

Visit to Reg

I recently had the pleasure, together with Clive Peacock a former IFAL Executive member of visiting Reg Revans. Reg now resides in a care home at Wem in Shropshire.

We found Reg watching the news with great interest. He seemed genuinely pleased to see us; he was alert and interested to hear news of Action Learning.

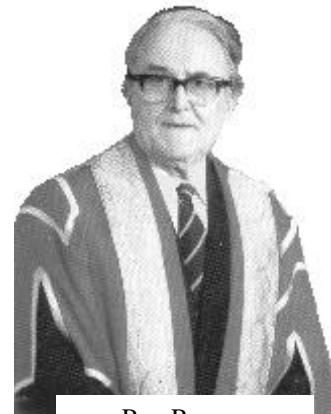
We had gone with the intention of just visiting with him; it had been too long for both of us since we had seen him. We intended to just listen to Reg and find out how he was doing. However as any of you who have had the pleasure of meeting him will know, he quickly got us talking and it was he who did the listening. We reminisced and talked in general about Action Learning and then he asked if we had any new questions. I asked him for his views about involving young people in Action Learning. This being a fresh question for me since Janel Smith raised it at the Toronto conference. Her observation was that there do not seem to be many young people involved with IFAL.

Well, Reg threw the question back to Clive and me. His question was; "What did we think young people would gain from being involved and did we know of any involvement". We discussed with him the work going on with IFAL Sweden pupils and teachers, and in particular the work of Hans Albinson in the classroom. He seemed quite excited by the story as told by Albin at this year's AGM/workshop of how he uses Action Learning with his students once a week.

The two hours we were with him was an uplifting experience for me and I found him generous and testing as always. We felt privileged that, even at nearly 95 years of age, Reg still showed concern and interest in us during our visit. Clive and I talked all the way home about the visit, the questions he put to us, his wisdom, his tolerance and we agreed that it had given both of us renewed spirit for the future of Action Learning.

Regarding the involvement of young people, my reflection is, that as ever there is no easy solution. We must offer them the chance, modify our approach, but above all encourage them to try it. We must also listen to people such as Hans Albinson who are working with youngsters, and who find that they can become as enthusiastic about it as we are.

Ray Mahoney
Chair IFAL-UK



Reg Revans

What is Action Learning?

Action learning involves working on real problems, focusing on learning and actually implementing solutions. It is a form of learning by doing. Pioneered by Professor Reg Revans and developed worldwide over the last 40 years. It provides a well-tried method of accelerating learning which enables people to handle difficult situations more effectively.

Action learning is a process of inquiry, beginning with the experience of not knowing 'what to do next', and finding that answers are not available through current expertise. When expertise fails to provide an answer, collaborative inquiry with fellow learners who are undergoing the same questioning experience is always available. To be effective, this partnership in learning needs to be both supportive and at the same time challenging, deeply caring yet questioning. Such partnerships actually create themselves when different people with different ideas engage whole-heartedly with each other to resolve each others problems.

This is a profound shift: from dependence on available expertise and pride in the steady accumulation of knowledge to learning with and from fellow learners, honestly disclosing doubts and admitting ignorance. Action learning is based on a radical concept: $L = P + Q$. Learning requires Programmed knowledge (routine knowledge in use) and Questioning insight. The process integrates research on what is obscure with action to resolve a problem, and personal and communal reflection.

The process takes place initially in small groups, called 'sets', but is free to find other opportunities for furthering inquiry. Each question has possible answers which are tested in action. Those taking part in this process find that they have opened up far more than a useful technique of investigation; they have found a new way of life where being responsible for one's own learning is a continuing process of personal development.

Professor Reg Revans

Professor Revans founded action learning on the principle that it creates conditions in a tight learning community such that real people are obliged to tackle real problems in real time:

- small stable group ('set') of about six 'comrades in adversity' working in a regular social process
- learn from and with each other to take observable action
- target the reality of the 'mess' at field level
- problems are complex and have no identifiable solution
- issues have significance and risk for the participants
- proceed by conjecture and refutation
- exchange advice, criticism and support
- activities lead to examination of the problem(s) and the self
- learning is both defined and accidental

(reprinted from IFAL Canada's website www.tlainc.com/ifalcan.htm with kind permission)

A case study from the Netherlands

The following case is situated in a government department. At the time we were working there the issue of information development and data processing was an important issue. The millennium problem had to be solved and in the mean time the new situation on the introduction of the Euro was coming up.

These developments made it important that there was a smooth and quick information transfer between all members involved in these processes.

In the department at the time about 200 people were working. The management had a strong focus on the content of the work that had to be done. They had no idea of what to do with problems that occurred in the co-operation between people. Two years before there were only forty employees working in the department. One can imagine what kind of change they had been going through.

The turbulence of the development made the managers focus on problem solving in the short term.

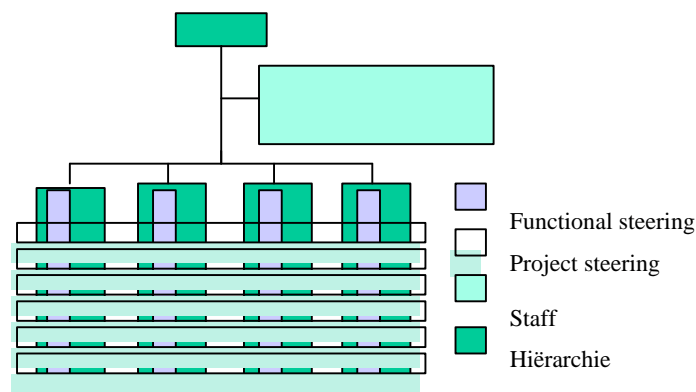
The question they asked themselves was:

How can we develop a culture that has values that give us a guarantee of success in the future?

The organization

The organization is structured as shown below. It is a functional matrix-structure. Every employee has a hierarchical manager and a project leader. The manager is responsible for the human relation and the functional aspects. The project leader takes charge on the content and business aspects.

The projects have a throughput time 6 months maximum.



(Continued on page 4)

The approach

We started an interview with the managing director.

In the interview we gave our credentials and we stated as a condition:

- Managers and project leaders should be involved in the project by taking responsibility for all intentional developments.
- Managers and project leaders should take responsibility of actually developing the skills and competencies of their reports.

The decision is made to 'go for it' by using the concept of **The Action Learning Program**. In this program the following aspects are very important.

The consultant and the management team discuss the current situation in a setting we call a reflective meeting.

The outcome of this meeting is a clear image of today's situation and a vision of the development of the skills to value the future.

The visions on the development of skills are translated into skills that are measurable on behavioural aspects.

In the process of describing the skills we used events that occurred in this organisation. We asked ourselves:

What was the result of the actions of employees during this event? What should have been the result? Which skills could have provided the result we are aiming at?

Step by step we made a list of the skills. The skills have been described in concrete measurable behaviour.

We made a 360° feedback list of it. With this list employees gave feedback to the managers on their leadership behaviour.

The individual manager had an interview with one of our consultants in which we used fresh questioning to help the manager to reflect on issues he or she could use to improve. The manager reported back in each case. This report was discussed with the CEO. The manager and the CEO started a training programme together to work out their needs. At the same time they started small reflection groups to solve day-to-day problems.

On year later we started the layer above managers. The management team members started with this group as personal coach. It was their job to help their subordinates to establish their goals in developing as a leader.

(Continued on page 5)

In a dialogue between the two managers they create:

- A contract in which they describe development targets and the way they will approach it.
- They jointly decide several concrete actions that lead to concrete results.
- The manager gives his commitment to support the subordinate

At this point in the process a group of managers have made their diagnoses on their development plans. A picture of the skills that have to be developed occurs. The organisation can discuss now the strategy on their development as a whole.

Plans can be made on the coaching and training of the managers in the direction of the chosen strategy.

By this process we chose to help individuals in their personal development as a person. We use several reflective methods to do so. Always using actual situations out of their own daily lives as a manager.

As a consultant in this development project we have at least three roles:

1. We advise the client which methods and instruments that can be used. We advise on the strategic approach, the timing, activities and assignments, etc.
2. We coach the manager to be a reflective coach in practice.
3. We train groups in skills, we coach managers individual in their role as manager, social skills, leadership and reflective skills.

We use group training to train on general skills. We use reflection groups on day-to-day problems.

During the project the manager has the responsibility of acting as a personal coach to the participants in the programme. He or she has to support and guide the development of the leadership of the participant.

This is the most important objective we started with: The manager is held responsible for the development of the leadership of the reporting managers. That's why we think it is important that each manager is trained in coaching skills.

Results

The project as described took one and half years. After that the manager understood the power of reflection and how to use it.

They understood that there is more than just keeping the business going. Reflections on

(Continued on page 6)

their daily work enriched their skills. It started a continuous improvement in the skills and approaches of the employees.

Reflection made them conscious of their role and responsibilities in developing their own culture.

People in the organisation discovered that they can achieve more results by accepting their responsibility.

The manager discovered his strong supportive role to value the employees.

It appeared to be very important to support the development of the organisation through the individual employee.

Analysing the strong and weak points in the behaviour of the individual and reflecting on possible improvements was very motivating to the participants.

In sets they started working on issues such as:

- Decision making;
- How to solve problems;
- Which skills are needed in certain cases?

They still are using reflection groups (sets) a tool to improve their business.

Jan Van Bommel – Netherlands

If you like to react to this short contribution you can send an e-mail to janvanbommel@wxs.nl

The next Newsletter will be published in September

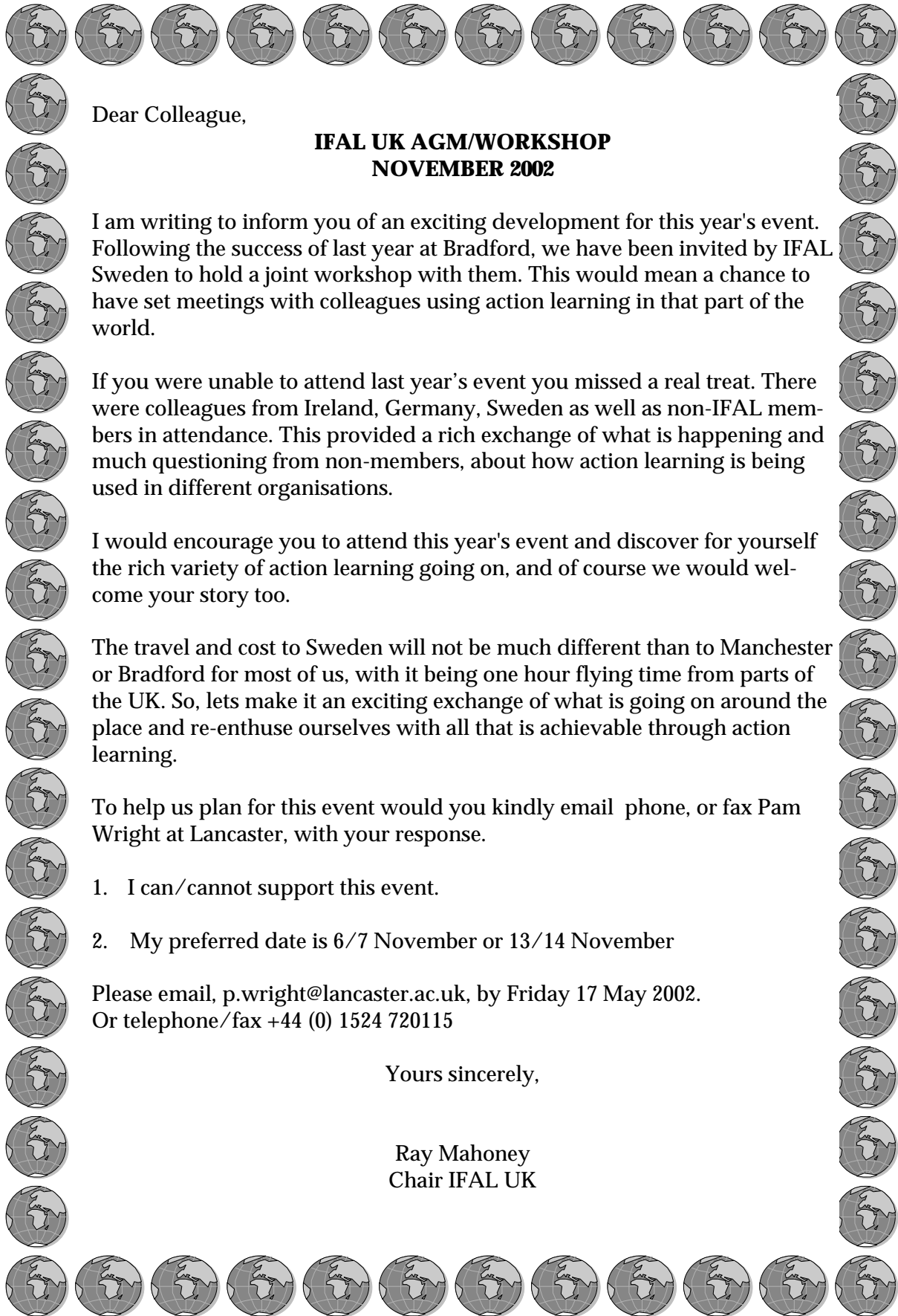
Please send contributions directly to Lancaster (preferably on e-mail) to:
p.wright@lancaster.ac.uk

OR on a disc plus hard copy,

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

DATE FOR COPY 12th July





Dear Colleague,

**IFAL UK AGM/WORKSHOP
NOVEMBER 2002**

I am writing to inform you of an exciting development for this year's event. Following the success of last year at Bradford, we have been invited by IFAL Sweden to hold a joint workshop with them. This would mean a chance to have set meetings with colleagues using action learning in that part of the world.

If you were unable to attend last year's event you missed a real treat. There were colleagues from Ireland, Germany, Sweden as well as non-IFAL members in attendance. This provided a rich exchange of what is happening and much questioning from non-members, about how action learning is being used in different organisations.

I would encourage you to attend this year's event and discover for yourself the rich variety of action learning going on, and of course we would welcome your story too.

The travel and cost to Sweden will not be much different than to Manchester or Bradford for most of us, with it being one hour flying time from parts of the UK. So, lets make it an exciting exchange of what is going on around the place and re-enthuse ourselves with all that is achievable through action learning.

To help us plan for this event would you kindly email phone, or fax Pam Wright at Lancaster, with your response.

1. I can/cannot support this event.
2. My preferred date is 6/7 November or 13/14 November

Please email, p.wright@lancaster.ac.uk, by Friday 17 May 2002.
Or telephone/fax +44 (0) 1524 720115

Yours sincerely,

Ray Mahoney
Chair IFAL UK

Interesting web sites



TrainingZONE
www.trainingzone.co.uk

www.trainingzone.co.uk

CareerZone | E-LearningZone | EvaluationZone | HR Zone
IT TrainingZone | QualityZone

e-learning Resources



Welcome to e-learningZONE, Europe's leading independent provider for information, news and resources on e-learning.

Sign up for our monthly free newswire covering all the latest issues in e-learning now - simply tick the e-learning box in your profile.

Strategy

Introductions and guidance to take you through the planning of e-learning, including:

- What is e-learning / Who needs to be involved / Developing a strategy

Useful links/ Book reviews/Learning Design and Development

Best practice guidelines on designing and developing e-learning, including:

- What is good e-learning / Building e-learning courses / Measuring success
- Technology

Get to know and understand e-learning technology, including:

Technology platforms / vendors / Learning Management Systems



www.corporateuniversity.org.uk

Intellectual Partnerships
Consulting Ltd

Intellectual Partnerships have the resources and capability to advise, plan and implement real time corporate university solutions that will grow and protect your intellectual wealth.

Continued on page 8

www.managementcounselling.com

- **Top Management Counselling, Coaching and Mentoring**

A dedicated resource for senior managers who require confidential advice and guidance in their professional and career development.

www.swot-analysis.com

- **Management Through Issue Dynamics**

Dynamic SWOT Analysis - The Advanced Technique for Organisation, Team and Personal Performance Improvement.

www.ahrd.org

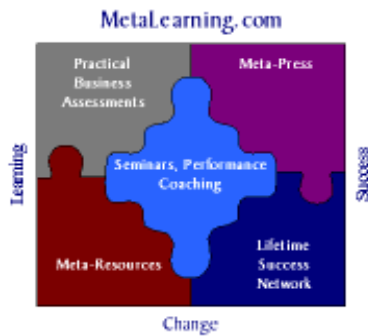
Academy of **H**uman **R**esource **D**evelopment

The Academy of Human Resource Development was formed to encourage systematic study of human resource development theories, processes, and practices; to disseminate information about HRD, to encourage the application of HRD research findings, and to provide opportunities for social interaction among individuals with scholarly and professional interests in HRD from multiple disciplines and from across the globe.

"Leading the Human Resource Development Profession through Research"



continued on page 9



www.metalearning.com

www.metalearning.com/newsletter.htm

Here you will be able to open and/or download and/or print published newsletters. For example:

1. November 18, 2000--Volume 1, Number 1

Index:

Interactive Business Games Accelerate Performance Change
 Knowledge Sharing & Knowledge Management-a Series
 Introduction to Knowledge Sharing & Knowledge Management
 Accessing & Using Knowledge
 Knowledge and Value
 Knowledge Sharing: A Customer Imperative!
 Sharing Knowledge with Extended Value Chain
 MetaLearning.com Mission & Target Benefits
 CEO's Vision--Work from the Heart
 Subscription Information

www.wendwell.co.uk



Free Resources include:

Action Learning - Wendwell's approach to Action Learning
 Coaching & Mentoring - a process to encourage deeper learning
 Difficult People - tips for working with difficult people in groups
 Personal Development Plans - how to put together a PDP4
 Project Management - responses to people who are risks to projects, part of an NLP study of excellence.
 Start Action Learning - notes on starting AL set and many more articles on Action Learning!
 Virtual Action Learning - report on AL via audio-conferencing

***Where Wendwell holds the copyright to the resources listed above we waive our rights provided that: any copies or part copies carry our full copyright notice and contact details copies are not sold or used as part of a service for which payment is made.**

Food for thought



The Clever man will tell you what he knows; he may even try to explain it to you. The wise man encourages you to discover it for yourself, even although he knows it inside out. But since he seems to give you nothing, we have no need to reward him. Thus the wise have disappeared and we re left in a desolation of the clever.



When Demosthenes was asked what was the first part of oratory he replied, 'Action'; and which was the second he replied; 'Action; and which was the third he still answered, 'Action'.

(Plutarch, Lives of the Orators, c AD 100)

Aristippus being asked what were the most necessary things for well-born boys to learn, said 'Those things that they will put into practice when they become men'

Diogenes Laertius, Aristippus, 4



Notice Board

Advertisement

Training Solutions breakfast briefing: How to accredit learning at work

Getting your training accredited, Dr Richard Hale, International Management Centres Association. 8:30am - 9:15am, Hall 3a NEC, Conference Room, Thursday 20 June

Accrediting real learning - not just a tick in the box: How Pfizer accredited their senior management programme.

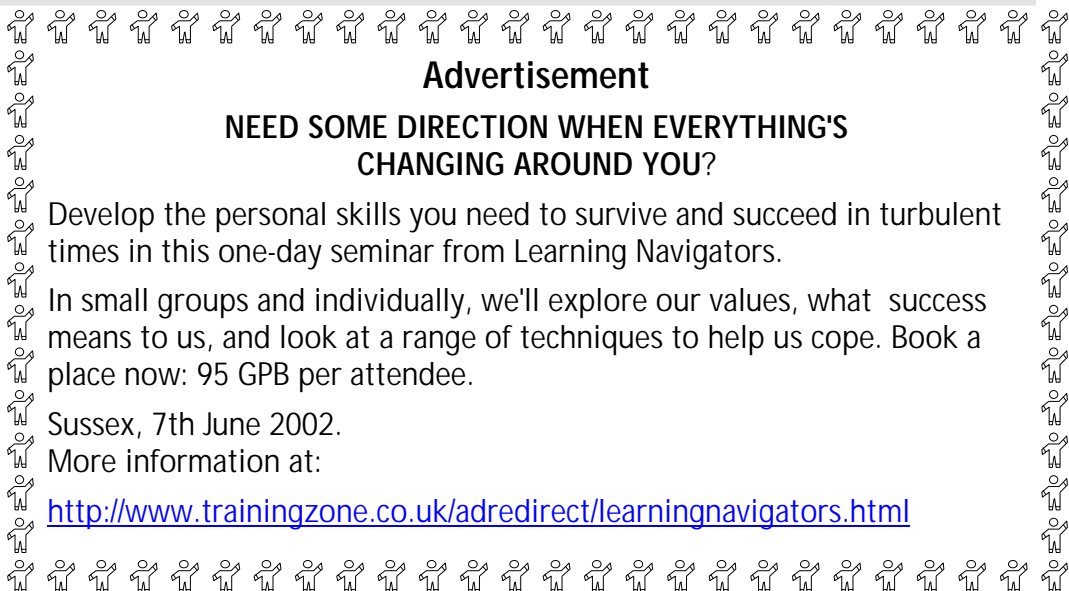
In this **free** breakfast session, Dr Richard Hale of the CPD Business School will describe how accrediting training can be more than just a case of 'ticking the box' to make sure your training programmes comply with what the awarding body needs, and can actually help focus on the learning itself.

Clive Hook from training providers Clearworth will provide a case study of how over the last year multi-national pharmaceutical company Pfizer have worked with Clearworth to accredit their 'Medal' programme through the global action learning awarding body, International Management Centres Association (IMCA).

Pfizer's senior managers have been working towards a Masters in Management using the action learning approach, which concentrates on issues directly related to the specific problems they encounter at work, developing their own syllabus to match this. Pfizer benefits from a management development programme which is tailored exactly to the company's needs, while allowing staff to progress to Certificate, Diploma and Masters levels.

Richard and Clive will show how this approach can support the development of a corporate learning culture within organisations.

More information and a registration form can be found at
<http://www.trainingzone.co.uk/trainingsolutions>



Advertisement

NEED SOME DIRECTION WHEN EVERYTHING'S CHANGING AROUND YOU?

Develop the personal skills you need to survive and succeed in turbulent times in this one-day seminar from Learning Navigators.

In small groups and individually, we'll explore our values, what success means to us, and look at a range of techniques to help us cope. Book a place now: 95 GPB per attendee.

Sussex, 7th June 2002.
More information at:
<http://www.trainingzone.co.uk/adredirect/learningnavigators.html>



Notice Board



Picture shows the campus at Klippan

MiL Institute Sweden

Celebrate 25 years of commitment

Welcome to our 25th anniversary celebrations on MiL Campus in May and October. The campus will be bursting with activities – seminars, workshops, networking and other both useful and enjoyable activities. You are welcome for one or several days. Each day's programme is presented on the internet.

Our 25th anniversary will be a vibrant meeting place for people with fresh ideas who will stimulate dialogues and present many exciting results.

New books

This year we will publish more books than ever before. The fact that MiL was ranked Sweden's most valued knowledge company in an independent poll fits in well with these ambitions. Forthcoming publications include: *Earning while learning in global leadership*. This year MiL celebrates more than a decade of partnership with Volvo with a new book on the 40 major initiatives the two have set in motion in the pursuit of pushing the frontiers in leadership and learning.

Also due to be published shortly *Hållplaster*: Literally meaning 'Stop' the book is about halting the fast flow of business in teams and organisations to create learning experiences. *Hållplaster* is a source book on how to create high quality time and space in the midst of daily activity in order to reflect, contain complexity and enrich experience. Written by Thomas Sewerin who has worked for many years as a learning coach in MiL programmes. Thomas has a background in psychology and cultural studies. He has been with MiL since 1985, and has worked on a wide variety of assignments.

The Book of Friends

People who know MiL from within have been invited to write their own story – about a MiL experience that has had special importance in their lives. A story about an event that changed their perspectives, aroused their emotions – or even changed their lives. These up to 100 short stories are structured year by year (when it happened) and supplemented with original documents. This will result in a vivid and multidimensional account on the story of MiL with much of "flesh and blood". You are welcome to join the circle of contributors! A special meeting for all the authors of this book will be held in August.



Stewart Rowe

Dean and President, MiL Institute

For more information on MiL Institute and its activities log on to their website on www.milinstitute.se

Books...Books...Books

Patrick Lencioni *The Five Dysfunctions of a Team: a leadership fable*. Published by: Jossey-Bass, April 2002, ISBN: 0787960756 Price: £16.50, Paperback: Hardback, 224 pages

"Utterly gripping" "Keen intellect and story-telling power", "Crisp Clear and Fun to read"

All these phrases are taken from the publishers splurge, and, as usual, none of them are true. It wasn't so gripping, but it was better than most texts on teamwork.

As someone who has always found it more memorable to use stories and anecdotes for training, I found the book a lot easier to absorb than most texts, but there were no pages which I could underline and think, Aha I will use that story next time I'm running a group.

Patrick Lencioni has written two similar books, *The Five Temptations of a CEO* and *The Four Obsessions of an Extraordinary Executive*. I haven't read either of these, but I am tempted after reading *The Five Dysfunctions of a Team*.

The fable storyline is as follows: Kathryn Petersen, Decision Tech's CEO, faces the ultimate leadership crisis: Uniting a team in such disarray that it threatens to bring down the entire company. Will she succeed? Will she be fired? Will the company fail? Lencioni's tale serves as a timeless reminder that leadership requires as much courage as it does insight.

During the story, Lencioni lists the five dysfunctions which go to the very heart of why teams often struggle. He outlines his model and steps that can be used to overcome these common hurdles and build a cohesive, effective team. There is unfortunately no great plot to the story except as a vehicle to introduce the areas of the model.

Contents:

Part One: Background.
Part Two: Round One.
Part Three: Real World.
Part Four: Traction.
An Overview of the Model.

Team-Assessment.

Dysfunction One: Lack of Trust.

Dysfunction Two: Fear of Conflict.

Dysfunction Three: Unwillingness to Commit.

Dysfunction Four: Avoidance of Accountability.

Dysfunction Five: Inattention to Results.

The Fable lasts for the first four sections and is 180 pages long. The Model Overview is about 40 pages long, and includes suggestions for overcoming the dysfunctional elements. There is a short 2 page assessment of the effectiveness of the team as it is currently operating.

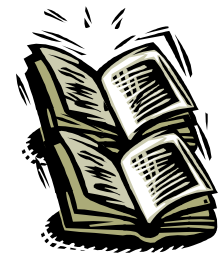
Conclusion:

It is not un-put-downable, but is readable and much better value than some other team work resources that I have reviewed. If it inspires you to identify members of your own staff with characters in the fable then it will be money well spent. Don't think of it as a definitive guide to improving teams, but it's a quick easy read for you, and if you can pass it around to others in the organization it will do some good.

Chris Green, The Training Zone

www.trainingzone.co.uk/community/reviews/

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Books ... Books...Books...

Guidebooks on Action Learning, Authenticity Consulting, LCC.

Over the past few years, Authenticity Consulting, LLC, has developed a set of nuts-and-bolts guidebooks for Action Learning (peer coaching group) programs. The guidebooks include a "Developer's Guide", "Facilitator's Guide" and "Member's Guide". They have worked hard to demystify the Action Learning process by making it as widely accessible and practical as possible. They help clients to set up and manage their own Action Learning programs, including by using the guides.

The "Developer's Guide" includes:

- Overview of personal and professional coaching, and peer coaching groups
- Working with Human Resources to design a program for employees
- Working with intact teams (when all group members are from the same organization)
- Integrating your favorite coaching model to provide groups for your clients
- Using a peer coaching group to design the program
- Program confidentiality
- All considerations to design every aspect of your program
- Customizing programs for networking, training, problem solving and support
- Customizing programs for multicultural membership
- On-line programs
- How to recruit, train and evaluate facilitators
- Marketing your program to clients or other employees
- Managing your program
- Continuous improvement
- Using peer coaching groups to quickly spread learning across the organization
- Useful forms and resources

The "Facilitator's Guide" includes:

- Overview of personal and professional

- coaching, and peer coaching groups
- Roles of facilitator and group member
- Skills preferred (and not preferred) in facilitators
- Learning facilitation
- Working with the program developer (the developer might be an organization or a professional consultant)
- Enrolling group members
- Training group members to share core coaching skills
- Preparing to facilitate (materials and self-management)
- How to facilitate ongoing sessions
- How to ensure high-quality sessions
- How to capture learning
- How to avoid major pitfalls in facilitation
- Considerations for personal and professional coaches used to one-on-one coaching
- Facilitating intact teams (when all group members are from the same organization)
- Multicultural facilitation
- On-line facilitation
- Answers to many frequently asked questions
- Useful forms and free resources

The "Member's Guide" includes:

- Overview of personal and professional coaching, and peer coaching groups
- Roles of facilitator and group member
- How to select useful coaching goals to work on in groups
- How to get the best forms of help from other members in groups
- How to help from other members in groups
- How to take the most appropriate actions between meetings
- How to capture learning and use it in your life and work
- Tools to clarify coaching goals
- Useful forms and free resources

There's more information about the guidebooks at http://www.authenticityconsulting.com/act-lrn/AC_pubs.htm

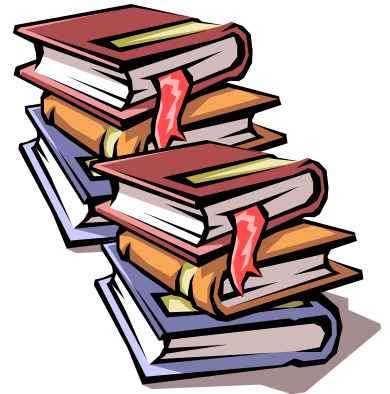
Books...Books...Books

Effective change management using action learning and action research: concepts, frameworks, processes, applications.

Shankar Sankaran, Bob Dick, Ron Passfield, and Pam Swepson, Eds.

Lismore, NSW: Southern Cross University Press, 2001.

ISBN: 1 875855 55 6



Recommended Retail Price: Aus\$54.95

Action learning and action research are increasingly applied in organisations, academia and the community to help understand, implement and effectively manage change.

This book explains the relevant concepts, frameworks and processes involved in action research and action learning, and enhances the theoretical approach with actual case studies from the Asia-Pacific region. The challenges and appropriate responses for business, education, social and cross-cultural contexts are outlined, enabling practical application in a variety of real-life situations.

The editors have gathered the views of experienced academics and practitioners from around the world to create an invaluable resource for managers, consultants and anyone involved in the process of change. *Effective Change Management Using Action Learning and Action Research* will also serve as a valuable reference for those utilising the concepts in research methodologies for academic accreditation.

Contact:

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Shankar Sankaran

Books...Books...Books

M. Scott Peck : *Golf and the Spirit*; ISBN O-671-03774-9, Published by Harmony books, U.S.A. 1999, English edition Pocket books 1999.

You may think this an odd book to review concerning Action Learning. Well, it is by the same author as "The road less travelled". It is not a textbook on the techniques of Action Learning, but it has so many observations that are in the same arena, which is why I offer it to you.

I was drawn to the book for three reasons; firstly I have read and enjoyed, "The road less travelled". Secondly I thought it might just help my golf game. Third because I am on my own personal spiritual quest.

The first thing I should say is that you don't have to play golf to enjoy the book. Each chapter is based on holes of this fictitious golf course and how he/she deals with the events that happen along the way. The author asks us to put aside any Knowledge, prejudices, and preconceptions about the game of golf and go on the journey with him around the golf course. The book he suggests is for those on a journey of spiritual growth, it looks at and questions our view on life and how we deal with things like our own anger. How we can accept the gift of humility, something familiar to Action learners. He asks us to consider that if we accept our weaknesses this can be a strength.

His main premise is that life is not linear and we need reflection on this journey, to help us understand it. As many golfers will know we are too eager to blame the course, the weather, our clubs, just about anything for a bad day on the course. There are some excellent quotes and notes at the end of each hole or chapter. This book was almost like being in an Action Learning set and being encouraged to reflect and question myself the way set members will do.

For those of us still questioning the existence of God on a higher level, this may be an irritant. However the author is very clear on his own relationship with his god and he does discuss other religions and their followers.

The book did encourage me to look at my life values and my relationships and consider how I deal with my anger and personal demons. I have, since reading it, had my best round of golf for a long while, but that, as many will know, may be due to a variety of reasons not just this book. On the whole an enjoyable read and one to reflect on for some time.

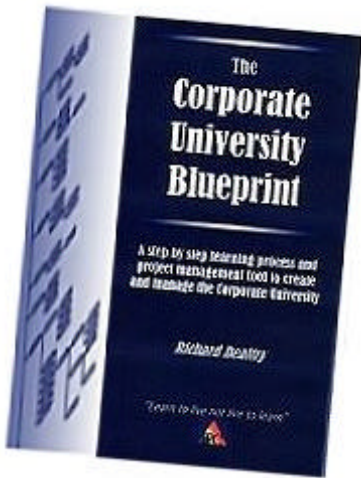
Ray Mahoney

Action Learning News, May 2002

Page 17



Books...Books...Books



The Corporate University Blueprint

ISBN 0 9523007 5 3

presents the definitive management process for Exploring, Designing, Resourcing & Managing your own Real Time Corporate University

A step by step decision process and project management advantage tool to create and manage Corporate University properties.

- Everything you need to know about the management of advanced learning in real time
- Save time and money and create mental fitness for purpose throughout your organisation
- Find out how to develop high return on investment, business-led, results-based learning
- Ensure vital connections between intellectual practice and intellectual purpose
- Breach the 'technophobe' gap and learn how to project manage the Blueprint for a classic and successful organisational intervention

The 9 progressive papers, totalling 30,000 words, describe every aspect of the development of the real time CU concept.

Each article includes concise abstracts, keyword inventories and additional literature references. They present penetrating insights into the determination of CU strategic direction, the formulation of intellectual properties and the setting up of strategic learning programmes.

The resource as a whole provides a constant source of reference for top management, consultants, researchers and curriculum developers. If these articles were purchased separately they would cost £120.

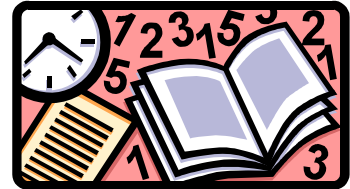
The price of the Corporate University Blueprint for best practice is £995.00 (plus VAT at 17.5% in the UK).

The price of the Advanced Learning Leadership Blueprint Package is £2250.00 (plus VAT at 17.5% in the UK)

Order on line at www.corporateuniversity.org.uk/order.htm

IFAL LIBRARY

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.



Please send copies of any articles or reports on action learning you have written for inclusion in the library.

The library list is currently being up-dated to include materials kindly supplied by Alan Mumford and a new list will be published on the web page in the near future

Trix Webber

*Copies and details of publications should be sent to Trix Webber, CMD,
University of Brighton, Mithras House Lewes Rd,
Brighton, East Sussex, BN2 4AT, Tel 01273 642845, Fax 01273 642980,
e-mail t.e.webber@bton.ac.uk*

*Requests for a listing of publications and/or copies of articles should be
addressed to Pam Wright IFAL Administrator,
Dept of Management Learning, Lancaster University, Lancaster, LA1 4YX,
email p.wright@lancaster.ac.uk*





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

IFAL'S REGISTERED CHARITY NUMBER IS: 273242