



E.C.L.O.

European Consortium for the Learning Organisation

**12th International Conference
Millennium Point, Birmingham**

May 23rd & 24th May, 2005

**TRANSFORMATION
The Ultimate Learning Process**

The Conference was very lively and interactive providing opportunities to network and have a good time at the same time. The theme of the Conference was to increase the understanding of transformation and change management in organisations.

Day One

Welcome and conference opening

Marc Alen-President E.C.L.O

and

Richard Riley –Director Business Development UCE

The Day 1 had started with an introductory speech by Richard Riley, Director Business Development UCE and Marc Alen, president of E.C.L.O.

Marc Alen connected the learning experience from his life to his work to emphasise the impact of learning transformation in every aspect of our lives whether we like or not. The importance of transformation becomes crucial when it comes to the relationship between a company and its customers. It should be flexible and eager enough to be a learning company. Being open to transformation constantly and giving its employees the opportunities to learn and apply to the work place can achieve it.

KEYNOTE

Professor Derek Longhurst – Director Foundation Degree Forward (FDF)

Prof. Longhurst, had given details of foundation degrees and their impact. The FDF aims to support the development of high quality Foundation Degrees and builds bridges between all relevant agencies and institutions, organisations and interest groups. It contributes in creating opportunities to share good practices, in problem solving, in validating and improving the foundation degrees directed by the needs of the students or employers.

TRANSFORMING THE INDIVIDUAL TO TRANSFORM THE ORGANISATION

Transforming emotion to develop organisational strategy

Mary Morrissey - Health Service Executive (HSE)

“The beginning of wisdom is to call things by their names.”

Chinese Proverb

In this very interactive session, Mary Morrissey who has been a psychologist for about 25 years, discussed about the effect of emotions, the possibility of transforming them into positive effects in the workplace. She first started explaining with the six human needs; certainty, variety, sense of significance, connection, growth and contribution. The first four are needs of personality and the other two are the needs of spirit. Afterwards, she conferred about transference, counter transference and parallel process. Transference is a transfer of emotions from a close relationship onto someone else. Counter transference is the emotional reaction of the therapist to a client and the parallel process is the display of issues through team dynamics which are similar to the issue which emerge in the organisation or client group.

She did not just explain these facts but also helped each participant to look inside, analyse his/her experiences and create awareness about the key role of the emotions in our work life. After these exercises, some conclusions are made by the participants to use them in their organisations.

“We think in generalities, but we live in detail.”

The power of ideograms and symbolism in enabling transformation

Richard Dealtry – Managing Director CEO

Richard Dealtry pointed out how big role symbols are playing in our daily lives. National flags, sports, products, road signs, brands are all expressed by symbols. They also affect our behaviours because we have emotions for the symbols. As symbolic information takes place in our learning lifestyle, he argues that it should be used for *organic strategic development*. This development takes place in various forms and shapes and can be slow from one department to other department. The old management styles can not be used anymore to create strategic development and there is a need for theory grounded in management practice.

His article titled “Envisioning development” (Journal of Workplace Learning, Vol. 16, No. 4, 2004) gives the details of this revolutionary development style.

Developing Managers to Become Transformational Agents

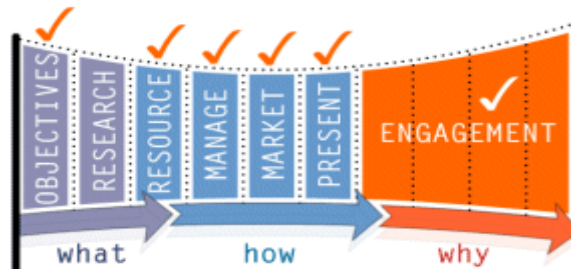
Dennis Foster / Andrew S. Wilson - TIC

Our society is rapidly changing hence managers need to become transformational agents by *Learning to Innovate*. Innovation lies both in collaboration and learning. Collaborative activities and learning are needed to create enduring value for customers, employees and shareholders. Therefore they conducted a research to develop a model to improve human capital in existing companies. They found that environment and format in which the information is presented can affect the way the message is received. They developed a new tool that utilizes both problem based and instructional design. They have prepared a system where the details of some factors such as partnership, actors, relationship, channel, customer, cost, profit, etc... can be found and used in personal development.

Transformation, the missing link ENGAGEMENTS

Tim Andrews / Nicky Rudge – Head of IT Learning and Development, Shell

This session was a very interactive session made an introduction with an exercise of a question; why?



Source: www.strechlearning.com

The second section was related to a success story from Nicky Rudge. In Shell, there was a need to optimize the use of IT. When she became manager, she decided to design a website to clarify the Shell IT Staff. The need was Personal Growth and Development through e-learning. Her team and she had to make a research on 7000 people and excite them about this project. The second exercise was to put ourselves in her place to identify the challenges. They were overcoming the cultural barriers, giving a clear and simple message, identifying the blockers, capturing the attention, grab attention continuity, etc... Finally, they manage to create a website where the IT employees of Shell can go for their professional development whenever they wish. As conclusion, the feedback they received from the learners is not only about the positive professional development of their development but also their personal development and they see this learning opportunity as a key message of Shell cares about them. Therefore the IT employees are more attached to their company thanks to this system.

Transforming the Individual to Transform the Organisation:

Transforming emotion to develop organisational strategy, Mary Morrissey (IRE)

<http://www.hse.ie>

Email: mcmorrissey@eircom.net

Mary works with the Change Management Team at the Health Services Executive in Ireland. Her workshop was experiential in nature where she explore the impact of organisational situations on individuals as these are likely to create different

responses in the individual, which can inform organisational strategy. The main focus of her presentation was the idea that our emotional world affects how we are in organisations. She began by exploring the 6 needs that all human beings have (these include spiritual ones). Mary then went on to engage the participants through an exercise to think back to the age of 5-10 years old and about what their ambition was when they were older. Participants then had to group with others to share the experiences and feelings they believed they had then and how they transformed to who they were today.

The second exercise was for the participants to think about something in the last week at work that had a strong reaction for them, how did this affect them, what was the key feeling, what impact/meaning could it have for the wider team, is the message for the wider organisation that needs to be addressed? This was useful in encouraging people to observe what is happening as a metaphor rather than taking the issue personally. Participants were then asked to discuss this in small groups and then to prepare a post-it note to explain the main outcomes from that situation. Each of the groups then placed their post-it notes on a flipchart at the front of the room for the audience to then hear of their experience and feelings.

The concepts and practices highlighted in the presentation were very useful, especially in the manner they were explored through engaging with the participants. These were mainly psychological in nature and therefore ensured that all participants were in the correct form of mind when engaging in the exercises, i.e. they were asked to stretch, get some energy going with background music which is effective in having a clear mind.

Transforming the Organisation: Creating a new Organisational Paradigm
Jyotsna Bhatnagar (IND)

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Jyotsna's presentation focused on a case study example of the privatization of an electricity board in Delhi, India. The use of Kotter's organisational change model and 5S strategy was applied to the organisation by using Indian acronyms. She gave a detailed step by step overview of the process. The fact that there were no HRM related activities in the organisation meant that 50 issues were identified requiring attention. The main issues that highlighted were:

- A psychological contract was set up by involving the employees at a grassroots level
- The perspective of organisational learning as a systemic change from the external customer to the internal customer

- The vision of the organisation was recreated by the workers from themselves
- Trust and new organogram created a world class zone through training and empowerment
- Performance management through balanced scorecard system
- Quality of working life interventions introduced to reflect corporate social responsibility
- Talent and diversity management demonstrated through recruitment of new employees

The case study was a very in-depth analysis of the approaches, models and practices that were adopted by the organisation, which proved to be acceptable and successful.

**Key note: Prof Derek Longhurst – Director –
Foundation Degree Forward (FDF)**
<http://www.fdf.ac.uk/>

Derek started by illustrating learning through transformation by giving personal examples of his own experience. His was that he had satisfied a lifelong ambition by starting to learn the guitar his wife had bought him for Christmas and in so doing had transformed his work/life balance. He then went onto describe the work of his organisation, the context which it exists in and the link between education and industry and the foundation degree as a Transformative learning tool. Key points included:

- Foundation degrees exist as a mediator between Further and higher education
- FDF fund sector skills agencies
- He emphasised the need to transform the relationship between education and employers
- He cited research that suggests that training staff is key to staff retention (employees feel cared for)
- He spoke about existing vocational training being unclear to employers with some 5000 different training routes.
- He hopes that HE will see the benefits of accrediting FD set up by FE colleges e.g: greater social inclusion
- He cited statistics including 1 million disenfranchised (NEETA – Not Engaged in Education or Training)
- He spoke about the shift in education with nationally 42% of people doing 1st degrees, the move to employers paying for degrees, the skills gap with a predicted 100,000 vacancies by 2010 in associate technical and professional work.
- The foundation degree requires fundamental employer relations for transformative learning as well as accessibility, flexibility and curriculum designed around work need not subject.

“The fundamental need is the Transformation of the work place to a learning place.”

(Prof Derek Longhurst)

Knowledge Management as a Transformational Tool

Thomas Schael (ITA)

The transformation of organisations through people and communities

<http://www.milkforum.com>

He began by introducing the concept of community of practice and went onto talk about the changing world of work practices and presented the MILK (Multi-media Interaction for Learning and Knowing) system that he has been developing in Italy. Key points were:

- He introduced the concept of the ‘nomadic knowledge worker’ as people are more and more mobile so are office processes.
- He spoke about the value of office interactions and that they had a high value, which was hard to replicate.
- A key point, which was re-iterated throughout the presentation, was that knowledge frequently has a short life span.
- He spoke about the challenges in re-creating an environment where adhoc, high value interactions could happen, using technology to support this process.
- The MILK system is an integrated set of communication, content and organisational management tools. E.g. scheduling for video conferencing.
- MILK was cited as an example of how to support the change in work practices. But it was acknowledged that with this came challenges
 - That in creating new support structures you create new processes.
 - You need to make sure that the technology does not become a barrier between organisations.

He then went onto describe the concept of a community of practice in more detail and suggested that these were not constructed and that if there weren't any social value for them then they would fail. That increasingly employees' work/leisure time were merging and as that ultimately we need to re-thing our spaces.

Daniel Belet (FR)

Who are the high transformation potential executives to develop a true learning oriented company?

Based on a French study Daniel described the traditional types of managers preferred by Human Resource (HR) departments in France as a ‘high-flyers’. He described these as often being ‘main goal – financial performers’, often ‘high calibre graduates’ and ‘individualistic not team payers’. His hypothesis was that there were transformation limitations for these high-flyers and that they were not conducive to a

learning organisation. He then went onto describe how to develop a new breed of managers - 'high-transformers. Key points in his presentation included:

- The metaphor of a 'learning organisation' is hard for the French culture to understand. Learning traditionally with the individual not the organisation.
- How to develop a high transformer leader:
 1. Buy in from board and appointment of new CEO
 2. Develop human qualities and leadership skills (not current MBA profile)
 3. HR policies need to move from high-flyer to high –transformer
 4. In education develop new programs to develop high transform
- He concluded by saying that there is a need for a fundamental shift in how we see high-flyers and high –transformers.
- Learning organisations are the essential tool for building a future globally competitive economy.

Dennis Foster (TIC)

Using instructional design to facilitate learning to innovate in business

<http://www.tic.ac.uk>

He opened his presentation by citing Walt Disney's 3 stage process to development, Dreamer, Realist, critic. He felt like they were (TIC) at the Critic stage of the research that he went onto present. He spoke about human capital development and the need for collaborative activities to get away from narrow thinking. He described the existing development model used by most companies as being re-active rather than pro-active.

He then went onto demonstrate a web-based model for case studies and described an experiment in knowledge dissemination making comparisons between 3 groups, one who had a paper based case study, one web based and one 'blended'. An independent academic documented how each group interacted with each other and observed this experiment. The experiment showed completely different dynamics between each group.

Although the audience found some flaws in the methodology this presentation did lead to an interesting discussion around user participation or lack thereof in online learning.

Tim Andrews and Nicky Rudge Shell (UK)
Transformation, the missing link ENGAGEMENTS
<http://www.stretchlearning.com>

The purpose of this session was to get delegates to think about personal and organisational change in relation to learning. Tim Andrews from Stretch Learning facilitated some group work where delegates were asked to look for change in their own lives.

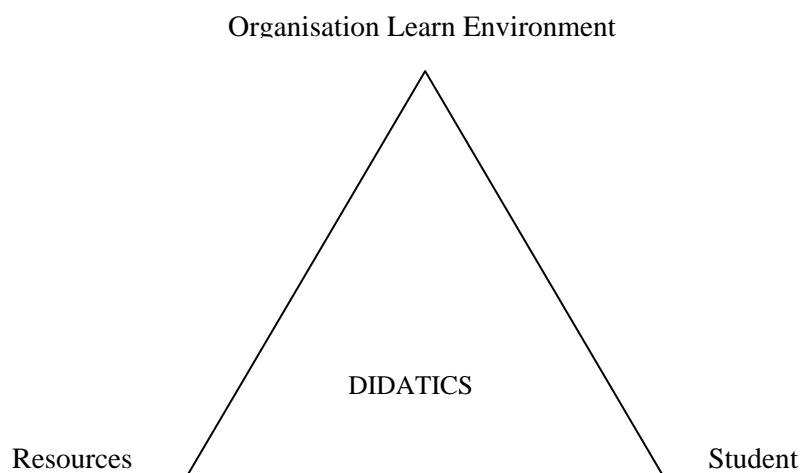
Nicky Rudge from Shell gave a case study using her own situation to demonstrate the problems, issues and opportunities faced by a large organisation trying to manage a transitional program across multiple countries, languages and cultures. Again delegates worked in groups to consider the approaches and issues faced by organisations in this situation.

Day Two

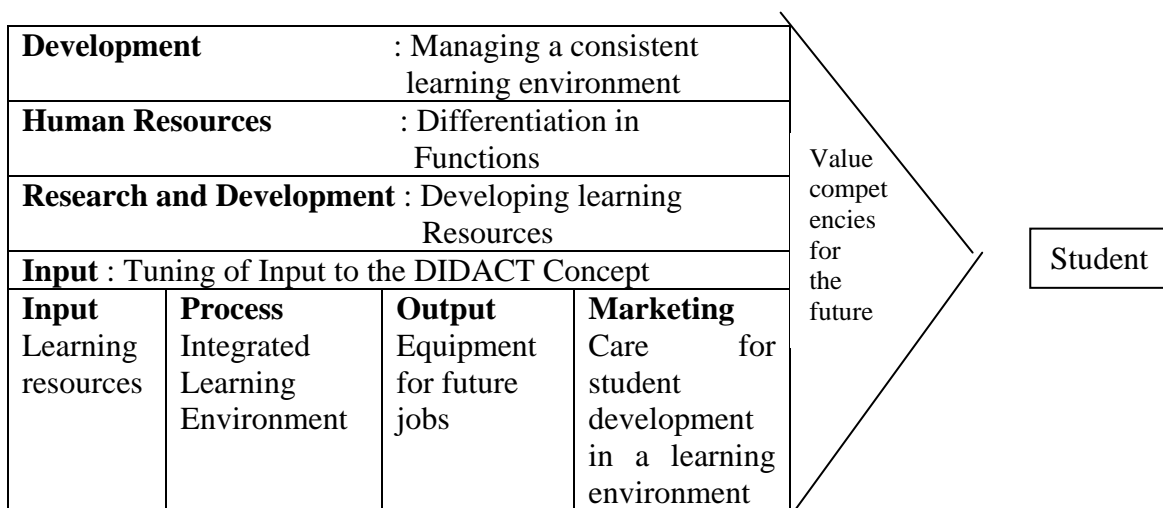
Transformation: The Ultimate Process?

Rudd G. Bolsius, KPC Groep (NL)

Bolsius looked at 're-engineering' the education system because the bureaucracy present in the system does not allow for innovation or real learning to take place. The learning process should be tailored to every individual's needs. Learning is a process that starts from childhood and it is not only obtained from books. For example, using images and symbols is a more effective way of learning. Personal learning has to be transferred to real life. The more complex the world becomes, the wider the gap will be between the effectiveness of formal and informal learning. In order to have change in the education system, there is a need to bring another value system.



The resources involve the labour and the media. The urbanisation of schools can be divided into the front office where the personal or client's demands are met and the back office where students are taught in an effective and personal way. It would be more beneficial to guide the students through the unification of the knowledge in useful meaningfulness instead of division into subjects. In order to have a value change, students should be taken as a client of the system and therefore, cannot be a semi-finished product.



Schools should be more cost effective. The physical location is not the only learning that takes place. Explicit knowledge lasts only for a few years but implicit knowledge lasts a lifetime. The school system needs more effective learning because every student has individual needs. The challenge now is that schools have to be reinvented as a service organisation for the future generation. Teachers will have to be trained on

how to handle authentic learning in a non-school environment. It is important to have educational leaders prepared for this change.

He went on to mention that if a radical change especially in the education system did not take place in Europe, then it will be only an 'open-air museum' in the future where people come to visit because this was once the centre of the world. He quoted that if you want to build a boat, you don't only need the ropes, wood and steel but also people who long for the sea. As rightly mentioned by Minzberg, "The professional bureaucracy is not suited for innovations."

The concept of change and transformation is relevant in any organisation which has to adapt to the modern business environment. The most successful companies have an integrated, flexible and committed workforce that can respond quickly and intelligently to the demands of the changing environment. The need for change can be attributed to external factors such as increased competitors or a change in governmental policies, and internal factors such as a change in management due to consolidation or mergers and acquisition.

Developing Managers to become Transformational Agents

Ulrich Schweiker (SWI)

Ulrich Schweiker gave a brief description on his consultancy firm and its activities. They basically tutor directors of companies to teach them 'what a director actually does'. He mentioned certain facts and figures to help the understanding of corporate boards. The activities of his firm involve the following stages:

- The first stage known as strategic consultancy where business ideas are explored.
- The second stage called financing consultancy where business plans and the financing strategies are analysed.
- The third stage called classical interim management which includes the interim management for the transitory stage.
- The final stage being headhunting of the board of directors for future management.

One of the director's dilemmas is that people at the top think that they've made it and don't feel the need to learn anymore. New terms (for example, derivatives, APR) have become very complex to most of them and so decisions are made on things they do not fully understand. Directors usually look at figures that they have no understanding of the implications or meanings of and most corporates are without a real strategy. Transformation is arranging the composition of an organisation and getting rid of divisions because most organisations now have to deal with issues such as globalisation, consolidation, and balance of power in markets.

Some interesting statistics have been highlighted on the nomination or election of the board of directors:

- 94% by familiarity, not competency from the Old Boy's Network.
- 66% by reputation, not experience.
- 55% by power, not skills.
- 91% have no entrepreneurial experience.

Therefore, this proves that, there is a 100% lack of competency to govern an enterprise. Some of the directors have also been successful in their careers at a time when there was 'sunny weather' and hence, have little knowledge to pass on to their subordinates. Moreover, the fact that most directors have had no entrepreneurial experience shows that they have never taken risks and hence, there is less tendency to make long-term strategies that are risky.

On the board dynamics, most directors can relate to facts and figures but cannot make it connect to the strategies of the company. There's a priority placed on control and power where only two-thirds of the Board members are active. There is usually no vision or idea that is futuristic and most discussions are only on past activities and opportunities are not explored since there is a lack of open discussions. Hence, the total time spent on board meetings can be divided into 75% of the total time analysing past events and 15% of the total time on preventing future events with the remaining percentage of time to be spent seeking business opportunities.

This conference is relevant because corporate boards can be compared to any organisation where the Board of Directors are the key decision makers with little competency in change management. It also helped in the expansion of knowledge by learning about what's happening in different parts of the world especially in Europe and the Americas.

Transforming the Organisation

Rudiger Reinhardt (AUS)

This presentation stressed on intellectual capital and how it contributes to the individual and organisation's learning process. A case study of an organisation was presented to understand the impact of intellectual capital.

By definition, intellectual capital is measured on four perspectives:

1. Financial capital
2. Human capital
3. Structure capital
4. Relationship capital

Human capital involves the skills and capabilities of the members of an organisation. Relationship capital relates to the value of relations to all stakeholders and shareholders. The vision statement is a very top-down driven approach.

There is a synergy between the components of change, controlling and management. Transformation is dependent on recognition and emotion. There needs to be a self-

organised learning process. The link between management and change is reflection and the ultimate result or goal. The team should jointly feel responsible to achieve goals. There are power-related constraints with in-depth change processes.

An organisation intellectual capital can turn knowledge resources into real value that can lead to a more efficient operation. Every enterprise has an important role to play in order to make the organisation successful and for change to be effective, the learning process will have to be re-organised or 're-engineered'. In order to achieve this, the workforce will have to be empowered through continual learning and development.

TOOLS AND MEASUREMENT

Towards an Appropriate Organisational Style / Thinking beyond the Facts

Wilf Marshall / Dr. Clare Morgan

"Poetry keeps clean the tools of thought"

TS Elliot

Dr. Morgan discussed the hypothesis "poetry improves the thinking". Although it sounds weird in the beginning, you get convinced through the end of the session. Effective thinking depends on readiness on adjusting and to be able to adjust one quickly depends on the ability to overcome the ambiguity. At that point poetry helps. Poems contain rhyme, rhythm, layout, metaphor. They are complicated and reading them improves some skills such as dealing with ambiguity, and improves the creativity in long-term. A poem works dynamically, goes beyond logic and hold oppositions in delicate balance.

At the second part of this session, Wilf Marshall explained the organisational transformation and application of dialogic processes to transform organisational style, motivational culture and corporate performance. After his research in a high-Tec company on multi-skilled design engineering group, he identifies eight behavioural dimensions; authority, focus, decision-making, working style, knowledge management, decision reference and interconnectivity. After a period of testing uncertainty, machine and holographic styles, he found out the holographic style is the key for future. Dialogues enables holographic and could enable embedded change and dialogic process must be extended to the whole engineering team.

The Transformational role of Knowledge Board – exploring the opportunities together

Ed Mitchell

“Radical innovation occurs when multiple perspectives have an opportunity to interact, when different disciplines cross one another, when science is challenged by disruptive ideas. When people link with people”

Knowledge board is a meeting place for people. It is a virtual community but it is not just another portal. This is a portal where there is a wide range of channels for knowledge, sharing physical and virtual events, special interest, groups, zones, newsletters, etc... Their question is “How can KB transform the European Knowledge Management Community, into a community that makes a big difference?”. They aim to the contribution of the knowledge society and to support innovation in Europe and World.

The Knowledge Worx Swap Shop

What we have learned during this conference and how it can transform us...

Jozefa Fawcett / David Simmons

In this session participants had chance to review these two days. Everyone are asked to write down one key message or learning point that is likely to influence his/her thinking/future approaches from ECLO conference and put on the designated areas on the wall. This exercise allowed participants to rethink and also see what others learn. The second exercise was to note an offer that this person is good at and can offer to others and an area that he/she needs improvement and support.

Ruud G. Bolsius, KPC Group (NL) Transformation: the Ultimate process?

Ruud is responsible for the development of the three new ‘re-engineered’ schools in Holland. Based on academic theory and research he described the need for a new style of schooling, the process of developing them and some of the issues that have arisen as a consequence of this activity. Key points issues included:

- He cited a problem in Europe around the education system; he believes there is a need for total reform.

- There are frequently problems around politics and education reform as individuals often feel they need to protect their own position.
- He believes that schools need a different value system, bringing the learning process to the individuals needs.
- Key characteristics of the new schools are:
 - Time and place – a variety of times and places to maximise learning opportunities
 - Each student has a coach
 - A high level of ICT use to track students progress
 - Relating tacit knowledge to education process

Christine Van Winkelen (UK)
Opening Minds to the value of knowledge management.
<http://www.henleymc.ac.uk>

The focus of Christine's presentation was exploring maximising the knowledge of an organisations whole team. She described the research and work carried out by Henley Knowledge Management Forum and described this as practitioner lead not academically driven. She described how they had applied complexity theory in social systems to the issue of organisational learning.

Christine then went onto do a participatory workshop, which involved delegates thinking of the positive and negative aspects of both empowerment and control (as methodologies for managing a team). This approach was used in order to emphasise the benefits of 'open-minded' thinking and seeing beyond ones own point of view. Key points included:

- You can't limit brainpower to the top in hierarchy
- The western culture trains us to be non-inclusive, single-minded and competitive
- If in a group just some people 'get it' this can be the basis for organisational change.

Mark Alen
Visual Transformation

Delegates were encouraged, in groups, to work creatively to visualise transformation, taking photographs, working with collage or written word (Results to be made available on the ECLO website). For delegates who chose to take advantage this offered an opportunity for exploration of Think Tank (Birmingham's Science museum) and gave good reflective time for what had been learnt over the conference so far.

Knowledge Management as a Transformational Tool
John Griffiths (TIC – UK)
Integrated Item Intelligence
<http://www.tic.ac.uk>

This was a workshop-based presentation attempting to illustrate, through ‘experiments’ (involving delegates reassembling parts of jigsaws, with differing amounts of knowledge and information attached to them) carried out by delegates, the nature and issues of global supply chains. Through this activity John aimed to argue, that in order to remain competitive, companies needed to transform from a data-driven organisations to a knowledge-led organisations.

Abigail Cooke
Learn to find the Entrepreneur in you:

How creative communication transforms confidence

ac@abigailcooke.com

Abigail gave a very animated, fun and interactive talk and workshop looking at how individuals can transform through experience and creative communicating. Her talk began by her telling the story of two key events in her own life which lead her to transform as an entrepreneur, delegates were asked to identify the key experiences which lead to these transformations.

Next delegates were asked to reflect on their own life experience and think of times when speaking in public transferred an idea to confidence, this lead onto the ‘take the limelight’ exercise. Delegates were encouraged to tell their stories publicly, with the aim of empowering them and making the story more meaningful. Abbie argues that by speaking publicly about something individuals are empowered, perhaps an intention becomes firmer and individuals enter into some sort of unwritten contract with their audience.

Jozeta Fawcett and David Simmonds
The Knowledge Worx Swap Shop
What we have learnt during this conference and how it can transform us.....
<http://www.kworx.net>

Before the conference came to a close a final push of energy or ‘second wind’ (as Jozeta put it) was in order for weary delegates. This came in the form of a round up of what had been learnt at the conference with delegates encouraged to write down key learning from the conference.

Delegates were then asked to participate in the very useful and highly interactive 'swap shop'. Again using post-it notes delegates were asked to write and display on notice boards anything they were looking for from other delegates and what they could offer other delegates (offers ranged from one delegate looking for tickets to the rugby to another looking for a life-coach). The session was complete with delegates scouring the notice boards for opportunities, collecting contacts and embarking on feverish networking before the closing remarks and prize giving (for best presentations) by the conferences chair and ECLLO president Marc Alen.