

Concept map of Senge's Five Disciplines

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"The five disciplines represent approaches (theories and methods) for developing three core learning capabilities" as symbolized by the three-legged stool (Senge, 2006). It occurred to me that the stool could be replaced by a concept map to more clearly show the relationships between the five disciplines, the three learning capabilities, and team learning – itself a discipline. I added very short explanations of the five disciplines and one capability for further clarification.

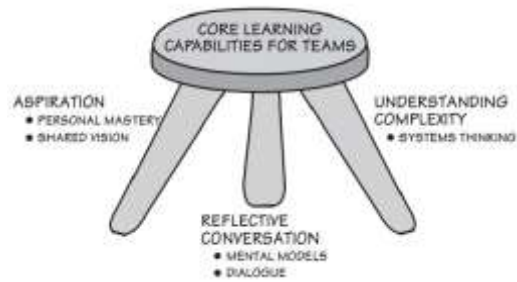


Fig. 1: Three-legged stool, used by Senge to symbolically represent the "core learning capabilities of teams". From "Introduction the Revised Edition" in: *The Fifth Discipline: The Art and Practice of the Learning Organization*, Senge 2006.

Systems thinking

Novak, 2009, p. 257: "Ways of thinking that help people see the whole pattern of factors (i.e. the component factors and their interactions) involved in any given problem domain." One of the main aims of this discipline is to avoid the management trap of seeking technical solutions, where systemic problems are to be dealt with (W.E. Deming in Senge, 2006, p. xiv).

Personal mastery

"Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively" (Senge 1990: 7). It is "the learning organization's spiritual foundation," which is aimed at maintaining a high level of personal commitment.

Mental models

"Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action" (Senge, 1990: 8). The discipline involves "learning to unearth our internal pictures of the world, and holding them to scrutiny in "learningful" conversations.

Shared vision

"A discipline for translating individual vision into shared vision - not a "cookbook" but a set of principles and guiding practices" (Senge, 2006: 9).

"It involves the skills of unearthing "pictures of the future" that foster genuine commitment and enrollment rather than compliance" (ibid.).

Team learning

Company "adaptation and growth depends on "institutional learning, which is the process whereby management teams change their shared mental models of the company, their markets and their competitors" (Arie de Geus, 1988).

Reflective conversation

Genuine, open dialogue, as opposed to discussion (with connotations of percussion and concussion). Also involves learning how to recognize patterns of interaction (defensiveness) in teams that undermine learning.

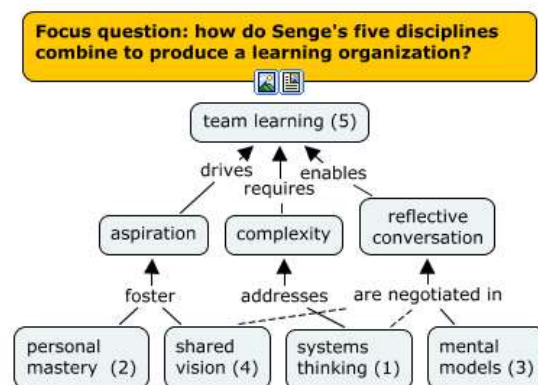


Fig. 2: the dynamic version of this concept map can be obtained from one of IHMC's [public cmap servers](#). © CSL4D.