



Learning Excellence, A Survival Guide in Troublesome Times

Istanbul, Turkey 12-14 May, 2010

AN EFQM BASED LEARNING MEASUREMENT TOOL

Behnam Borna

Diagnosing and measuring organizational learning have long been challenges for both academics and practitioners. Despite enormous effort in the field of organizational learning, a comprehensive measurement tool is yet to be developed. In this paper a measurement tool based on EFQM Excellence Model and the dynamic model of knowledge creation and learning is proposed. It is argued that organizational excellence is the final aim of learning organizations. To enhance EFQM for organizational learning measurement, another component –organizational memory- is added to the framework which is the source and destination of learning. Also and to put emphasis on change and transformation in organizational excellence, change is considered in all the components of EFQM framework as an indicator of learning.

Performance enhancement and strategic renewal are assumed to be the results of organizational learning. The dynamic behaviour of performance and transformation indicators will define the level of learning in an organization. Learning and transformation enablers are discussed so that learning infrastructure is monitored. Finally the dynamic organizational assessment is introduced to provide useful insights about learning, forgetting and use of knowledge in the process of organizational adaptation to environmental chaos.

BUILDING SUSTAINABLE COMMUNITIES OF PERFORMANCE

Hans-Werner Franz

The fundamental objective of this presentation consists in building a bridge of arguments and sympathy from the learning organisation treasure of thinking to the only official model of management for the development of converting whole organisations in learning and improving bodies.

Stewardship is the fourth stage in the life cycle of communities of practice (according to Wenger). Widening this stage to include the whole organisation and perpetuating it means building communities of performance as I call them. Achieving this could be defined as the fundamental task of management. How to achieve this is a challenging question. The EFQM Excellence Model provides a viable path of learning and community building to address the sustainable quality of organisations in pursuing their material and economic purposes. It goes far beyond ordinary quality management asking for comprehensive management quality. The EFQM Excellence Model includes the whole strategic and operational framework of an organisation and is directed towards transforming the whole organisation into a learning and self-improving body. It is not the result of control in the sense of checking on people but the result of control in the meaning of managing to do what is required to be done in order to achieve an established objective.

Organisational learning cannot be successful without the will and capacity of the learners to accept and actively position themselves in varying perspectives onto the common learning object. This is the way to relate themselves to their environment and to cope with changing and challenging

realities. EFQM is not the outcome of an engineering process functional logic as we still can perceive it in the ISO 9000 model. It is a systemic model aiming at continuous change through learning and improvement from measuring performance against the consciously perceived needs and expectations of an organisation's stakeholders, self-set targets and benchmarks provided by the best competitors. These five stakeholders are the various types of customers, the investors of capital, time or ideas, the partners providing information and knowledge, machines and materials, the workforce whose expertise and enthusiasm is needed, and the natural and social/societal environment asking to obey laws, respect values and strive for good practice contributions.

The main engine moving and keeping this learning and self-improvement process alive is self-assessment against an established catalogue of guiding criteria and questions, using RADAR as a perfect translation tool of qualitative measuring and assessment into quantifiable performance.

Although there cannot be any doubt that models are brought to life by people with varying practices and degrees of responsibility, it can be said that learning organisation models like EFQM provide a clear stakeholder focus and keep organisations from pursuing unbalanced shareholder approaches and unlimited self-interest which was (and is) the basis of the present financial and economic crisis we are suffering.

FROM TEACHING TO LEARNING ORGANISATIONS VIA SELF-ASSESSMENT

Hans-Werner Franz

Quality of organisations is not the result of control in the sense of checking on people but the result of control in the meaning of managing to do what is required to be done in order to achieve established objectives. Quality in teaching and learning means achieving that the learner can decide, do and learn for (self-) improvement according to all criteria related to a given process or task. The same applies to teachers as learners in the context of a quality system; like their students they must learn how to decide, do and learn for (self-) improvement according to all criteria related to the learning process or organisation they are responsible for.

How can teachers or trainers in adult education achieve this? Based on the assumption that teachers as well as teaching organisations are self-referential systems, establishing and developing quality systems based on self-assessment is the road to quality chosen by more and more educational and training organisations in Europe, including the European Common Quality Assessment Framework in Vocational Education and Training.

The workshop will invite speakers who deal with all aspects of transforming teaching organisations into learning organisations, although the focus will be on self-assessment as a crucial vehicle of change. Several projects will be addressed directly.

One part of the workshop will be dedicated to the results and experiences of three Leonardo da Vinci projects (one closed, two running) with two software-based self-assessment tools to be presented. One is dedicated to facilitate greatly the self-assessment of teaching organisations on their way to become learning organisations. It is based on the EFQM Excellence Framework and offers three levels of complexity, from basic to the full implementation of the EFQM model. The other one is a self-assessment tool for teachers or groups of teachers developing, carrying out and evaluating a training course, measure or event including its impact. Both tools are already adapted to the language and thinking of educational and training organisations.

Along with traditional presentations, the workshop will include a practical part with a stakeholder analysis inviting contributions from all participants.

LEARNING EXCELLENCE A BENCHMARKING APPROACH

Andreas Dalluege

The Concept of Excellence as represented, for example, by the EFQM Model, helps a given organisation to improve and sustain its overall performance.

Amongst the basic tools and methods for implementing the Model, innovation and learning has a major focus. A special aspect in this is the concept of Benchmarking which EFQM understands not only as comparing ones company with average and best organisations of the company's own sector, but as a learning experience in which one strives to learn from the best possible partner for a given task – disregarding branch, sector or type of organisation.

After a short introduction of the concept of EFQM, the presentation will focus on examples of benchmarks that show out of the box thinking.

This part will be structured as follows:

1. Situation at ... (benchmark initiator)
2. Problem(s) to solve
3. Example of ... (identified expert for benchmarking Issue)
4. Common Issues

The audience will be invited to join the presentation by being invited to shortly discuss the "Common Issues" before they are shown for each case.

ORGANISATIONAL LEARNING AND ORGANISATIONAL EXCELLENCE:

TWO SIDES OF ONE COIN

Sudi Sharifi and Alaa Garad

For years, quality gurus have preached on Total Quality Management. The TQM concepts and philosophies have formed the building blocks of organizational excellence., Organizational Excellence, now, is not just a philosophy or mere concept; considering the introduction and development of standards and frameworks such as Deming Prize, Malcolm Baldrige Programme, and EFQM Model, it has standard approach to organization management?. According to EFQM (2003) learning and continuous improvement are considered to be the heart of organizational excellence. On the other hand there is abundance of literature on Organizational Learning and Learning Organizations that does not adequately recognise the perceived association between Organizational Learning and Organizational Excellence. Researchers are challenged with a great deal of 'conceptual redundancy' and organizations are mystified with abundance of jargon and 'fads'. The aim of this paper is to present a critical review of the approaches towards organizational learning adopted by organizations that have been through excellence award journey and to juxtapose the approaches used in the context of TQM and Organizational Learning. Moreover the paper will introduce some empirical evidence of the approaches adopted by organizations as they strive towards excellence and learning.

THE LEARNING CHALLENGES OF IMPLEMENTING A SUSTAINABLE DEVELOPMENT STRATEGY WITHIN A COMPANY : THE CASE OF THE NEXT ISO 26 000 NORM

Daniel Belet

Most European companies, especially large companies, are aware of the importance of implementing sustainable development strategy to remain competitive on future markets as well as to comply with the environmental and social standards expected by the tomorrow western developed society. But this new strategy represents a dramatic change from the previous mainstream business strategies only focused on short term financial results and shareholders benefits. It means to answer simultaneously to the needs and expectations of several stakeholders both inside and outside the company with broader and balanced economic social and environmental objectives. Such changes imply major learning challenges about many issues at different levels : individual, teams, units, organization. The learning organization approaches can

be helpful to bring about the right answers to these learning challenges. But they require a new kind of leadership as well as an adequate methodology to facilitate the necessary learning processes within the organization.

We will illustrate some aspects of these learning challenges with the example of the preparation for the ISO 26 000 standard (which is supposed to come out towards the end of 2010) within a large company.

OPTIMISM, PESSIMISM AND REALISM – HAS LEARNING LOST ITS WAY?

Józefa Fawcett

It is often reported that it is cheaper to train than recruit capable people into the organisation however, there are more fundamental aspects to this than just a robust recruitment strategy. The role and function of learning and development should hit the bottom line, reduce labour turnover and enable individuals to change, which in turn helps the organisation learn how to learn – that gives it the competitive edge.

To do this organisations need to move away from efficiency towards effectiveness. Human capital and its development shows results which in turn need to appear on the balance sheet. Learning needs to be about quality and the journey towards excellence and continuous development through the workforce. The realism comes from tangible return on training investment. Optimism comes from new ways to learn and undertaking learning for learning's sake, which is a waste because it does not meet identified needs at either the individual or organisational level. Pessimism comes from the ongoing recession, training cut backs, reduction in staffing numbers and the loss of valuable organisational memory.

Neither of these strategies work.

Realism is the only sustainable way through the creation of innovative strategies that ensure people are given the opportunities to develop so ensuring the future for the organisation.

This presentation discusses the reasons behind each of these assertions and helps participants to explore a realistic way forward.

THE LEADER'S ROLE IN THE CREATION OF A LEARNING ORGANISATION AND THE INNOVATION PROCESS - THE EXAMPLE OF ESTONIAN ENTERPRISES

Made Torokoff

In the process of innovation learning in the organisation (individually and as a team) plays an important role. Many entrepreneurs underestimate and dedicate little energy and time to formulating teams where members' skills complement one another; and do not engage in improving their own managerial abilities. One has to know how to gather and analyse information, make balanced decisions and constantly find new solutions in order to support the success of a business in a demanding and fast changing world of technology.

In the analysis of directing innovation process this article derives from the concept of learning organisation. The model and questionnaire were based on the five discipline model (Senge, 1990) and the three-dimension model of the framework of organisation development (Mets, 2002). The study covers years 2005 – 2009; the questionnaire was filled out by 671 employees from different companies in Estonia.

The study of different samples delineates different patterns of learning organisation. Based on factor analysis it became clear that the patterns of characteristics are substantially different for companies whose learning is based on employees or managers. Therefore the role of mid-level managers in directing the development of their direct subordinates is more important than has been realised thus far.

BALANCING ORGANISATIONAL LEARNING

Ton Bruining

The last few years I have been focussing on learning in the workplace. This resulted in a series of articles in the Dutch HRD journal Opleiding & Ontwikkeling. In the epilogue we reflected on the series and concluded that HRD experts look in a very unbalanced way at learning processes in organisations.

We considered the following five perspectives

- Explicit - Implicit learning processes and/or results
- Organised – spontaneous learning processes
- Learning in formal settings organised by others – learning in formal settings organised by learners themselves
- Desirable – undesirable learning processes or results. In (un)desirable learning processes desirable – undesirable learning processes in the perception of learners or others
- Asymmetrical– symmetrical interpretation of relations; dialogue and mutual understanding vs. power games

In our reflection we ascertained that the HRD experts tend to choose for explicit, organised, desirable, and asymmetrical learning processes and most of the time they take sides with management. In a follow-up on the series we invited authors to fill in the blanks.

Based on the two series in our HRD magazine, the five perspectives we distinguished and the contributions of twenty acclaimed HRD specialists

I would like to discuss a paper: Balancing organisational learning, based on my work for the HRD magazine, at the 17th annual conference of ECLO.

LEARNING ORGANISATION: THE NEXT GENERATION

Ton Bruining

The credit-crunch of 2008/2009 makes painfully clear that our economies, our organisations, our employees and we ourselves need solid concepts to develop humane and sustainable organisations. Organisations that will facilitate people to think and to give them a right of say, that will challenge people to cross borders and explore new frontiers and to connect with others. Organisations no longer driven by greed, not afflicted with short-sightedness, nor burdened by bureaucratic stupidity. Learning organisations that will provide a glimmer hope for a better future. Between 2006 and 2009 a group of ECLO-members worked on e-book. They brought together 11 contributions in which they reflect on the learning organisation.

Most of these contributions had been simmering for a while. The majority of the chapters was written before the credit crisis of 2008. Nevertheless we think that the insights presented by our ECLO members are worthwhile for organisations and for the learning professionals supporting them. In the near future, research must answer the question whether investments in building Learning Organisations made these organisations more sustainable and tenable to the financial crisis and its aftermath.

We titled the book: Learning Organisation: The next generation. With this e-book ECLO celebrates the inspiring efforts of all those practitioners, managers consultants and researchers and others, who concentrated on an important issue of our modern knowledge dependent society.

I would like to discuss themes from the ECLO book, together with other authors present and the participants at the 17th annual conference of ECLO.

In preparation of this discussion I will prepare a paper together with all the authors preceding the conference.

FROM DUSK 2 DAWN MAGAZINE

Dan Lamoan

FD2D established in 2008 identified that there was a gap in the market for a publication catering for youth culture focusing on the arts of Leicester. The business model is constantly developing, although has always been focused around working with young creatives and creating opportunity.

FD2D has an open door philosophy where anyone aspiring to work in the creative sector can gain real life experience. All contributors get the opportunity to work in areas of the business that excite and inspire them to develop.

FD2D has grown from a small local magazine to a large network of young creatives who all work together to produce a young, fun and vibrant magazine / website.

The next stage of FD2D will be the most exciting as the company grows and expands into surrounding cities. The business plans to implement training to engaging young people with creative workshops and work experience sessions, offering a more hands on approach to learning. These workshops will give young creative's a toolkit in how to get into the creative sector either as a freelancer or young entrepreneur, while teaching key skills in both creative and business systems.

When attending the conference we intend to present our practice and develop our methods of training and supporting creative's.



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SUSTAINABLE EXCELLENCE

Barrie Oxtoby

How can a young South East Asian country transform its Higher Education sector to deliver sustainable development in building the nation's Human Capital? This was a big question posed by the Ministry of Higher Education's newly created 'Leadership Academy'. They wanted University Deans to develop the leadership capabilities necessary to deliver an ambitious national strategic plan for higher education. Most critically, they needed to transfer leadership learning into the HEI's to ensure sustainable operational excellence.

It is proposed that a presentation / workshop be created to demonstrate how a combination of learning culture diagnostics, tools for self-assessment, intellectual capital, 'nation-building' projects, dynamic workshops, systematic organisational/individual monitoring and a sustainable development framework were used in this pioneering facilitated learning programme – rigorously evaluated. With 57 Deans from 20 Universities taking part in 2009 and ambitious expansion plans for 2010, this project will undoubtedly foster exciting discussion and debate across the 6 interrelated 'Learning Excellence' conference strands.

Of particular interest to share will be the conclusions on:

- What delivers truly sustainable development in the context of organisational learning and leadership?
- What can Europe learn from the developing South East Asian HE sector?

From Custard Factory to Cable Factory - Reflections on Experience Exchanges Between Creative Cities

Steve Harding and Nina Lakeberg

The session will describe approaches to how learning can be developed within creative economy enterprises based on experiences from the ECCE Innovation Project, Economic Clusters of Cultural Enterprise and the Creative Metropolises project – both EU supported Interreg initiatives.

ECCEi is a 1V B project supported by the EU to explore new ways of working in the creative economy. The emphasis within the Birmingham strand has been on seeking ways to transfer knowledge between industry groups. The session will describe approaches with social media experts and businesses seeking new markets as an example of a learning cafe format.

The session will also discuss the role of the "Transfer Agent" a link between creative sectors - a facilitator of change and learning in creative organisations. The Transfer Agent role is needed to broker knowledge exchange –important for company competitiveness.

In the partnership we are looking at how to develop the learning cafe idea and roles to interact with companies. From BCU's perspective we have a research role in seeking to also transfer to our teaching and learning particularly for entrepreneurship and our students have been actively involved using social media techniques to observe the interactions. We are also utilising these observations in our MA curriculum.

Within the Creative Metropolises project (Interreg 1VC) we are looking at how policy makers at the city level can learn from each other. This is a policy approach to developing the creative economy and complements the work in ECCEi.

The ECCEi partnership is led by Nantes Metropole and has Aachen, Stuttgart, Cardiff, Eindhoven, Dublin, Birmingham and CIDA as partners.

Creative Metropolises is a partnership between Riga (lead partner) Tallinn, Vilnius, Warsaw, Amsterdam, Oslo, Stockholm, Helsinki, Barcelona, Birmingham/Wolverhampton and Berlin.

DEVELOPMENT OF BUSINESS SCHOOLS INTO LEARNING ORGANISATIONS: THE CASE OF TALLINN SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION

Karen Voolaid

The subject of learning organisations is topical in connection with the development trends of knowledge-based economy and knowledge-based society in Estonia and in Europe. While aiming towards the knowledge-based economy it is extremely important that universities and business schools had competences that would enable them to effectively respond to changes in the environment, thereby ensuring their competitive advantage.

The paper investigates the characteristics of a learning organisation in Tallinn School of Economics and Business Administration of Tallinn University of Technology, and makes proposals how to transform the School into a learning organisation to ensure its sustainable development under global competition. It is studied whether it is possible to purposely develop and design the learning process at the School with the purpose of transforming the University into a learning organisation. Watkins& Marsick's and Ekholm's organisation development principles provide the theoretical basis for the study, which is based on the interviews with the faculty who will evaluate the current situation and outlooks for further development of the organisation. The survey seeks to find out how different business school employees perceive a learning organisation; the executives and faculty as well as the administrative personnel will be interviewed.

The initial study demonstrated that the School supports employees' studies and finds resources for self-education; they approve the best accomplishments at the School and seek development of organisational culture. Nevertheless, everyday activity of the organisation members should be based more on the vision of the School; more information exchange and feedback on the results of activities of both individuals and various departments is needed. The survey helps us identify bottlenecks in the organisation and comprehend the potential of the School to develop.

PIECES OF THE PUZZLE: SELF-ASSESSMENT TOOLS FOR CHANGE MANAGEMENT

Selda Mansur, Serap Kaptan and Ozlem Ozgen

We define our school as a learning organisation and we define ourselves, school administrators, as change leaders/managers. Through this presentation, we aim to share some tools we are using for self-assessment. The tools are (in alphabetical order):

- 360° School Performance Management System (in trial phase, developed by ISTEK Foundation, helps assess teaching/learning process, leadership/management process, and includes students'/staff/parents'/School Administrators'/Foundation Administrators' input)
- External Exams: Turkish University Entrance Exam (LYS-YGS), Turkish Upper Primary School Common Exam (SBS), K-8 CITO exams (provides ranking among a number of other Turkish schools), ISTEK Foundation Common Exams (provides ranking among 9 Foundation Schools)
- Regulations and guidelines of Educational Authorities and Organisations that direct/guide/inspect our vision, curriculum implementation, administrative processes and our change process (ISTEK Foundation –our umbrella organisation, Turkish Ministry of Education, International Baccalaureate Organisation –we implement the PYP in candidate status)

- Staff turnover rate
- Student registration (growth and turnover rate)
- Surveys sent out to assess our school's standing from the perspective of other ISTEK Foundation Schools, other private and state schools in our district and beyond, our alumni and the larger public (residents in our district and the surrounding area, etc)

IN TROUBLESOME TIMES, A "KEEPING ON" PARADIGM ULTIMATELY LEADING TO CAREER LEGACIES

Diane Doyon and Jacques Limoges

When compared to performance, we may say that excellence is for a worker to do well what s/he has to do avoiding, at the same time, burn out and obsolescence. Our research, involving a European country, indicates that 52% of the workers have learned to do so particularly in troublesome times: downsizing, globalization, technologization, etc. We, so to speak, taped their career maintenance secrets to develop the **Keeping on Paradigm**. Then, we built up survival programs to help workers to achieve this successful and lasting work-life balance. And since for 9 out of 10 good "maintainers" this balance is impossible without the support of others, we integrated into these programs formal and informal group supports particularly those in tune with the learning organization concepts: mutual help, tutoring, coaching, mentoring, colearning groups. Quickly however, it appeared that work-life balance issues differ significantly depending at what career "third" a worker is. So we retailed our services for new, experienced and senior workers.

More particularly for workers of the senior group that is for those within 10 years of their retirement, we are validating a structured group program called the **Career Legacy Circle (CLC)**. Organizations are experiencing the impact of the out-migration of retiring workers – not only in labour force shortages, but also in the loss of corporate knowledge and tacit wisdom which comes from a lifetime of committed employment. Compared to two decades ago, workers nearing retirement today are healthier, better educated, more willing to maintain/update their competencies and more able to extend their contribution to the labour market. Therefore organizations will gain by providing them with meaningful work opportunities, including ways for them to transfer their skills and knowledge to their workplace. CLC enables them to know "how to stay" and "when to go". It contributes to work-life balance as described before by revitalizing the careers of workers. CLC can extend the active contribution retention of workers. In pilot sites in Canada, France and Switzerland, nearly half of the participants chose to postpone their retirement and questioned the need to abruptly depart from their profession without sharing their knowledge with others. CLC appears to be an efficient "survival" guide. We are now implementing CLC in different work settings.

LEARNING CHALLENGES IN A MULTI-GENERATION CONTEXT

Marc Alen

When discussing learning for sustainability, often organizations put the focus is on how to learn from the experienced employees and capture their knowledge for future generations. There is also much to be said though that learning for sustainability is also about learning from the new generations and matching their open minds with the experience of the employees that have been with the company for a long time. Just as with individuals, organizational unlearning is part of the organizational learning cycle. But in these troublesome times, organizations tend to try and hire primarily experienced people.

All this adds still another dimension to the already complicated challenge of facilitating learning in a multi-generation environment.

This session will briefly discuss the different learning agenda's of the different generations and then will explore together with the participants the multiple challenges that learning and the learning organization face in a context of a multi-generations workforce. During the session the speaker will build on personal experiences of - at the age of fifty - working with people in their twenties.

LEARNING 3.0
INFOTENTION, SOCIAL MEDIA AND KNOWLEDGE IN THE 21ST CENTURY ENTERPRISE

Mark Cole

Technology in education is invariably seen merely as a means to deliver content differently. So, in regard to the notion of elearning, there is seen to be organisational value in providing material on an asynchronous basis, thereby breaking the traditional link between learning activity and a specific time and place. Moreover, the capacity for the introduction of what is referred to as interactivity is seen to be intrinsic to elearning.

This presentation will argue that grafting technology onto existing learning practices does not necessarily create something that is genuinely innovative. In that sense, it begins with a critique of existing elearning as an activity that is atomised, asocial and ultimately unengaging.

As a positive counterpoint to this, the paper will mobilise Howard Rheingold's recently coined concept of "infotention" as a site where learning actually yet somewhat unthinkingly occurs. Taking a radical position, it is argued that – in light of this notion and the development of formal and informal social media applications that have the potential to warren into and across organisations - learning is now taking place "in-technology" rather than "through-technology".

With the (re)establishment of learning as something that takes place in (and as a result of) practice rather than an activity that happens as the result of the conscious provision of material or an event designed to facilitate it, the presentation concludes that the role of learning professionals in such context needs to be rethought and revised – and offers a vision of the future for learning and organisational development.

TALENT IDENTIFICATION AND CAREER DEVELOPMENT PROGRAMME

Josephine Storek

I would like submit a contribution for the 17th International Experience conference. I am proposing to speak – either through an animated session, workshop, poster, joining discussion group etc – about the development, launch, executing (pilot and 1st full-on year) and summary of findings of the **Talent Identification and Career Development Programme (TICD)** at EDHEC Business School. For more details please see the attachment. Basically, TICD is a reversed engineered Graduate Programme, which is done on campus with MSc students – in 2008 we piloted the programme with 142 students; this year we had approx. 500 MSc students on our campuses in Lille (Business Management) and Nice (Financial Economics). The students underwent rigorous development centre exercises, including online aptitude, creativity, and personality assessment. The assessment is against innovative behavioural competency model (comparable to 99% of Forbes 100 companies). Subsequently, their results have been analysed and their talent potential group identified. This is followed by feedback session with professional coaches, during which career development plans are made. The top performers and HiPos are offered to be buddied up with mentors (alumni). Next, and this is really a great differentiator of TICD (even from my previous experience as Head of Talent & Performance Mgt at an investment bank in the City) – the participants are invited to a number of skills and behavioural competency workshops, tailored to their respective talent potential groups; each addresses the particular behavioural competency strengths and developmental gaps. They culminate in a (corporately sponsored) leadership business game (a la apprentice, dragon's den, Philippe Stark's apprenticeship) – choosing the most innovative and profitable solution/team.

Since its launch in 2008, the TICD Programme has been widely recognised as a unique quality differentiator of EDHEC by both the AACSB and EQUIS accreditation examination committees, in January and October 09 respectively. The AACSB accreditation voted TICD as one of the top three innovative educational practices and the EQUIS accreditation (please note final report due in February 10) found TICD to be unique in Europe and a crown-jewel of EDHEC. TICD's success has been further evidenced by the number of corporate sponsors that were involved in this year's development centre, among others JP Morgan, ICAP, Rothschild UK, Nomura, ABN AMRO Private Banking, P&G, Cap Gamini, and Linklaters. What's more, the TICD Programme has been

nominated for the Creativity Award 2009 by the Association of Graduate Recruiters (AGR) in the UK. We have also been invited to participate in the Best Practice Award by EFMD.

INNOVATIVE LEARNING

Mireille Boonstra-Kints

Is there a way to motivate students in secondary (VET) age 13-14, to learn professional qualifications? How can we give them a suitable job perspective? And can we introduce innovative learning methods? Yes we can!

By defining the day to day work processes in the bodywork industry (cars and trucks) and the qualifications and then combining them in several assignments we made a start. The sony playstation portable did the rest... How? Come to our presentation on the ECLO conference. And you see how semacodes, camera's and enthusiastic teachers can make a difference.