

**MINUTES OF THE ANNUAL GENERAL MEETING
15th December 2003,
Cityside Training Centre, London**

1. Present: Ray Mahoney (Chair, IFAL-UK); Roger Reissner (Treasurer); Theresa Barnett (Executive member); Jane Watts (Corporate member); Moira MCLaughlin (Executive Member), Sean Cunningham (Corporate Member); Geoff Allan (IFAL-UK) Stephan Schütze (Executive member); Robin Burgess (IFAL-UK)

In attendance: Pam Wright, IFAL Administrator

2. Apologies: Liz Beaty, Liz Wilson, Terry Tucker, Krystyna Weinstein

3. Minutes of last AGM (November 2002) and matters arising

The minutes were proposed as correct by Alan W-P and seconded by TB.

3.1 Matters arising

The action learning prize for the action learning MBA would be discussed at the next Executive meeting.

4. Treasurer's Report

The Treasurer presented the annual figures and commented that income was down £330 to £7,429 but that expenditure was also down by £3,113) to £6,562 – mainly due to the distribution of the newsletter by electronic means and reduced costs of running events). Promotional expenses, stationery, postage and website costs are down by £670.

The current Bank position in the most recent statement is about £3000 with reserves

of about £3500.

5. Membership Report

Pam Wright presented the membership report and commented that paid up members for the year of 97 individual was considerably down on the previous year and she was taking urgent steps following the AGM and conference to pursue outstanding subscriptions.

6. Executive Report

Ray Mahoney presented the Chair's Executive report and briefly commented that the use of Yahoo for Executive meetings had met with mixed success but would be pursued more vigorously as it enabled overseas members to be part of the Executive which would otherwise not be possible.

He added that guest editors for the newsletter would be welcomed.

7. Administration Report

This was presented by Pam Wright who reported that there had been some further frustrations with the website development due to a change of ownership of the web hosts and the departure of the technician who was her main contact. She stated that it was her main objective for 2004 to make some positive progress on the web.

8. Election of Executive Members

Standing down from the Executive but available for re-election were:

Stephan Schütze: nominated by TB and

seconded by RM

Moira McLaughlin: nominated by GA and seconded by AW-P

Roger Reissner: nominated by TB and seconded by McM

Replacing Craig Johnson who had stood down during the year, Sean Cunningham was proposed by TB and seconded by McM

9. Training of Facilitators

The leaflet produced by the TLA was circulated and discussed at some length. AW-P asked how *much* experience was needed to be proven before people could be accepted on the course. It was felt that so long as applicants had *some* experience the course itself was of sufficient depth and length of time as to provide the necessary detail. Also, accreditation at the end of the course was not automatic and completion of all the

elements was necessary to gain the certificate.

Those present at the AGM representing a quorum of members gave their consent to IFAL-UK's name being on the course literature, given that IFAL was not in fact accrediting those who had completed the course itself only the content.

10. Future Conferences

Possible future dates and venues would be put to members during the course of the year.

11. Any Other Business

It was advised that the librarian had stood down from the post and that a replacement was sought. Geoff Allan volunteered for this post.

The meeting was formally closed at 12.10

EXECUTIVE MEMBERS 2003/4

Raymond Mahoney (*Chair*)

Roger Reissner (*Treasurer*)

Stephan Schütze

Moira McLaughlin

Steven Moss

Theresa Barnett

Harley Frank

Sean Cunningham

Alan Wenham-Prosser

**TREASURER'S REPORT
FOR THE YEAR ENDED 31ST
JULY 2003**

This year there is a small but welcome surplus, largely due to those members who signed up for Gift Aid. In this current year, income from this source will be smaller since it is only for one year.

Expenses have been contained with the help of the Internet but reduced income from corporate memberships has been the main reason for the drop in subscription income.

R Reissner, Treasurer

**MEMBERSHIP ADMINISTRATOR'S
REPORT FOR THE YEAR
2002/03**

At the end of the membership year in July we had 130 individual members plus 16 corporate members representing about 100 further members. This total of 230 is an increase on last year, although paid-up members were disappointingly less at 97. Details are as follows with the figures for the previous year in brackets:

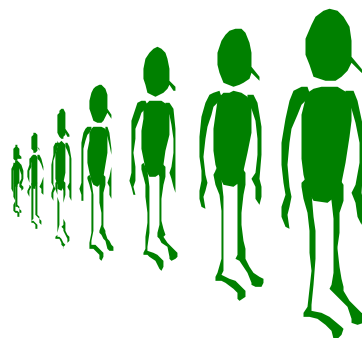
	(01-02)	02- 03
Individual members (126) paid up)	130	- (97)
New:	6	4
Corporate members		
Current:	15	16
New:	2	1

There are a worrying number of people who have still not paid their membership subscriptions despite several reminders and I will be looking at this problem again immediately after the Conference in December. I anticipated more new members joining with the development of the web site and so far this has not proved to be the case. I am working on ensuring that search engines find IFAL's web site and improving links which will also be beneficial in this regard.

It is essential to future work on the website and for the running of the conferences that income remains steady or better still increases. If you have not paid dues for 2002/3 or are unsure of the position please contact me now for a reminder invoice and clarification.

Gift Aid forms continue to be sent out to those UK members who have not yet completed. This is a simple way tax-payers can help IFAL with no additional cost to themselves. Please complete a declaration if you have not already done so.

**Pam Wright
Membership Administrator**



REPORT OF THE CHAIR, IFAL-UK

Another year in the life of IFAL has seen the membership of IFAL-UK remain at the same level. The income from membership is at present all that funds our activities and the continued employment of our administrator. Maintaining the network of practitioners and enthusiasts has been the focus of the executive, along with planning the international conference that follows this AGM. The venue this year of London is an attempt to make the event more accessible, having had similar small numbers attending in Salford, Bradford and Sweden last year. The AGM as usual is free to members and the cost of the conference is set to break even and a small profit if more than 50 attend.

It was sad to mark the passing of Reg Revans this year, but a tribute to him that action learning is still high on the agenda in the areas of manager and organisation development. He has left the world a great legacy, although he would have said all of this was in the Bible or the Koran, it only had to be discovered by us all.

EXECUTIVE MEETINGS

There were five meetings, two via Yahoo conference and three face to face. The Yahoo meetings have continued to prove difficult, but this is purely a technical issue of getting all of us with same Yahoo edition. We will continue with this for the next year.

I would like to thank all colleagues on the executive for their voluntary contributions over the past year, which means we can still function as an organisation. I would also like mention the outstanding contribution Pam Wright has made as our administrator, Newsletter designer, Website developer, far and above what we pay her for.

Along with the University at Lancaster, who continue to be very generous in providing a base for us, we have improved Pam's situation at no cost to our organisation. We are always trying to improve the service to you whilst being mindful of costs.

I would remind you as members that minutes the last executive meetings can be found on the website.

WEBSITE

We have changed our website host and Pam has undergone some training to give us more control over the site. This has proved to be difficult but we are now coming out of the tunnel and will see further improvements this year. We are at present trying to establish links to other sites and better positioning of our site when people are searching for action learning, if any members can help with this please contact Pam.

We are now investigating how we can put a register of action learning consultants on the site, with their details.

NEWSLETTER

The fact that the newsletter is now available via the website means a saving on costs to us. However we still print some hard copies for those who need them and for marketing purposes. Pam does all the hard work putting the editions together and keeping us on track for when they need producing. We are more flexible as to the number of editions that can be delivered, but as ever it is the articles contributed that takes the time to gather. So please if you have anything to say, report, question about action learning or related topics send it in to Pam.

I would also like to extend the opportunity for guest editors to take charge of an issue, so please contact me if you would like to have a go.

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DEVELOPMENTS

The executive has had close contact with Albert Barker and his work in Romania and received a request from the University for copies of Reg Revans' papers in our library. We are exploring ways of funding this at no cost to IFAL UK. We hope this will encourage them to be part of the IFAL network.

I have links with people in Uganda who are interested in the use of action learning and will be exploring this with them over the next few months.

TRAINING OF FACILITATORS

This has been a topic of discussion as long as I have been a member of IFAL. Well, Peter Smith, a UK member has approached us in his consultancy capacity to approve his training programmes. He originally wanted IFAL UK to certificate all participants on the completion of training. The executive debated this and agreed we do not have the infrastructure to do this. We have however agreed to give our stamp of approval on the course content, for a negotiated fee to IFAL-UK when courses are run. This would be available to other members who wish to submit training programmes to the executive. Peters' programme will be available at the conference.

The current executive members are willing to serve for another year, but would welcome anyone wishing to stand for election. So please do contact Pam if you want to get involved.

**Ray Mahoney,
Chair IFAL-UK**



The next Newsletter will be published in May

**Please send contributions directly to Lancaster (preferably on e-mail) to:
*p.wright@lancaster.ac.uk***

**Pam Wright, IFAL Administrator
Dept of Management Learning
Management School
Lancaster University
Lancaster LA1 4YT**

DATE FOR COPY 11th April

IFAL ADMINISTRATION REPORT AUGUST 2002—JULY 2003

IFAL is an independent organisation with registered Charity status, the administration being undertaken by me on a part-time basis based at Lancaster University's Department of Management Learning.

I was privileged to represent IFAL at the memorial service for Reg Revans, the founder of action learning who died earlier this year. The service was held at the Lowry Centre in May and was followed by an evening meal attended by many of Reg's family and friends. Whilst a sad occasion it was mainly a celebration of a remarkable man whose legacy lives on in IFAL.

There continues to be some frustration on the work on the web page, not helped by the change of ownership of the service providers and a change to the technical staff. However, things are moving forward and it will be my main objective for 2004 to progress this in a positive manner. It is the main means of disseminating the Newsletter and it is important, therefore, that members keep me informed of changes to email addresses.

The membership list is still not available on the web but can be sent in .pdf form to any members requesting a copy by emailing me on p.wright@lancaster.ac.uk.

As I write this I am looking forward to meeting you all at the December Conference to be held in London later this month.

Pam Wright
IFAL Administrator
December 2003



TIM VIDAL-HALL

I am very sad to report the death of a long serving member, Tim Vidal-Hall.

Tim served IFAL for many years on the executive board, among his achievements were a database for membership and some ground breaking work around facilitation skills.

He was always ready to ask appropriate questions and though he and I did not always share the same viewpoint, our debates left me with a greater understanding of what we were both trying to achieve.

I believe Tim had action learning in his heart and his soul and I am thankful to have the privilege of working with him and knowing him.

Ray Mahoney, Chair IFAL UK

I met Tim some years ago when Jean Lawrence co-opted me on to the Executive. Not being an Action Learning professional, I had little technical interface with Tim. However, I found him always polite, firm about his principles and someone you could really rely on. I was disappointed when he left the Executive and shocked to hear of his death.

Roger Reissner

I was fortunate to work with Tim at The Industrial Society in the 1970s. I was then a member of the Overseas Department and Tim joined the Society as a new adviser in the Industrial Relations department. He soon became Head of Industrial Relations - working with managers and trade unionists to improve working practices and relationships at work. He certainly increased the society's credibility in this area as he was very sound on industrial relations practices.

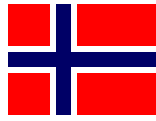
He left The Industrial Society around 1974 and I next met him working in Dacca, Bangladesh, where he was working for one of the international agencies. We worked together again with IFAL. during the 90's when he did a wonderful job sorting out membership matters. He never lost sight of the vision of the Industrial Society, which was to make the best possible use of people's abilities at work and to enthuse and encourage them to give of their best.

Clive Peacock

**IFAL Conference
15-17th December 2003
Cityside Training Centre, London**

Pluses and minuses from the Conference

Pluses	Minuses
	Not enough people from host country
Application-wide	Mix of participants (not enough non-action learning people)
Choice of days to attend	Electronic media
Action learning sets	Personal invites needed for some for funding to be approved
Mixed programme	No introduction to action learning in programme
Arts in action learning	No introduction day for beginners
Same hotel (for some)	Theory
Outside influence	Introduction to conference too long
Theory/practice	Voice volume
More people from home country (cf Canada Conference)	Different hotels (for some)
Conference cost	Group numbers balance/management
	Clarity of purpose/flexibility (of groups)
	Initial unification
	No daily resumé



Alan Wenham-Prosser introduces the conference

Theresa Barnett explains the Arts & Learning workshop



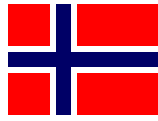
Jan Van Bommel gives his group's views



Guest Speaker David Botham gives an overview of action learning



All photographs by Pam Wright



Flip charts and wall space were put to good use!!



There was even time for relaxation, singing and dancing!



All photos by Pam Wright

Action Learning leads to the bottom line - a case study

It's pretty safe to assume that any strategist would be more than happy with a 400% return on investment within twelve months.

To visualise how that might occur, imagine an organisation that determines to become a learning organisation and to identify and develop future leaders from within. It produces a Human Resource strategy to enable the achievement of these key goals. The strategy has to align to the current corporate strategy which has inevitably a continuing set of themes - to achieve current corporate objectives, maintain competitive advantage, add value, and provide tangible business benefits in what is a fiercely competitive market sector.

A budget of £70,000 is set aside for one key element of the strategy in year one. A team of consultants is employed who work over this one year period. Its remit is to manage the development of leadership competencies within a pilot group of 35 employees and to evaluate the results.

The consultants work over a year period and report back. The report indicates that, over this period, 30 participants have developed core leadership competencies which have been seen in action, some of these people have also been promoted and all have achieved a management qualification. The key business performance targets of these people have been achieved and, in many cases, exceeded. Audited financial performance reports have proved that change initiatives implemented by these participants for business improvements in their own working areas have already produced cost savings and revenue enhancements to the tune of £276,000 and are projected to achieve total

benefits of £2,810,000 within two years. A healthy and encouraging pay back in anyone's book both for the organisation and its people.

This organisation decides to continue with the strategy but employ a different set of consultants in year two. The second set of consultants also report back very positively. As in year one, the development of people has been clearly demonstrated and appraised, again participants have achieved a management qualification, and the consultants not only claim to have exceeded the operational improvements of year one but project that a further £1 million pounds will be realised in business benefits within a further 18 months.

This strategy is obviously working and so, in the following four years up to the present time, a different set of consultants is employed year on year, and similar tangible benefits continue to emerge.

So what is the secret behind this success? Why were the consultants changed year on year? Simply that the 'consultants employed' were the participants on each programme, the targets of development, and to date these individuals have contributed to bottom line improvements to the tune of over £4.5 million.

This case study is real and is based on Britvic Soft Drinks Ltd, a subsidiary of Bass plc. Essentially it is demonstrating the influence and impact of an Action Learning approach to organisational and people development.

THE CONCEPT OF ACTION LEARNING

For the uninitiated, an explanation of action

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learning is offered. Firstly, the underlying principles governing the concept are, that individuals should take responsibility for their own learning; and that the learning should involve not just analysing a situation or making recommendations about it, but taking some form of action based on good practice.

In a conceptual sense it is a social managerial process whereby small groups (called sets) of people meet and learn with and through each other with the support of an experienced facilitator. The purpose of which is to identify and address business issues and personal development challenges, turn these into projects which are fully undertaken and evaluated. The learning evolves from involving work teams and managers of the participants in projects, and by the 'set' members challenging and supporting each other throughout the process.

An action learning programme does not exclude the provision of formal training however it can enable a far more rigorous testing of the knowledge and skill acquired. It can also demonstrate the application and its value towards organisational development and self development objectives. The model of Action Learning used within the real case study did provide skills development workshops and theoretical workbook materials to allow participants to manage their own learning objectives.

Actually what is involved is far more fundamen-

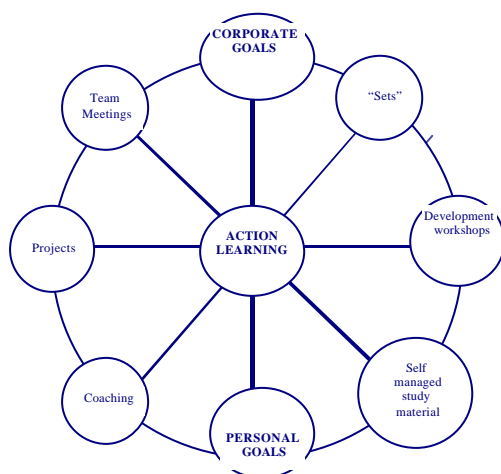
tal and experiential as action learning means:

- addressing real problems and situations in one's own business area
- involving the work team and manager in the process of learning
- knowing what skills to employ
- learning with others by questioning and challenging
- persuading and influencing in putting a case forward for change
- providing a visible and tangible contribution within whole process
- being decisive

ACTION LEARNING IN PRACTICE

In reality there are always frustrations and constraints to manage but that is key to learning - dealing with reality. Positive skills and attributes are demanded and examples of these were identified as essential by the actual participants within the case study to manage themselves and others, and the situations in which they found themselves, both in their action learning sets and within their work environment:

- plan well and monitor effectively
- have a positive and focused attitude
- display confidence
- be persistent
- deal with poor performance
- deal with low morale and motivation
- cope with diversity, uncertainty, ambiguity and conflict
- confront constructively all levels of management
- manage stress
- track achievements positively and give praise
- listen
- make the right (sometimes hard) decisions
- display empathy not sentimentality
- abide by the standards you set
-



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- appraise performance objectively and specifically
- network
- negotiate and be flexible

Not a bad set of hard and soft competences in their own right!

The participants proved, by their own commitment and determination, they were able to take ownership of their learning. Two of their greatest challenges were in having to change their own behaviour, and the level of commercial awareness their learning demanded. These were people who came from all areas of the business and not one person was above the level of a team leader, and many had not yet achieved that status when they took up the challenge and embarked upon this programme. Traditionally, action learning has been pitched at higher levels of management, or within graduate training programmes, where authority is firmly established and the intellectual ability to apply theory into practice is assumed. Two assumptions that are not always proved to be valid!

IMPLEMENTING ACTION LEARNING

An action learning approach can be a high risk strategy and is not for the faint hearted, either organisationally or individually, although the potential benefits and rewards have already been made obvious earlier within the case study. The reality is that not every individual who starts will see it through and this can be for a variety of reasons. Before embarking on an action learning strategy some risk analysis should be undertaken. This will not eradicate risk but it will provide some measure of the level of risk involved. Important questions need to be asked, and answered honestly.

Sponsorship

People cannot produce results unless they are given opportunity. People cannot exploit an opportunity without support, authority and resources

- will the strategy be seen to be sponsored at the highest level?
- will people be given the opportunities to work with reality?
- what level of autonomy will people be given in terms of choice and direction of their own learning?
- will line managers see this as threatening?
- do our sponsors need support too?

Culture

People will only develop within a culture that allows them the freedom to experiment

- is our culture risk averse?
- do we have a blame culture?
- does good and bad news travel well up and down and around the organisation?
- does knowledge mean power and is it owned by just a few?
- how effective is current team working?
- will people, not chosen to be involved, be jealous?
- is learning really valued, or is training seen as the panacea to skill development?
- do we like to be taught or do we like to learn?
- how acceptable to the culture is 360 deg. appraisal?
- what mix of learning styles are most apparent in the organisation?
- what essential corporate systems and processes must be applied to the process?
- will our professional facilitators respect our culture?

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Setting objectives

Objectives need to be realistic, achievable and mutually agreed and understood with all stakeholders

- is a quantitative return on investment expected?
- what should we have to justify and/or prove?
- is the programme meant to enable a form of cultural shift in managerial behaviour?
- does our current competency framework mirror the shift we need to make?
- does our competency framework support an action learning philosophy?
- should the programme have an formal educational route leading to a qualification?
- what knowledge and skills are seen as essential to hold and to share?
- are we pitching the programme at the right level?
- do we need to undertake a training needs analysis?
- what criteria for recruitment onto the programme should we employ?
- how should we align the programme to succession planning and career development?
- how should we prepare for the next generation of 'learners'?
- how should we plan to involve each generation of 'learners' in future programmes?
- what attrition rate will be acceptable?

Implementation

I kept six honest working men, they taught me all I know, their names were what and why and when, and how and where and who
Rudyard Kipling

- what time frame are we working within?
- what schedule of events do we need to plan for?

- how well do we organise ourselves usually?
- what contingency plans require to be in place?
- what did we learn from our last training and development initiative?
- what should we repeat?
- what should we avoid?
- what do we need to incorporate?
- does our budget match the resources we need to employ?

EVALUATING ACTION LEARNING

For real transformation to occur, evaluation has to be seen as joint responsibility between people. Evaluation, with variable validity, could occur at six levels.

Using an analogue of an elevator, the higher the number pressed as an evaluation target, the higher the learning achievement to reach! It is considered that even in the last decade where more and more organisations have promoted themselves as a learning organisation less than 5% have pushed the elevator buttons for level 6.

Level 1- immediate reaction to a training event requested from people by the organisation or provider called 'happy sheets'

Level 2 - pre- event survey determining development needs and, at some point a f t e r surveying whether needs were met, supposedly involving the line manager

Level 3 - at pre-defined points after the event, asking of people what and how t h e y have applied learning into their work

Level 4 - at pre-defined points after the event, survey on how this contributed to business goals in a tangible way

Level 5 - the participants record and report to interested parties on how they b e l i e v e they have learned/developed/learned and

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how/why they have achieved results
 Level 6 -everyone is learning by asking others, frequently, what they have learned, how developed and evaluated achievements. Any developmental programme, be it organisationally or personally based, cannot be effectively evaluated without clear objectives and measurements for success established at the outset. Why embark on any journey without a final destination in mind? In the case of learning organisations however this is a journey that can never end but a route map can be framed with constant discovery along the way. Essentially, discovery realised is evaluated against milestones set.

A learning organisation has to set itself the challenge of improving and innovating:

- continuing to do what it does well
- doing what it has always done better
- doing new things in the best way possible
- doing new things differently

Dependant on its culture, this will mean a mix of learning within prescribed parameters and learning by encouraging change within parameters. The outcomes of the case study

proved that if you allow people to be involved in setting objectives they are motivated to achieve them and, by also setting their own standards for success, they will invariably work to higher ones than those prescribed or imposed. Empowerment is a word that possibly springs to mind.

Jenny Jarvis and Associates (JJ&A) is a Training and Development Consultancy formed in 1989. The mission statement contains just three words - People, Performance, Potential. An underlying philosophy for JJ&A is 'acting in partnership' with clients to create a learning environment, to gain commitment at all levels of management, to help develop personal potential and to lead to excellence in organisational efficiency and effectiveness. JJ&A provides customised development programmes designed specifically to client needs including Team Effectiveness and Leadership, Communication, Personal Effectiveness, Managing Change, Strategy and Marketing. As an accredited centre, JJ&A also provide management qualifications. JJ&A is a specialist provider of Open Learning and Action Learning programmes. In partnership with Britvic Soft Drinks Ltd, it won a National Training Award for the programme discussed within this article.

25% Introductory Discount to Action Learning: Research and Practice

Taylor & Francis are pleased to offer members of the *International Foundation for Action Learning (IFAL)* a special introductory discount of 25% on a subscription to the new journal **Action Learning: Research and Practice**.

For ordering information please visit: <http://www.tandf.co.uk/journals/offer/calr.asp>

Special Rate on personal subscriptions **US\$51/£31** (Normal Rate US\$68/£42)

Action Learning: Research & Practice will publish articles which advance knowledge and assist the development of practice through the processes of action learning. Articles should aim to create empirically grounded theory, which widens understanding of action and learning in professional and organisational settings.

Action learning is grounded in the approach pioneered by Reg Revans which holds that there can be no learning without action and no knowing without the effort to practice and implement what is claimed as knowledge.

Because action learning promotes the creative integration of thinking & doing, theory & practice, academic & practitioner, contributors are asked to strive to hold these often diverse perspectives together.

An important question in assessing papers will be: "Is this likely to help people in the further development of their practice in working with people, organisations and communities?"

The editors welcome contributions to the journal please see instructions for authors for further details: <http://www.tandf.co.uk/journals/authors/calrauth.asp>

For further information on the journal please visit: <http://www.tandf.co.uk/journals/titles/14767333.html>

Notice Board

Is anyone interested in forming an action learning set?

Corinne Rosenberg would like to know if any of the independent consultants/practitioners who were at the annual conference in December would like to join her in forming a set.

If you are interested please contact Corinne direct on corinne_ivan@msn.com



See: www.networkpress.co.uk
For a specialist publisher/mail order service with a wonderful range of books on learning including emotional intelligence and multiple intelligence for teachers and others interested in the subject.

Any Answers

This week's questions include:

I am writing a training package on appraisals and I can not seem to find anything on when the first system was used and where.

Can anyone shed any light? Asks Jayne Williams.
<http://www.trainingzone.co.uk/item/121569/728>

Can anyone recommend a French management training organisation, preferably one that they have experience of using? Asks Joanne Dodge.
<http://www.trainingzone.co.uk/item/121563/728>

I am looking for a Leadership Styles Questionnaire that would take no more than 20 minutes to complete and 20 minutes to interpret, can anyone help? Asks Garth Wood.
<http://www.trainingzone.co.uk/item/121486/728>

Last week Mike Taylor, William Chadwick and Neil Wilkins were among those who shared their experience and insights through Any Answers. If you have a question, or can offer an answer, go to:
<http://www.trainingzone.co.uk/community/anyanswers/index.html>

SAM's Books

THE UK SPECIALIST FOR ARTS MANAGERS

Sams Books were represented at the Conference in December. They are the specialist book service for all those concerned with the meeting points of arts and culture/learning/management/education see website at: www.sam.arts.co.uk

Understanding Learning and Arts in Learning

Art Education and Human Development

By Howard Gardner

By The Getty Education Institute for the Arts 1989 ISBN 0 89236-179-4 £8 [£11.30 inc p&p]

For Life: A Vision for Learning in the 21st Century

Ed. Peter Maxted

Pub Campaign for Learning £9.95 1996 ISBN 0901469262

An interesting collection of essays written by key people in education and training. They cover a wide range from pre-school to octogenarians, individuals to organisations, with plenty of thought provoking material. Useful background for Lifelong Learning and related policies and debates.

From the Ivory Tower... to the Street: Putting learning theory into practice

Ed. Peter Maxted

Pub Campaign for Learning 1996 £9.95 1996 ISBN 1857410041

A real gem - it starts with all the most useful bits of learning theory introduced in clear language and well-presented on the page with good diagrams where needed. It goes on to cover the latest

ideas on learner centred approaches, active learners, work based learning, conditions for learning, whole brain learning, whole person learning - all these are explained as useful concepts for use in practice. A wonderful book —essential reading for anyone interested in how learning works, and/or involved in designing and promoting learning (with adults or young people).

Out of Our Minds - Learning to Be Creative

By Ken Robinson

Pub: Capstone 2001 £15.99 ISBN 1-84112-125-8

Review

Thoughts on Art Education

By Rudolf Arnheim

Pub The Getty Education Institute for the Arts 1989 ISBN 0-89236 163 8 3 £8 [£11.09 inc p&p]

Understanding Barriers to Learning: A guide to research and current thinking

By Peter Maxted

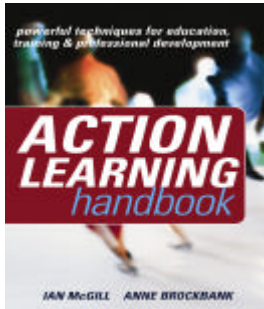
Pub Campaign for Learning 1999 £12.95 ISBN 1857410343

A well-structured and clearly written practitioner's guide to the findings of recent research on barriers that prevent people from learning. It identifies three categories of barrier - cultural, structural and personal, and covers both young people and adults, in formal education and a wide range of areas of learning. There is some very useful and stimulating material here, which should be of great use to those promoting and/or designing learning opportunities, or those simply interested in the current state of Britain in relation to the aim of becoming a Learning Society.

The Action Learning Handbook

Powerful Techniques for Education,
Professional Development and Training

By Ian McGill and Anne Brockbank



'No matter how familiar you are with action learning, this book will challenge your understanding and leave you feeling good about your need to learn even more.'

**- Professor Brendan McCormack,
University of Ulster**

Action learning is a continued process of learning and reflection with the support of a group of colleagues, working on real issues. The action learning method is increasingly used to bring innovation to many different fields of work. The principles of action learning can achieve improvement and transformation in a wide range of applications and disciplines, including professional training and educational contexts.

This book is a comprehensive guide to action learning which maintains an accessible, practical focus throughout. It is packed with useful resources, including case studies and ideas for workshop sessions.

Key topics covered include: action learning in professional and educational settings; setting up, facilitating and evaluating an action learning programme; the roles and skills required to practice successfully, its use in relation to the individual, the group and the organization; the role of reflection; and action learning theory.

Newcomers to the area of action learning will find this an essential introduction which can be put to use straight away, while more experienced practitioners seeking a deeper understanding will value the thorough analysis of action learning theory.

Contents: **Part 1: Starting Action Learning** 1. Introducing Action Learning 2. Types of Action Learning 3. Introductory Workshops 4. Starting a Set: The First and Second Meetings **Part 2: Understanding Action Learning** 5. Dialogue and Collaborative Learning 6. Action Learning as a Reflective Process 7. The Social Context of Action Learning **Part 3: Facilitating Action Learning** 8. Group Dynamics in Action Learning 9. Being a Presenter 10. Being a Set Member 11. Being a Facilitator 12. Development and Accreditation of Facilitators of Action Learning **Part 4: Evaluating Action Learning** 13. The Process Review 14. Evaluating Action Learning 15. Endings

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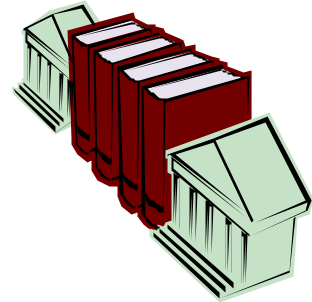
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The IFAL library is a unique collection of over 1000 articles and books on Action Learning. For minimal charge, the Lancaster office will supply hard copies of the complete list of items and a short list of particularly important practice-related publications (£5) and copies of articles (£1.25). We believe that this is a valuable resource for practitioners, researchers and others interested in Action Learning.



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THE INTERNATIONAL FOUNDATION FOR ACTION LEARNING

THE WORK OF THE CHARITY AND THE BENEFITS OF MEMBERSHIP

The International Foundation for Action Learning is a company limited by guarantee and a registered charity, set up to promote action learning. This is a process for improving management in which people learn together by direct involvement in the identification, analysis and treatment of their own real problems and opportunities. It is a form of learning by doing.

Action learning is used in many industries, businesses and services in this and other countries. Examples are:

1. managing director groups;
2. helping the unemployed to start their own business;
3. developing skilled managers as they take on new responsibilities;
4. improving productivity in retailing and manufacturing companies;
5. bringing about operational change in large organisations;
6. improving services in health and education.

Action learning has demonstrated that it can help individuals and organisations to adapt in a fast changing world

Since 1977 when it was set up ALT/IFAL has become well-known and respected as a source of information and support for those who practice or are interested in action learning. IFAL encourages the use of action learning by:

1. Information - On request, responding to requests and promoting discussion by phone or letter.

2. Library - IFAL has a substantial library (over 1000 items) of writings about action learning, many of which are not available elsewhere. Copies of items may usually be purchased for the cost of photocopying and distribution. Some of the most useful are unpublished discussion papers.

3. Newsletter - A regular newsletter provides the opportunity for members to share their ideas and experience, it is used to spread news and views about the process of action learning and its development. It includes book reviews and reports of conferences, and promotes discussion through correspondence and articles.

4. Meetings/Conferences/Workshops - IFAL arranges meetings around the country for the purposes of exchanging information and to highlight problems in the application and use of action learning. Conferences are held regularly and occasional regional meetings provide a local forum for debate and learning.

The design of these meetings is always participative following the principle of action learning that people learn best from people who are also learning.

5. Network of individuals and organisations - Through its international membership, IFAL constructs a network of people who can support one another in their diverse experiences of action learning throughout the world in private, public and voluntary sectors.

In summary: IFAL exists to identify and encourage a network of enthusiasts who will support and develop the work of action learning worldwide. It is an educational charity and in order to do its work properly it appeals for financial and practical support from those who believe in the value of action learning

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