadership in visual and narrative formats to inform adaptive decision-making.                               | Change facilitators, leadership               | Bi-weekly                |
| 8    | Adaptive Evaluation & Scaling         | Conduct periodic evaluations. Refine intervention structure based on team feedback and evolving organizational dynamics.                     | Entire MPU, leadership, external facilitators | Monthly checkpoints      |

Table 5.: Implementation Plan (Prantl 2025)

### 6.3. Economic Viability

The intervention demonstrates a cost-effective and high-impact approach to cultural transformation by embedding simple reflective practices—such as daily journals and brief debriefs—into existing workflows. It requires minimal investment in training or facilitation, avoids disruptive restructuring, and leverages current organizational structures. By enhancing psychological safety, engagement, and decision-making—particularly in the context of AI-driven transformation—it generates substantial returns. Its low time demand and adaptability ensure long-term sustainability, provided that insights are acted upon. Ultimately, the intervention offers a frugal yet powerful tool for fostering resilience and cultivating long-term organizational learning.

### 6.4. Risk Analysis

Implementing the cultural intervention in the MPU entails several risks, addressed through a modular and adaptive approach. To mitigate passive resistance, the intervention remains lightweight and intuitive, championed by internal advocates who model the behavior and generate early successes. Leadership inaction is countered by anonymizing and externally synthesizing feedback, with summaries highlighting both addressed and unresolved concerns—thereby creating pressure for follow-up. Psychological unreadiness is managed by tailoring the rollout: teams with lower levels of trust receive preparatory support, such as coaching and facilitated sessions, before initiating reflective practices. To prevent long-term disengagement, the intervention allows teams to adapt formats, connects reflection to tangible outcomes, and embeds routines within daily operations. Collectively, these strategies build systemic resilience, enabling continuous adaptation without derailment and increasing the intervention’s potential for sustained impact.

### 6.5. Evaluation Paul Hawken

#### Does the action create more life or reduce it?

The intervention creates more life by encouraging open dialogue and surfacing hidden insights within the organization. It revitalized workplace dynamics, fostering genuine connection and renewed creative engagement.

#### Does it heal the future or steal the future?

The action heals the future by addressing present cultural pain points while building trust and adaptability for upcoming challenges like AI integration. It prioritizes long-term resilience over short-term efficiency gains.

#### Does it enhance human well-being or diminish it?

By promoting psychological safety and enabling honest expression, the intervention significantly enhanced employees’ mental and emotional well-being. It created a culture of support rather than stress, leading to improved job satisfaction and reduced anxiety.

#### Does it create livelihoods or eliminate them?

While not creating new jobs directly, the intervention safeguarded existing roles by helping employees adapt to change and articulate their training needs. It added meaning to work, enriching livelihoods rather than threatening them.

#### Does it serve human needs or manufacture human wants?

The intervention served core human needs—voice, respect, trust, and growth—through authentic engagement rather than superficial perks. It responded to real signals from employees, offering meaningful change over symbolic gestures.

#### Does it provide workers with dignity or demean them?

The project upheld dignity by treating all voices equally and creating a safe space for expression without fear or blame. Employees felt seen, respected, and empowered to shape their work environment.

## 7. Summary

This graduation project addressed systemic misalignments within the Merchandise Planning Unit (MPU) of a Swiss omnichannel retail organization by focusing on psychological safety, communication breakdowns, and organizational learning.

Rather than proposing a structural overhaul, the intervention introduced lightweight, employee-centered practices—anonymous reflection journals and structured debriefing rituals—designed to rebuild trust, improve feedback flow, and enable continuous learning.

The approach was modular and adaptive and aimed to embed reflection into daily routines without adding burden. By closing feedback loops and amplifying employee voices, the intervention reconnects leadership with operational realities, fostering a healthier, more responsive culture.

Evaluated against design criteria and regenerative principles, the intervention proves low-cost yet high impact. It enhances well-being, preserves dignity, supports meaningful work, and strengthens the organization's ability to adapt to change.

Crucially, it shifts the system from reactive fire-fighting to proactive learning by enabling insight to emerge from within. This project shows that meaningful transformation doesn't require massive disruption—just intentional shifts in how people reflect, communicate, and relate.

**By cultivating reflective capacity across all levels, the MPU is now better positioned for stakeholders to see, that they are all in the same boat.**



# PERSONAL REFLECTION

# 08

## 8. Personal Reflection

Looking back on this project, I can say with confidence that it changed me—not just as a designer, but as a person. It's one thing to design systems from the outside, but it's something entirely different to be embedded in a process where emotions, resistance, and uncertainty are the norm. Navigating that space forced me to grow in ways I didn't anticipate.

One of the most significant challenges I faced was the isolation of working alone for long stretches of time. There were moments when I felt unanchored—questioning whether I was moving in the right direction or if my ideas would even resonate with anyone. Without a team to bounce thoughts off of regularly, I had to rely more on my internal compass, which made self-reflection not just part of the project, but a survival tool. Ironically, the intervention I designed—centered around anonymous personal reflection—mirrored what I was experiencing myself. That connection wasn't planned, but it became deeply meaningful.

This solitude made me more attuned to the emotional side of work. I developed a much deeper sensitivity to how people—me included—react to change, pressure, and uncertainty. It also made me aware of my own biases. I tend to approach problems with a desire for clarity and structure, and in the beginning, I tried to impose those qualities onto the organization. But the system pushed back. I realized that I was asking people to embrace a new way of working without fully acknowledging where they were emotionally. That realization shifted my entire approach.

I let go of the idea that solutions had to be elegant or perfect. Instead, I focused on what would feel human, safe, and doable in a real organizational context. This led to one of the biggest breakthroughs in the project: understanding that reflection isn't just a soft, individual act—it's a powerful lever for systemic insight when done collectively.

Talking to experts helped me break out of my own head. Their feedback challenged me to simplify, adapt, and consider psychological safety not just as a goal, but as a precondition for everything else. That really struck a chord with me. Working alone can make you overthink and overdesign. Listening to others reminded me that the best ideas are often the ones that fit seamlessly into existing routines, without demanding more energy than people have to give.

In the end, this project taught me to trust the process—my own and the organization's. It taught me to listen more deeply, to design more humbly, and to appreciate the quiet strength in simple, consistent practices. Most of all, it reminded me that design isn't about control; it's about connection. And sometimes, connection starts with just being honest about where you are—even if where you are is sitting alone at your desk, unsure of the next step, but willing to keep going anyway.

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VII. Appendix

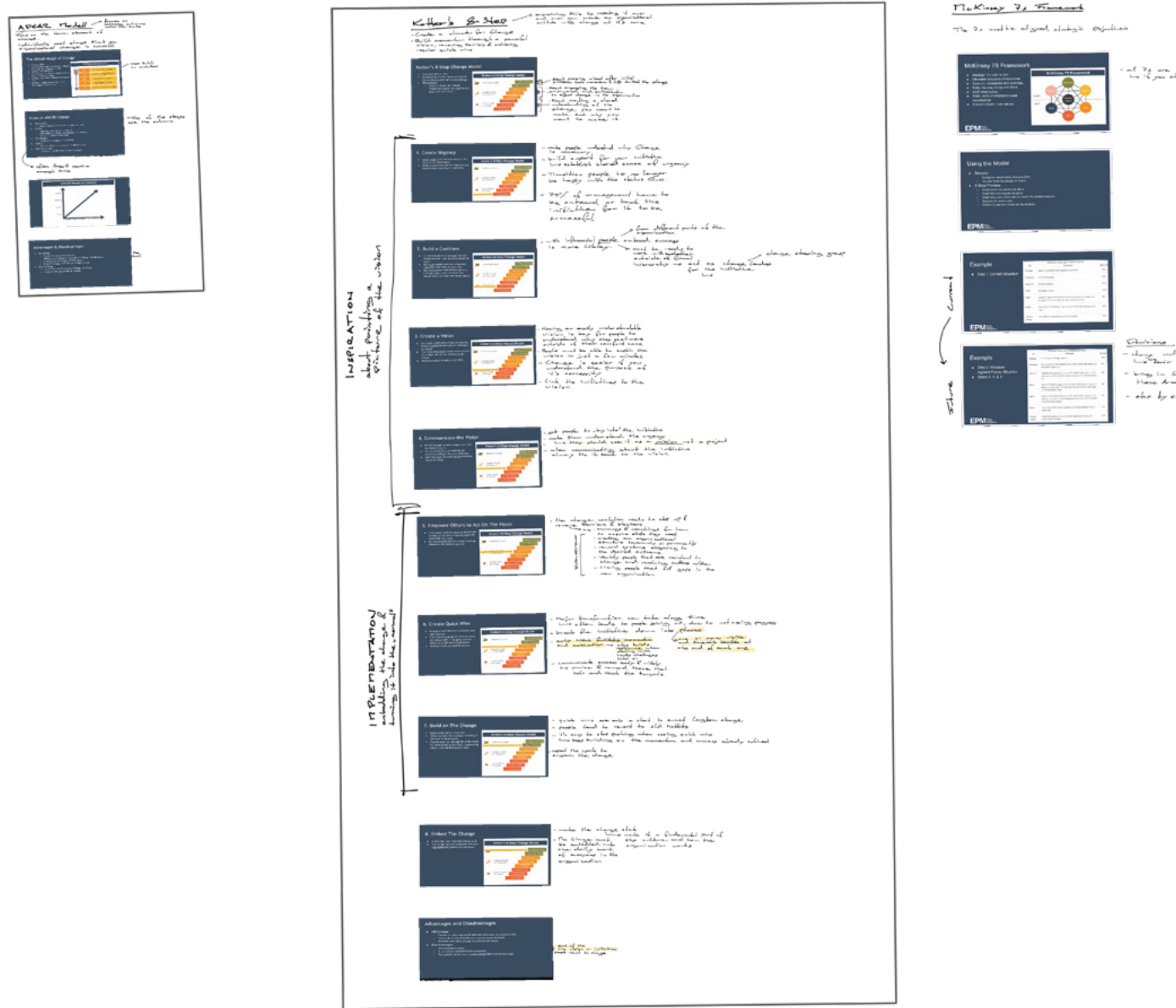


Figure 7: Initial Study of Change Management Frameworks (Prantl, 2025)

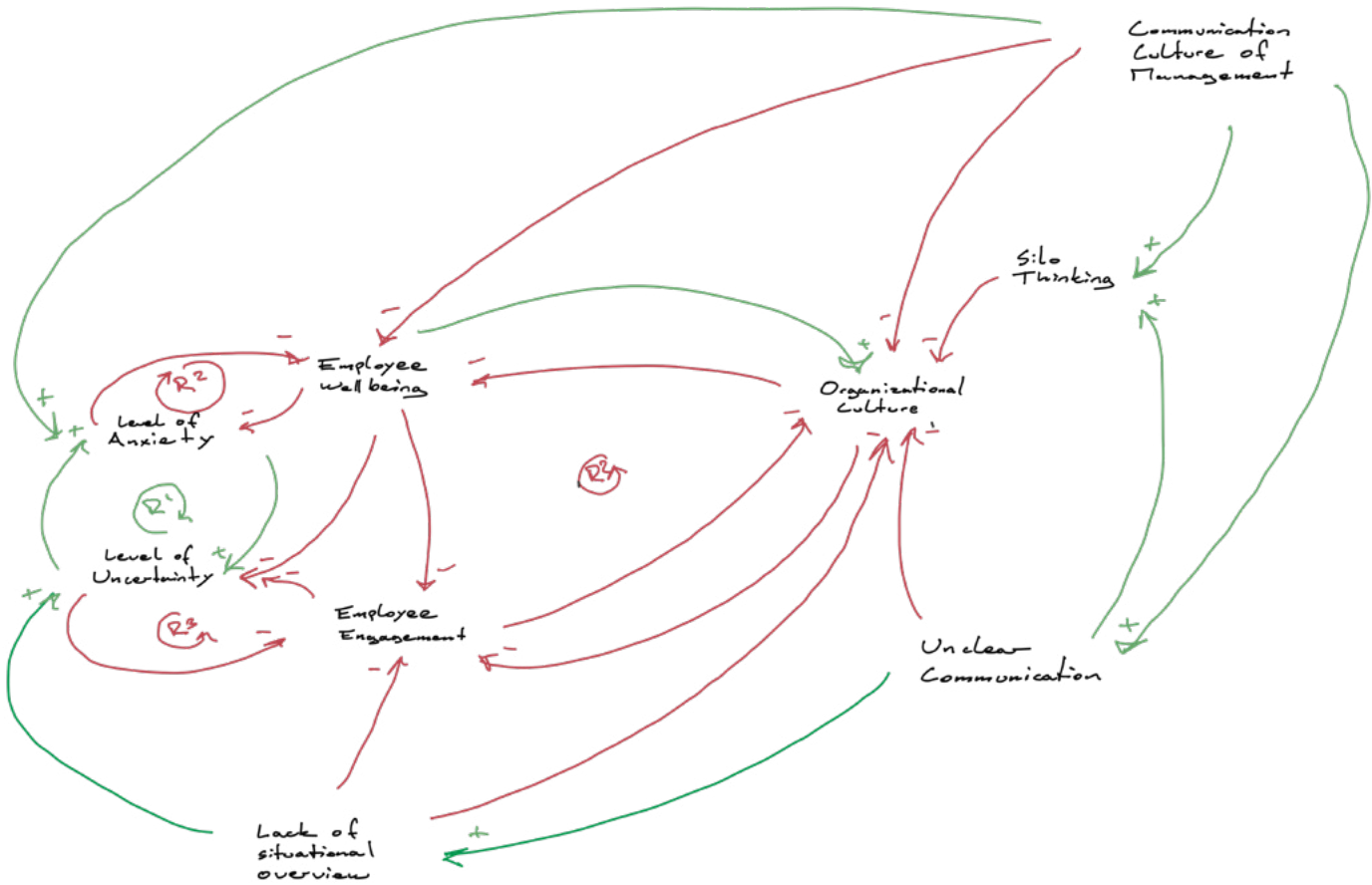


Figure 8: First Draft of a Causal Loop Diagram (Prantl, 2025)



VII. Appendix

| Findings   | Quotes   |
|--|--|
| Leading employees through the change is not a priority of leadership                 | P1: "And this change, and maybe that's why there is this group of change management because we are not strong in it."<br>P1: "So, step by step, lead your people there, get these insecurities out, talk to them about it. And we don't fix it. Because these are the killers."<br>P1: "We had a self-programmed project earlier and then went to Microsoft, took over one of them, adapted to us. And that was the really really bad. So from that point of view, yes, we have done it before, yes, we have not done it well."  |
| Internal Communication is focused on processes not people                            | P1: "And there was already a post where the project was presented. And this is as always the starting point. Then everyone goes into the deep dive, which is important for their area. And we are bad at communicating."<br>P1: "What we had before, the vision of a leading department store, now we're talking about sales, growth and value."<br>P1: "Efficiency, digitalization, that's it, but those are all bad words."<br>P1: "To date, there are gaps in know-how."  |
| Leadership is not actively interested in following up on issues from employees       | P1: "And they say because there's no one reporting anymore."<br>P1: "Why isn't it fixed? Nobody cares."<br>P1: "Sometimes the higher ups say it's all good."<br>P1: "And then, sometimes I have the feeling that it's the same people who say to the one below, so, that's great now, but you can't fool them, you have to talk to them differently."  |
| Depending on their Unit Stakeholders are affected by the change differently          | P1: "There are also things that were never improved on; it's like this, they reported, reported, reported, reported and then nothing happened and they got tired. And then they stopped reporting."  |
| There is a sense of anxiety regarding job safety                                     | P1: "Because Merchandise Planning may be even more afraid."<br>P1: "No they do know what it means... Job termination."   |
| Employees are struggling to adapt to new realities                                   | P1: "But the thing is that the ones that used to report the issues have resigned."<br>P1: "It's new, I can't do it like you've been doing for 20 years."<br>P1: "I think we still have people who are struggling with the change in mind, with AI, with what's new."   |
| The topic of cost cutting is affecting the culture                                   | P3: "So they could get a lot more value out of the change management team."<br>P3: "And here, too, the management's clear objective is that we have to cut costs. But the fact is, we're not going to save that many costs in the short term."   |
| Employees are unsure regarding their job security                                    | P4: "I have an employee who has set herself the goal of staying at M**** in her MAG, in her employee appraisal preparations."<br>P4: "I can already sense a great deal of uncertainty in the operational teams"  |
| There is a sense of uncertainty affecting the employees                              | P4: "And of course that's where it comes to bear. They know that such a system is coming. They don't know how much impact they are."<br>P4: "In this case, we are well positioned, but we are not yet at the point where we have communicated this, where we have not yet assigned it to the people."  |
| Specifically stakeholders in operational roles are affected by uncertainty           | P4: "And then you can see that, we will have to look at how the change, i.e. the organizational change, looks, because the new tools also bring certain opportunities to bundle competencies."<br>P4: "So I would say that it's not so much a free capacity that will then be used in a completely different way, but rather a free capacity or an opportunity for us to increase the quality within this area."   |
| The organizational environment is not suited to give feedback to higher ups          | P3: "I've now made another attempt at this and it's being blocked very quickly."<br>P3: "And there is also the issue of psychological safety, which I mentioned last time."<br>P3: "And I notice that many people are hesitant to bring anything to the table at all."<br>P3: "Who is allowed to be present in a meeting and who is allowed to say what?"  |
| Many employees are juggling line and project work simultaneously                     | P2: "He's not actually in contact with people on a daily basis, that's back to the project organization and line organization."<br>P2: "It's easier to talk about it and say that you also have the problem."  |
| Psychological safety of employees is impaired. Effecting internal collaboration.     | P2: "I say, I kind of understand that, but I don't think people are used to it. It's not demanded."<br>P2: "My key messages don't get to the top properly."  |
| Current situation is not clearly communicated to employees                           | P3: "But I think it's really quite extreme here with this, with this fear almost, of doing something, and maybe that's a change resistance to a certain extent, wanting to change something, and we do that and we're not interested in anything else. What do we have to do to make it the process really good?"<br>P4: "In other words, until then we simply work with the same people, more efficiently thanks to the machine, the same activities, but with more time and therefore more quality."<br>P4: "We are well positioned, but we are not yet at the point where we have communicated this,"<br>P4: "So I would say that it's not so much a free capacity that will then be used in a completely different way, but rather a free capacity or an opportunity for us to increase the quality within this area."<br>P4: "And of course that's where it comes to bear. They know that such a system is coming. They don't know how much impact they are." |
| Benefit of the improved future is not communicated clearly                           | P3: "So you can do a lot more afterwards and potentially do more exciting things than you do today, because you can automate certain things or do them with the tool. And this communication is perhaps not being received."   |
| Organizational culture is not used to work with external service providers.          | P2: "I post everywhere every week, but I don't think anyone here reads them."<br>P2: "Minimum Variable Product and they want the manual to be very, very price-oriented."<br>P2: "That's also for me, the organization is not so used to what a software as a service means."  |
| There is a "Them and Us" mindset between the project collaborators                   | P2: "I don't think that remote working has led to anything bad. I think it's more the "Them and Us" thought that has a negative effect."<br>P2: "That was a huge challenge for us, because everyone and no one was responsible. They drive the safe and very scrum and we all have and that was a big problem."  |
| Flow of information is disrupted between stakeholders                                | P3: "It's kind of every man for himself and also this communication or information sharing."   |
| There is a Lack of collaboration between internal and external stakeholders          | P3: "And I don't really understand why this isn't being done."<br>P3: "In other words, they don't want to hear what's not going well or what we should or could do differently."<br>P3: "So I think it starts right at the top, that the ownership is somehow ... For me it's, that's why I coughed earlier when you said you were recording the session, for me it's really a leadership issue."<br>P3: "So it's relatively difficult for me at the moment, A, to know what's going on and B, to get involved accordingly."   |
| There is no relatable organizational vision for employees to identify with           | P1: "Yes, they are all buzzwords, where you no longer know what it means."<br>P1: "What we had before, the vision of a leading department store, now we're talking about sales, growth and value."   |
| It is expected that employees have to search for information themselves              | P2: "It is the responsibility to go and get information oneself, which is sometimes not practiced so well."  |
| The organization is currently divided into silos.                                    | P3: "It's kind of every man for himself and also this communication or information sharing."   |
| Issues are often only discussed but not addressed                                    | P2: "But the organization talks, doesn't like to formalize it, doesn't like to record it, so to speak. I think it's laziness."<br>P2: "It's easier to talk about it and say that you also have the problem."<br>P2: "I say, I kind of understand that, but I don't think people are used to it."<br>P2: "It's not demanded."   |
| Communication is top down  | P1: "Communication is only top-down."<br>P1: "And there was already a post where the project was presented. And this is as always the starting point. Then everyone goes into the deep dive, which is important for their area. And we are bad at communicating."  |
| Communication issues lead to miscommunication  | P3: "And there are a few blockers in the sense of who is allowed to talk directly to whom. And you naturally lose a lot of information as a result."   |
| Strong hierarchical structure does not allow for bi directional communication flow   | P3: "In other words, they don't want to hear what's not going well or what we should or could do differently."<br>P3: "But I think it's really quite extreme here with this, with this fear almost, of doing something, and maybe that's a change resistance to a certain extent, wanting to change something, and we do that and we're not interested in anything else. What do we have to do to make it the process really good?"  |
| Language barriers negatively effect internal collaboration.                          | P2: "German, French and then sometimes English are spoken, but doing projects in English is less familiar."<br>P2: "You will also learn the challenge in the organization, they are not at all used to doing projects in English."   |
| Management want to improve the quality of the outputs through bundling competencies. | P4: "We can bundle that very strongly and create a team that actually only takes care of that."<br>P4: "And then you can see that, we will have to look at how the change, i.e. the organizational change, looks, because the new tools also bring certain opportunities to bundle competencies."  |

Figure 9: Overview Interview Findings (Prantl, 2025)

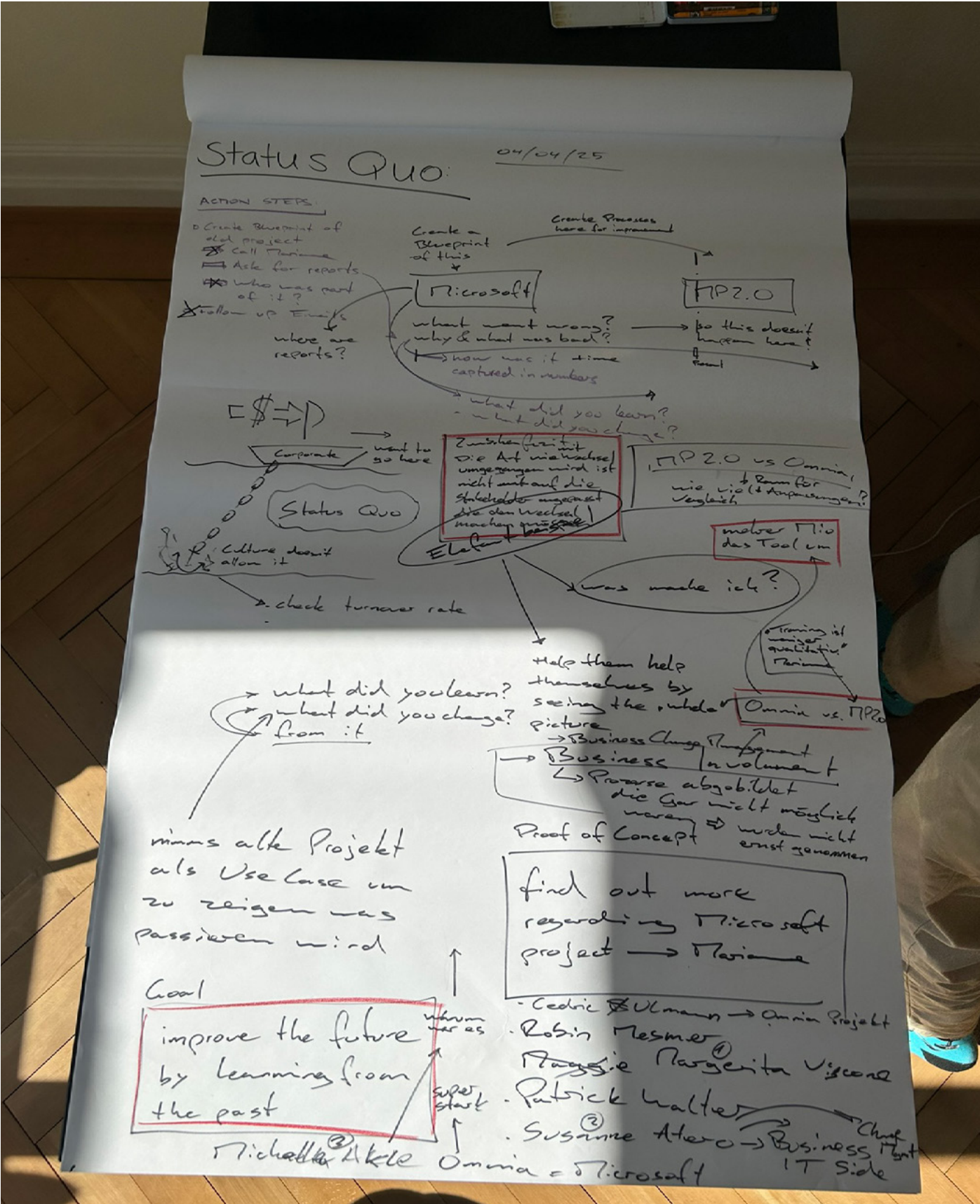


Figure 10: Workshop Artifact from the 04.04.25 (Prantl, 2025)



VII. Appendix

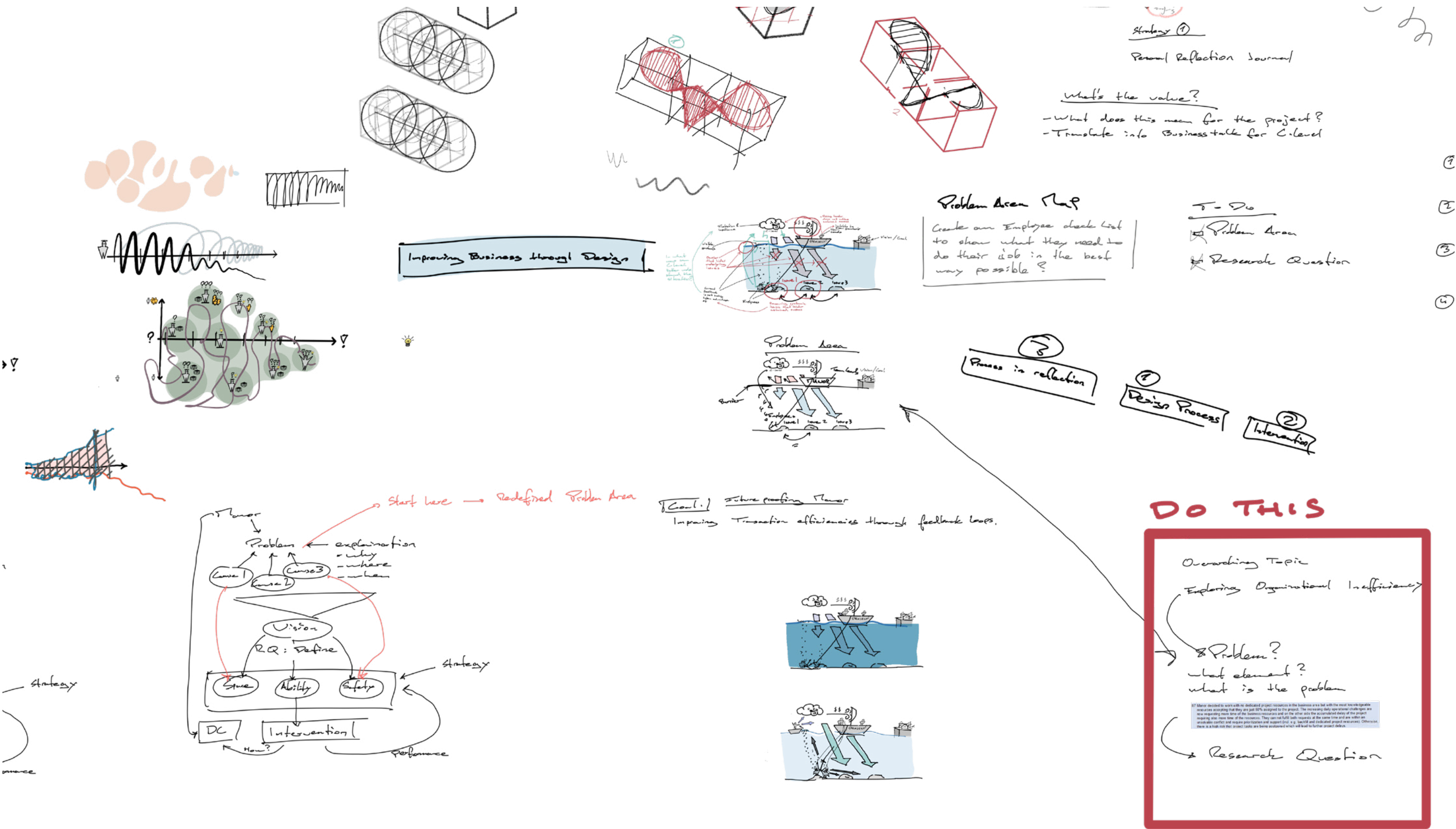


Figure 11: Excerpt from my Process (Prantl, 2025)



VII. Appendix

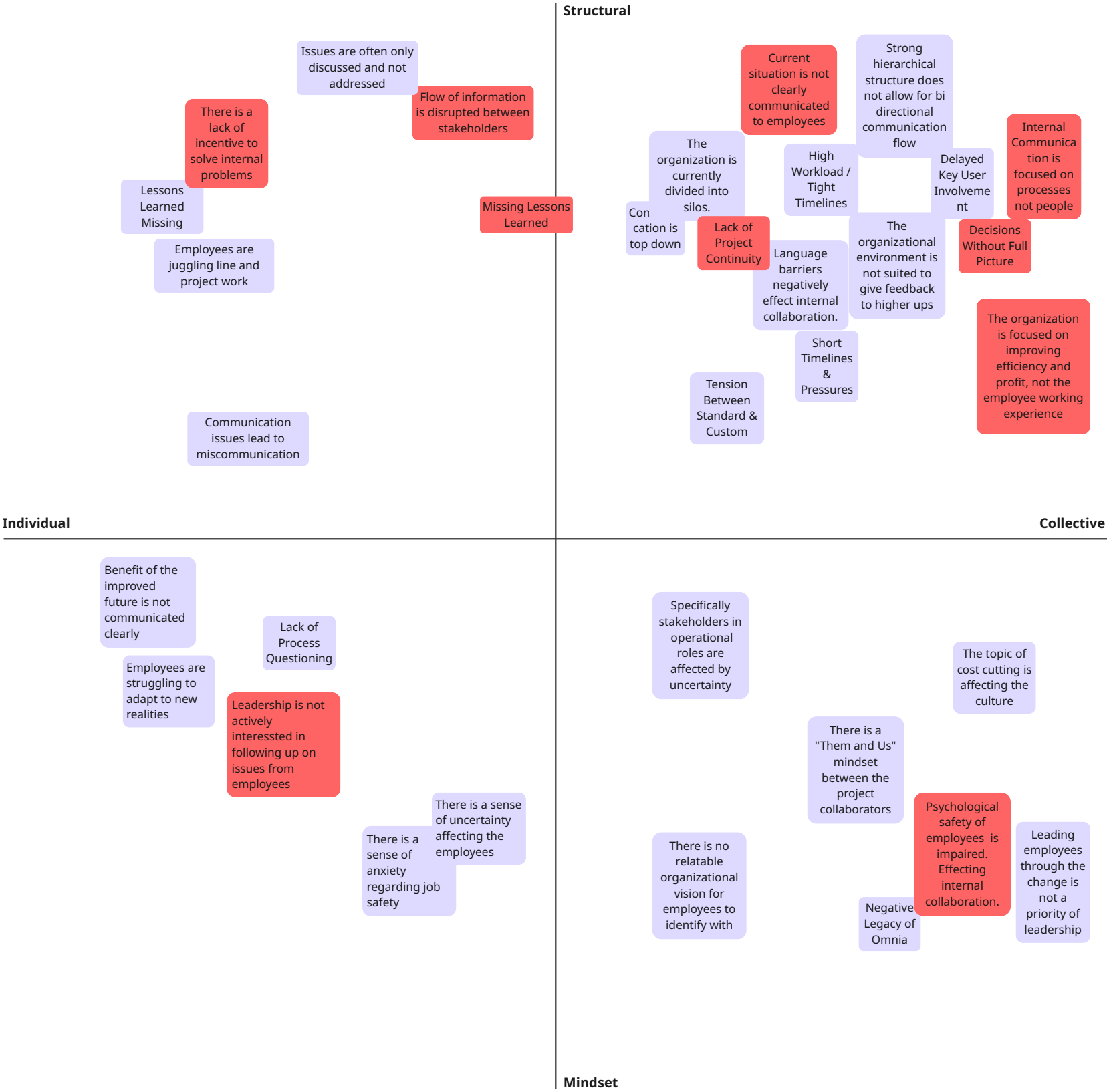


Figure 12: Map of Interview Findings (Prantl, 2025)

## VIII. AI Declaration

In this project, these specific AI tools were used to enhance the document quality:

- DeepL: Used exclusively for accurate text translations of the interview transcripts, maintaining the integrity of the original content.
- ChatGPT: Assisted in refining the structure and clarity of the document, ensuring alignment with assignment requirements. Efforts included reformatting into five-sentence paragraphs, eliminating contractions, and reframing the research question to meet academic standards.
- NotebookLM: Helped though structuring sources and making them interactive to make better use findings into the design process.
- MacWhisper: was used to transcribe the interviews.

These tools collectively contributed to ensuring the project met all academic and linguistic criteria.

## IX. Affidavit

I, Felix Prantl, hereby certify that the attached Graduation Project **“Reflection for Connection: Navigating Organizational Change”**, consisting of approx. 5998 words as defined in the DMI Graduation Project Guidelines, is entirely my own and that I have indicated all sources (printed, electronic, personal, AI, etc.) that have been consulted. Any sections quoted from these sources are clearly declared indicated and the sources are explicitly given. I further declare that I have included acknowledgement of the name of any person consulted in the composition of the final Bachelor’s Thesis. Unless explicitly stated, no parts of this work have been published before submission.

Lucerne, 23.05.2025

