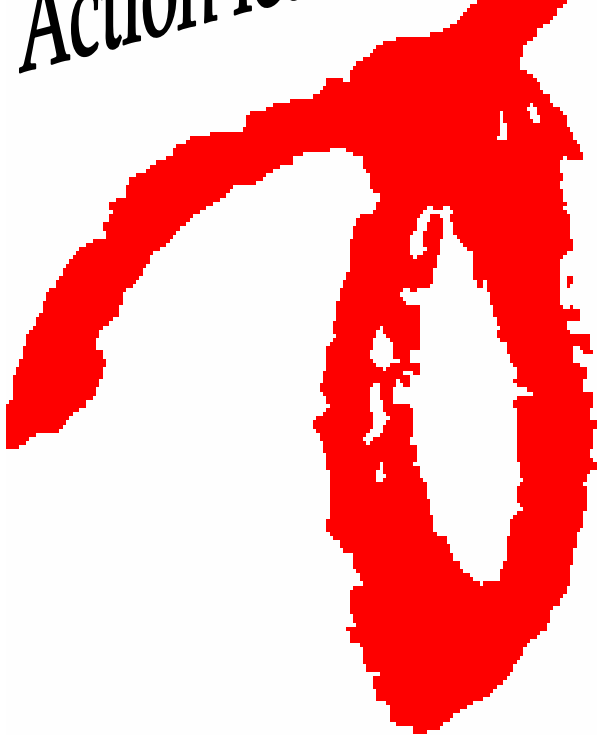


ALAR

Action learning and action research journal



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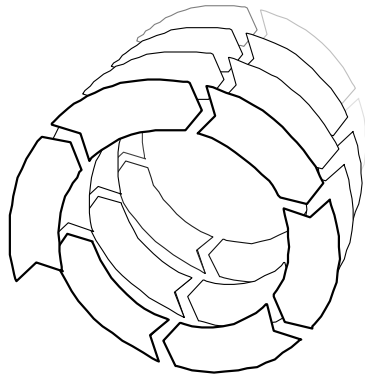
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Editorial

Welcome to the eighteenth issue of the ALAR Journal. This issue begins with two very interesting papers from Thailand. Both papers report on action research projects conducted as part of the current process of reform in Thai schools. The first paper, *Quality Assurance in Thai Schools*, by Nuchwana Luanganggoon, reports on a project to develop a quality assurance system in preparation for the first external assessment and accreditation process. The second paper, *Developing school teachers in research for improving and developing learners*, by Boonchom Srisa-ard, Somnuk Pattiyathanee, Oranuch Srisa-ard, Prasit Nimchinda, and Phacharaporn Yurayat, involves forty teachers and over three hundred students in an action research project for developing teachers and learners.

Continuing with the teacher/learner theme, Peter Evans identifies and explores some of the different schools of thought on research supervision and offers some personal observations and reflections in his paper titled, *Postgraduate research supervision: A habit or a profession?*

This issue also features the last paper in the series of peer reviewed papers presented at the *Surfing the Waves of Change* conference, held in Tweed Heads/Coolangatta, May 2003. In this paper, Geoff Coffey sets out a methodology to research and develop a coaching method for Systemic Leadership Development.

We bring you ALARPM Treasurer's Report and financial statements and, in "People", we introduce the new management committee.

In "Noticeboard" we present the latest news on coming activities and conferences.

Quality Assurance in Thai Schools

Nuchwana Luanganggoon –

Abstract

Every educational institution (including schools) in Thailand is in the process of preparing for their first external assessment. This is to be completed by 2005. After 2005, the purpose of the external assessment will be the accreditation of schools. Each school has to prepare an annual action plan and the government will consider the budget on the basis of that plan. They will check progress against the plan at the end of the year. This is called 'performance-based budgeting'. The intention of this first assessment is to develop a form of assessment that is comprehensive and public and located in the workplace. It is also intended to be a means of encouraging educational institutions to develop a school-specific internal quality assurance scheme.

The research reported in this paper found that most schools focused narrowly on preparing documents as the supporting evidence for external assessors. That is, instead of developing an internal quality assurance scheme focused on learning outcomes and staff-student relationships, the schools tried to satisfy the quality assurance process simply by preparing general documents. The Office of National Education Standards and Quality Assessment (Public Organizations) (ONESQA), the Ministry of Education (MOE), and the Thailand Research Fund (TRF), all understood that schools would find the process very demanding. For this reason these agencies provided research funds for a Learning Research and Development Institute (LRD) to develop interactive learning through action for schools.

Introduction

The first phase of the research had three main purposes, to develop:

- a participatory learning network (focused on internal quality assurance) in and between schools.
- a participatory learning network among schools, the Ministry of Education (specifically, the Office of the Committee for Educational Services), and the External Assessor.
- three aspects of knowledge management that included an internal quality assurance scheme, a consultancy system to inform and support quality assurance schemes, and preparation for external quality assessment.

The project started in May 2003. The research team consisted of seventeen people; a Director of LRD, five university lecturers, ten supervisors from MOE, and one school principal. The team developed a five-step participatory learning model: Thinking Over, Planning, System Development, Team Formation, and Assessment and Reflection (TOPSTAR) that could be used in schools. In the 'thinking over' step the researchers encouraged schools to revise their vision, missions and strategic plan taking into account the school's strengths and weaknesses. 'Planning' was divided into three major themes: student learning, student guidance, and student activities. There were also six support systems: leadership, strategic planning, administration, professional ethics, staff development, and community relations. Schools were also encouraged to develop an information support system. The work of the school was conceptualised as being manifest in student learning outcomes: knowledge, attitude, and performance. For 'team formation' the researchers provided workshops on team-building activities for school administrators and their teams. There were also four participatory learning activities in the schools during the semester. It was a condition of the research funding that each researcher had to visit schools in the network at least three times. We worked with forty

reasonably local schools in the first semester. This was increased to 217 schools all over the country in the second semester. By the end of the initial semester, the forty schools had formed their teams and had assessed their internal systems. We had also tried the new external quality assessment process with some schools and presented the results to ONESQA. These results were related to the National Standards and Indicators focusing on students, teachers, and school administrators.

In the system development step, each school team had to design, or redesign, appropriate systems for their specific context. In general they did this by examining what they were already doing and reshaping the processes so that they were coherent and easy for everyone to understand. There were four phases in this process: the process itself, standard methods, standard tools, and the national standard requirements. In the process phase the schools were provided with keywords to guide the teachers step by step in the analysis and redesign of each system. For example, the process for student guidance activities would normally start with allocating a student to an advisor. This required staff to know each student and to be able to assess whether this student needed particular forms of support. These forms of support had to be translated into homeroom activities, and arrangements for follow-up and for reporting needed to be developed. The standard method explained each step of the process clearly. Schools were required to document the pastoral advice for each student, what support would be available, how this support was to be used, and the nature and frequency of the homeroom activities. The standard tool consisted of psychological tests, achievement tests, forms, and records of meetings. The national standard requirement meant that each school had to analyse its systems very carefully to establish how they were related to the national standard. For example, one of the national standards involved a focus on the student's health. Schools had to

specify what processes would support or encourage student health.

Team formation required each school to form a team of five teachers. The team had to have a mix of computer skills, assessment skills, good human relationships, and include a person who had direct authorization from the headmaster. The first major task of the team was to work together to develop their own implementation of the TOPSTAR model.

Toward the end of the semester the research team provided the schools with a workshop on assessment and reflection. At the end of the semester, each school had to complete a self-assessment report. During this time the research team was 'fleshing out' the new concept of external assessment. In the national model of external quality assessment, the schools would submit the self-assessment report to the ONESQA. Then the external assessors would come to school for several days and compare the self-assessment with their own observations. The research team was concerned that the relatively short visits to the schools together with the varying membership of the external assessment teams could negate the idea of national standards. The research team therefore proposed that the external assessment teams have three components: an external assessor, a representative of the Office of the Committee for Educational Service (this agency has 175 offices all over the country), and one or more people from the research team.

On the basis of shared observations and reflective discussion the research team came to the view that the schools had largely achieved the purposes of developing participatory learning networks. They had designed or redesigned the three aspects of knowledge management - developing an internal quality assurance scheme, developing a consultancy system to inform and support quality assurance schemes, and were preparing for external quality assessment.

There were seventeen learning networks (nodes) in this research. Each node consisted of ten to fifteen schools. In the

first semester, we worked with forty schools then expanded the number to 217 schools all over the country in the second semester.

The schools had carried out four participatory learning activities in each semester. Representatives from the Office of the Committee for Educational Service, and external assessors, had attended workshops on the TOPSTAR model and shared their experience with the school networks. There had been a national symposium on internal quality assurance during May, 2004 to disseminate information about knowledge management and relevant documents had been available on the Internet. The second phase started in June 2004. The purpose of this phase was to extend the work of the first phase so that schools could fine-tune their internal quality assurance system and prepare for external assessment, and hence accreditation.

The role of the headmaster

The research activity clearly demonstrated the pivotal role of the headmaster in initiating and supporting change. Thai school staff tend to look for, and follow, direction from the headmaster. There were however, significant differences between the elementary schools and the secondary schools. We particularly observed how closely elementary school principals worked with teachers in the process of organising the participatory learning networks. We had a meeting every month with the teams of five teachers and some school administrators were meant to attend. Most of the elementary school principals attended these meetings and were happy to learn from other schools. Some secondary schools, however, sent along one person from academic affairs to report on what was happening in their schools. The research team was of the view that if the headmaster had a strong commitment to quality assurance, the school was highly likely to be successful in developing an internal quality assurance system.

The school teams

The effectiveness of the school teams depended on the mix of skills in the team, the age of the team members, the time they had available to work on the quality assurance system, and their power to convince their colleagues. Some schools had difficulty in selecting teachers to form an 'ideal' team. The mix of skills simply was not available in the school. The research team also observed that younger teams seem to learn what was required very quickly, but they had difficulty in convincing their colleagues to work with them. Older teams were quite active and worked together very well. They were able to encourage other staff to work together, partly because they had had enough experience to absorb new ideas into existing structures. There were teams that did not function well because team members did not listen to each other, or were too busy to find the time that was needed.

Strategic thinking

Most schools took up the challenge to revise their vision, mission and strategic plan. They then had to set priorities for which system would be developed first, which one next and so on. The advice that the research team gave depended on school size. The smallest primary school in our project had only five teachers. It was located in a rural area in the north of Thailand. This school took about three semesters to develop its quality assurance system in a form that met the external assessment requirements. The largest school in the project was located in Bangkok. There were about 5,000 students and nearly 300 teachers. In this school it was very difficult to implement change in what they were doing. It was also very difficult to convince staff to work together. One of the most successful schools was located in the northeast of Thailand. Strisuksa school is located in Roi-et province about 500 kilometres from Bangkok. The school has about 2,500 students and 210 teachers. We were surprised to learn that the average age of the team was about fifty years.

They drew on their combined experience to work efficiently and effectively. All of the required systems were up and running in two semesters. It seemed to the research team that almost everyone in school had the feeling of owning or belonging to the system. They followed the TOPSTAR model in the first semester then shared their reflections to improve the system in the second semester.

Support mechanisms

Budgets, timetables, and facilities such as rooms and computers, all had an effect on how the school teams worked. One of the most successful elementary schools was Anu-ban Khumpawapee. This school had grade levels from preparatory to junior high. There were about 700 students and nearly thirty teachers. The headmaster was 58 years old. He always attended the monthly meetings referred to above. The average age of the team was around fifty years. They worked on the TOPSTAR model three days each week after school. This team had a sophisticated understanding of the structure and function of quality assurance and external assessment.

Monitoring

The researchers were to a considerable extent monitors and supervisors. This was not uncommon in the Thai context. Our monitoring and supervision function was often a source of confidence for the school teams. We visited each school three times in each semester. In visiting the schools we hoped to make helpful comments on the design of systems, and to facilitate decision-making, if that is what was needed. Initially, the research team had its own difficulties because we lacked confidence in our ability to monitor and supervise. It was also a new innovation for us. Over time we built up our confidence through monthly meetings in Bangkok, and through actually solving problems in the schools. We have recently produced the fourth edition of the TOPSTAR model. We have also produced a manual for assessment and

reflection, and a manual for external assessors. The research team network has grown from the original seventeen members to approximately sixty members – all over Thailand.

The networks

We divided schools into seventeen nodes and organized interactive learning activities every month in each node. The assignment for each meeting followed the structure of TOPSTAR model. We expected in the first meeting that each school would have revised its vision, mission, and strategic plan – the thinking over step. We expected the planning step to be underway by the second meeting. In this way, the schools learnt from each other and shared their experiences in solving problems that arose in the process. These activities enhanced the feeling of co-operation and to some extent also the feeling of competition. This latter had some effect in encouraging schools to stay focused on the task.

Accreditation

The whole purpose of the innovation was to have schools get to a developmental point at which they could be externally assessed and accredited.

The research team could not of course guarantee that every school in the network would achieve accreditation. We could only assume that if schools developed, implemented and supported a process of continuous quality improvement, they would eventually be accredited.

The systems themselves

The best quality assurance systems that we saw took into account to the schools strategic focus and the views of its stakeholders. Effective systems tended not to be too complicated. The research team usually advised schools to focus on student learning outcomes rather than on the individual systems themselves. For example, it was clear that

some schools over-emphasised the standard tools activity, perhaps because it is relatively easy to administer tests. In such cases we advised school teams to reduce the number of standard tools they were using. We did all we could to encourage schools to make their own decisions.

Quality assurance

Quality assurance is not a didactic or static process, it depends on interactive learning through action among school staff. If schools can develop a sense of 'ownership' of a quality assurance scheme, it will lead naturally to continuous quality improvement – the aim of our national government.

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There are many communities around the world involved in action learning and action research, some of them are isolated from like minded colleagues by their different disciplines.

In the interests of bringing these communities closer together, we invite you to tell us about your local action learning/action research network

Developing school teachers in research for improving and developing learners

– Boonchom Srisa-ard, Somnuk Pattiyathanee, Oranuch Srisa-ard, Prasit Nimchinda, and Phacharaporn Yurayat

Abstract

The purpose of this research study was to encourage and train teachers to conduct research on improving and developing students' learning. Forty school teachers from primary schools in Roi Et province participated in this study. Four training workshops were organised from October 2003 to August 2004. Workshop 1 provided training sessions on basic research knowledge, frameworks, methodologies, and instruments for conducting research on improving and developing students' performance. Participants were asked to write a research project proposal for solving students' problems, using real situations they encountered in the classroom. Workshop 2 provided training and guidelines for conducting research into solving behavioural problems and developing students. Case studies using this kind of research were included in the session as real life examples. Workshop participants presented their research proposals assigned in Workshop 1 and received feedback and recommendations from the research staff committee. When their proposals were approved, teachers began conducting their research. Workshop 3 provided training in data analysis and

interpretation and writing research reports. Participants reported on the progress of their research project and were given an opportunity to ask questions, consult with the research committee on any problems they were having, and share their ideas and experiences with fellow participants and trainers. All participants were required to write research reports and submit them to the research committee for feedback and suggestions for improvement. In Workshop 4 the participants presented their research reports to the committee and fellow participants for feedback before final submission.

Results of the research revealed that thirty-two of the teachers participating in the project completed their research successfully. Seven teachers worked with 31 students on behaviour problems: unintentional learning, aggressive behaviours, and undesirable behaviours. Eleven teachers looked at the learning problems of 43 students': reading, writing, addition, subtraction, multiplication, and division. Fourteen teachers conducted research on the development of leaning and abilities with a total of 229 students.

The participating teachers evaluated the project as highly successful. Some of these teachers were selected to be resource persons for the Office of the Educational Zone, to give suggestions to other teachers in their schools and school districts. They will conduct further research.

Research significance and background

From past experience we know that educators encounter problems in developing learners. The National Education Act 1999 is an important instrument aimed at helping education reform. Section 22 Chapter 4 of the Act provides guidelines stating that education must be learner-centred and learners must be able to develop themselves naturally and to their full potential (The Royal Government Gazette, 1999). The success or failure of developing learners depends mainly on teachers. The guidelines state that teachers' work

will be research-based and each teacher will play their role as researcher. Therefore, teachers must have the knowledge and ability to conduct research on developing as teachers and researchers. That is to say, teachers must be able to implement research in the classroom using techniques of action, problem-solving, learning/teaching improvement, and student learning development. Knowledge and the process of constructing knowledge are important factors that combine teaching and research. In practice, students encounter different problems (learning, health, etc.) and these problems can be obstacles to their learning and development. If teachers are to improve the development of learners it is necessary for them to conduct research systematically.

The Faculty of Education, Mahasarakham University, has been cooperating with the Office of Roi Et Provincial Primary Education (now the Office of Roi Et Educational Area with 3 zones) to develop basic education quality in various areas of learner development. This project is part of the larger education quality development project that is designed to help teachers develop the knowledge and abilities necessary to conduct research for improving and developing learners. The results of this research project will be beneficial for students, by helping teachers gain the knowledge, experiences and skills needed to implement further research studies and extend their knowledge to other teachers who may help improve or develop more learners.

To develop teachers in research for improving and developing learners, training was provided to help teachers understand the nature of research, research processes, and research methodologies for improving and developing learners. Clear examples of research works were given to develop the teachers' understanding the different instruments and techniques for solving learners' problems: counselling techniques (Yiransiri. 1992; Khongragsa. 1993), case studies (Sirisukchaiwut. 1999; Ketsuwan. 1998), and the use of dynamic groups for building quality (Sritrakul. 1998)

and developing self-control (Chaengsiri. 1984). Research training was provided under the supervision of the research team.

Research purposes

1. To develop teachers in conducting research for improving or developing learners;
2. To solve learner problems regarding learning and behavioural problems; and
3. To develop guidelines for conducting research for improving or developing learners.

Research procedures

1. The researchers assigned teachers who participated in the research project as follows:

1.1 All 3 Offices of Roi Et Educational Zones were informed of the research project and were asked to submit lists of teachers and permit teachers from primary schools in all districts, who were interested, to participate in the research project.

1.2 The researchers also gained the cooperation of the Faculty of Education, Mahasarakham University, and the Office of Roi Et Provincial Primary Education for primary school teachers who were working towards a master's degree in the project.

A total of 40 primary school teachers participated in this research project.

2. Project participants were trained, problems were surveyed, projects were proposed and research was conducted.

2.1 The first workshop provided training on basic knowledge, frameworks, methodologies, and instruments for conducting research on improving and

developing students' performance. This workshop took 6 hours and was held on 9 October 2003. There was a 105 page document accompanying the presentation.

2.2 The teachers conducted research projects on a range of different classroom problems such as difficult behaviour, learning problems or developing learners. Each teacher prepared a research proposal based on the assigned form and submitted it to the research staff for consideration.

2.3 The second workshop provided guidelines for conducting research in improving and developing learners. Examples of research on solving learners' problems, research summaries and research abstracts were given to the participants. This workshop took place on 10 November 2003. There was a 73-page workshop document to supplement the workshop.

2.4 The teachers presented their research proposals for solving students' problems or developing learners. The research staff made considerations, comments, and suggestions for improving the projects, and gave approval to conduct the projects. This activity was performed immediately after the second workshop. Both activities lasted 6 hours.

2.5 The third workshop provided knowledge about techniques for analysing and interpreting data and writing reports on the research results. This workshop was held on 19 January 2004. There was a 37 page supporting document.

2.6 The teachers presented their research activities and identified problems, obstacles, and outlined the methods of problem-solving used in their projects. Comments and suggestions were made by their peers and the research staff. This activity came immediately after the third workshop. Both activities took 6 hours.

2.7 The participants were asked to write reports on their research results and hand them in to the research staff for consideration and suggestions for improvement prior to the fourth workshop held on 22 April 2004. During the workshop, the research staff gave feedback on the research reports and suggested guidelines for improving the reports. The teachers were asked to send their final reports by mail.

2.8 The research staff considered these reports and made comments. In case of flaws in report writing, the teachers were given an opportunity to resubmit their reports.

Research results

The research results could be divided into two aspects: conducting the research, and evaluation of the research project by participating teachers.

1. Conducting the research project

The research method frequently used by the teachers included a pre-test and post-test to measure the learners' behaviours. The same test or scale was used before the improvement was administered and again as post-test to measure the extent of results of improving or developing the learners' behaviours and abilities. This method was more transparent and more appropriate than using post-test only. It was necessary to present the study results by comparing post-test results with pre-test results in percentage of the full scores. Post-test scores only could not show with confidence whether the treatment was actually effective or not.

Thirty two teachers completed reports and disseminated their research on improving or developing their students. Seven teachers conducted research on solving behavioural problems, eleven teachers researched learning problems and fourteen teachers looked at the

development of learning and other abilities. In total thirty one students' solved behavioural problems, forty three students' solved learning problems and 229 students developed their learning abilities. Thus the studies can be divided into three themes: solving behavioural problems; solving learning problems; and developing of learning and abilities.

1.1 Solving behavioural problems

Seven of the teachers participating in the project conducted their research on solving behavioural problems. Three teachers researched unintentional learning problems, one teacher focused on aggressive behaviours, two teachers chose undesirable or inappropriate behaviours, and one project involved a tendency to drug addiction.

The techniques used for solving these problems included: self-control techniques, self-control techniques together with social reinforcement, self-control techniques together with meditation training, using of dynamic group activities, and using multiple techniques (e.g., giving knowledge, training, self-warning, rewarding).

Each teacher spent a total of eight weeks conducting their research. The research was conducted in three phases: baseline phase lasted two weeks, using treatment technique phase four weeks, and follow-up phase two weeks.

The research results indicate that each teacher achieved improvement in the behaviour of 3 - 6 students, totalling 31 students. The teachers were able to decrease unintentional learning problems by 55.77 - 100 percent, decrease aggressive behaviours by 37.50 - 73.33 percent, decrease inappropriate behaviours by 71.97 - 100 percent, and decrease drug addiction tendency by 50 - 100 percent.

1.2 Solving problems of learning

Eleven teachers participating in the project conducted their research on learning problems. Eight teachers worked on language problems and of those eight teachers, three worked on language problems concerning reading (unable to read, mispronunciations, misreading, reading by skipping over syllables or words, and slow reading); four chose writing problems (writing out of order, wrong spellings, and lack of writing skills); and one actioned problems relating to reading and writing.

Three teachers worked on students' arithmetic problems, one teacher looked at problems concerning addition (not proficient in adding numbers); one teacher on problems of division; and one teacher on problems relating to addition, subtraction, multiplication, and division.

The techniques used for solving students' problems included: reading exercises, handwriting exercises, writing exercises, reading and writing skills exercises, addition exercises, subtraction exercises, multiplication exercises, and division exercises. The teachers spent 30 minutes after lunch every day for three to twelve weeks conducting their research, with most averaging eight weeks.

The research results found that teachers were able to improve the learning problems of 1 - 8 students, totalling 43 students. They improved students' reading by 37.5 - 100 percent, writing by 46.18 - 76 percent, reading and writing by 40.38 - 82.69 percent, addition by 58-74.67 percent, division in 44.07 - 70.50 percent and addition, subtraction, multiplication and division by 45 percent.

1.3 Development of learning and abilities

Fourteen teachers conducted their research on developing students' learning and other abilities. Three teachers developed students' reading skills, two teachers developed students' skills in speaking and expressing

oneself, two teachers in spelling difficult words and seven teachers conducted their research on developing seven different aspects: readiness for learning; concepts development; number sense; verbal creativity; division skill; cooperative learning; and skills in making artificial flowers from tree leaves.

The techniques employed for developing students included: the use of exercises in intellectual readiness, exercises in reading accompanied by pictures, experience development books for developing reading for main ideas, domino games, role playing, a program for behaviour training in expressing oneself, exercises in skills in spelling difficult words, brainstorming, a package of training number sense, exercises in dividing skills, mind mapping, cooperative learning, and instructional packages. The teachers conducted their treatments in 1-13 weeks.

The research results found that 14 teachers helped 3 – 34 students develop learning and other abilities, a total of 229 students. The teachers were able to develop (increase) reading skills by 15 – 60 percent, skills in spelling difficult words by 25 – 64 percent, speaking behaviour and daring to express oneself by 32.28 – 61.90 percent, dividing skills by 13.60 percent, number sense by 7.70 – 39.13 percent, language creativity by 50.00 – 91.54 percent, concepts by 13 – 67 percent, and skills in making artificial flowers from leaves by 33.94 percent.

2. Evaluation of the research project

From participant's responses to a 5 point rating scale evaluation form (i.e., highest, high, medium, low, lowest) twenty-eight teachers evaluated this project at the highest level especially on: helping students solving their problems, providing guidelines for conducting research, being able to apply knowledge in real life, conducting research into helping students' problems, having

confidence in conducting further research, and developing a research network.

From interviews with some of these teachers who conducted research in solving students' problems and behaviours, we found that some of these teachers had been selected to be resource persons for the Office of the Educational Zone to give suggestions to other teachers in their schools and school districts, and conduct further research. They were proud to have gained the knowledge of research to help their students.

Discussion

The 32 participants conducted research projects in a variety of topics. This was because individual teachers faced a range of different problems in classrooms. Each teacher selected the problem they found to be most significant and urgent. The research studies could be put into three groups: research in solving problems of behaviours that influenced learning, research in solving problems of learning, and research in development of learning skills and abilities. Some research studies dealt with solving problems of only one learner, some solved problems of several learners, and the others developed learners in the whole classroom.

Several techniques were used for solving problems and developing learners, the technique used depended on the problem conditions and the understanding and interest of the research project participants. Some research studies resolved several problems during the research period, other studies were successful at some level, but with further problem-solving needed.

The research results are discussed as follows:

1. In solving learners' behavioural problems, seven teachers were able to decrease inappropriate and undesirable behaviours of all their learners - all behaviours decreased. Three (9.7 %) of 31 learners had completely

resolved their own problematic behaviours. Another 28 learners (90.3%) decreased their problematic behaviour at some level. When all the 31 learners were considered, it was found that aggressive behaviour had decreased the least. The technique utilised most frequently and effectively was self-control, often used together with other techniques.

Teachers were completely successful in decreasing the inappropriate and undesirable behaviour with only 3 out of 31 learners, which highlights the difficulty in completely resolving behavioural problems learners. Many learners needed continuous attention, problem solving and support. The teachers provided this support using the concept of action research spirals presented by Kemmis and McTaggart (1992: 11). Four teachers in this group followed up with the same learners' the following academic year.

The results of the research on learners' problem behaviour found that aggressive behaviours decreased less than other inappropriate and undesirable behaviours. This might be because aggressive behaviours were deep-rooted behaviours. To improve this type of behaviour it was necessary to operate continuously and seriously. It took much time. The most prominent and successful technique for improving learners' behavioural problems was self-control, but this was hard for the teachers to control. The teachers who had students with behavioural problems realised the importance of eliminating or reducing the problematic behaviour. They watched out for the behaviour and attempted to control the behaviour by not allowing it to occur. This was regarded as a problem solving technique that could produce permanent effects. Another researcher who had found that self-control was a good method of solving behavioural problems was Chaengsiri (1984). However, the use of self-control with other techniques such as concentration training and

reinforcement was found to be better. Kansook (1997), Chaloesuk (2000), and Thessrimuang (1992) also produced effective results using self-control techniques together with other techniques.

2. Eleven teachers helped 43 learners with learning problems. The techniques used most frequently and effectively were skills practice in aspects necessary for daily living that were important fundamentals of learning, such as: language concerning reading and writing, and mathematics concerning addition, subtraction, multiplication, and division.
3. Fourteen teachers developed the leaning or ability of 229 learners. These teachers were able to help a large number of learners because most of them worked with whole classes of learners. They used a diverse range of techniques.

The success of this research project was due to several factors: educational environment factors, teacher factors, learner factors, and factors of project elements:

1. Educational environment factors included education reform as directed by the first National Education Act 1999 that focused on the importance of learners and emphasised the need for teachers to conduct classroom research (Royal Gazette: Royal Decree, 1999). Also, the system promoted teachers with academic works to higher academic positions with higher salaries. Classroom research works were regarded as important academic works for consideration in promotion. It was expected that teachers would attend lectures, seminars, or training in relation to research, particularly classroom research or action research involving research on professional performance. Teachers were also supported by school administrators and administrators at the educational area level.

2. Learning problems caused obstacles to task performance for teachers. If teachers wanted to eliminate learners' learning problems or at least decrease the problems to a satisfactory level, they needed to learn techniques that could assist them in solving these problems. Learning research skills also helped them achieve promotions to higher level academic positions.
3. For learners, improving behaviour, solving problems and developing as learners, helped them achieve their learning objectives. Teachers needed to help students learn techniques that would assist them in solving these problems in the long-term.
4. Significant factors of success for the project depended on the following:
 - 4.1 Teacher training provided knowledge in basic research, conceptual frameworks, and instruments used for developing or solving learners' problems. They were given guidelines for helping the students with problems, and for conducting research into problem-solving, improving and developing learners, and in developing instruments and implementing self-control techniques. The materials included examples and case studies of research in solving learners' problems. The researchers printed all these documents in to four volumes and gave them to all the teachers who participated in this research project to supplement the training sessions. Teachers were also encouraged to read widely.
 - 4.2 Training workshops laid out the basics of research and assigned research projects to participants who in turn presented their research project outlines and were given feedback by research staff. The participants conducted their research according to the recommendations provided. Training was also given in techniques of data analysis, data interpretation, and writing research reports. Finally, the researcher gave feedback on the research reports. All the processes

mentioned helped the participants (teachers) gain an understanding of the research process so that they could successfully conduct their research project.

Recommendations

Based on the results of this study, the following recommendations are made:

1. Further research for developing teachers in solving learners' problems should be conducted in other provinces.
2. Too many (40) teachers participated in this research project, and research titles were diverse including: behavioural problems, learning problems, and learning ability or development. It is recommended for better outcomes that the number of teachers as participants should not exceed 20 teachers, and emphasis should be on a specific aspect such as behavioural problems.
3. The most appropriate technique for solving learners' behavioural problems was self-control and this technique should be promoted. Teachers must help students learn techniques that will assist them in controlling their own behaviour in the long term.
4. The study results suggest that teachers will need to have patience and devotion if they are to be successful in solving learners' problems. If teachers are not patient, they will find it difficult to succeed.

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Postgraduate research supervision: A habit or a profession?

- Peter Evans

Introduction

Post graduate education is the key to strengthening academic and professional expertise in Australia. It is argued that through research and specialised professional education tertiary institutions provide quality research for the general advancement of knowledge. Post graduate education also helps to develop closer international and professional links and assists teaching staff cope with growth in all areas of higher education, including higher education itself (Sheehan, 1996). Current imperatives reflected in the higher education review undertaken by the Federal Government (Commonwealth Department of Education, 2000) place post graduate education in a contextual framework of economic contribution to the welfare of Australia. In other words, given the current level of globalization, specialization, and competitiveness, the development of knowledge is an economic imperative.

Whilst the broader debate regarding the role and function of post graduate research is considered and is featured in this discourse, this paper's focus is on the supervisory role associated with higher degree research. It is argued that effective research supervision is a new paradigm in post graduate research. Research supervision was historically viewed as an experiential process affecting all students, however, the ramifications of poor supervision were rarely considered. The supervisory function, within post graduate research, has apparently occurred in a disciplinary vacuum, with little or no merit other than one's own reflection of the

experience when passed on to future generations (Kendall, 2002; Connell, 1993).

During the past thirty years attention has centred on the role of the supervisor and the function of supervision in the effective outcome of post graduate research. Focus has moved from the research outcome in its own right, to the process of research and all that goes with it. This change in orientation is of interest if we are to develop a more contextual understanding of the research process and the implications of that process on research outcomes. It is argued that a well supervised research process will result in significantly better outcomes than one which is deemed by the student to be an unsatisfactory supervisory experience.

This paper identifies and explores some of the different schools of thought on research supervision and offers some personal observations and reflections. The intent of the paper is to develop for the reader a reflective journey that may lead to an improved understanding and comprehension of post graduate research supervision, and in particular, emphasise the importance of looking at the supervisory process as a discipline in its own right requiring knowledge, pedagogy, and understanding.

McKenzie (2000) observes that new doctoral supervisors tend to see supervision in relation to their own experiences as research students, they repeat their own supervisor's approaches or react against them, with limited awareness of the different ways of 'being a supervisor'. This is the 'habit' of research supervision where practice is based on 'previous experiences'. An underlying contention of this paper is that it is time to move the learning of supervision away from the experiential framework to a more professional discipline of understanding and comprehension. The quality of supervision is significant in terms of effective outcomes. Improving the quality of supervision will improve the quality of research outcomes and in turn will the intended research purpose.

Research supervision: A discourse

The Australian government released a policy statement (Kemp: 1999) focusing on the conduct of research and research training as an integral part of our higher education system. It stated that the government was seeking to develop a research training system that would:

- Ensure Australia is able to maintain and develop its research competence and international credibility across a wide range of fields of knowledge;
- Facilitate the provision of diverse, high quality research training programs;
- Encourage the expansion of the total national investments in research;
- Expand opportunities and choice for research students;
- Enable research organisations to respond flexibly to changes in the development and demand for knowledge;
- Secure and strengthen Australia's international research efforts;
- Support the development and dissemination of knowledge for its own sake as well as the social and cultural benefits it will bring to the wider community;
- Extend the contributions of higher education research to the national innovation system through closer links with industry; and
- Make more effective and visible the impact of research and research training on national economic competitiveness, social problem solving and community well being.

The policy statement developed clear guidelines about issues such as quality, scope, competition, accountability, and performance based funding relating to research and research training. The issue of supervisory practice and its impact on

research quality was not discussed in the paper. One could argue this assumes that the concept of supervision, embedded in historical practice, is not worthy of consideration as an emerging discipline within the research framework. Pearson (1977) suggests that the traditional model of supervisor/student engaged in an area of common interest, and that of a student – usually thought of as younger – being an apprentice, is not challenged as a conceptual basis for effective supervision.

Compared to the lifespan of universities, postgraduate research supervision is relatively new. Connell (1993) tells us that the first PhD in Australia was awarded by the University of Melbourne in 1946. Prior to 1970, research degrees were comparatively rare among academics (Holbrook 1999). From 2,408 higher degree students in 1960, there are well over 100,000 higher degree students in Australian institutions today.

According to the Director of the Australian Council for Educational Research Bill Radford (1964: 264-5) a masters thesis was “generally thought of, and seen by university staffs, as a training in research”. The emphasis was on training rather than on the significance of the topic or the contribution to knowledge made by the thesis. In this context, supervision is seen as a master/apprentice relationship reinforcing Bourdieu’s view that “the thesis, as we have seen, is what enables the professors to exercise a lasting control over those aspiring to their succession” (Bourdieu, 1988:154). An emerging issue is the significant increase in those undertaking postgraduate research and the rich diversity of students now contemplating postgraduate study. Originally seen as an entrance to academia, postgraduate research is now undertaken for a variety of reasons and is attracting people from all walks of life, be it for professional development, career advancement, personal passion, or simply an interest in undertaking such study. This diversity is changing the nature of supervision, and

makes previous held assumptions about the nature of the student no longer valid.

More enlightened views of the supervisory process are emerging, based on the complex changes occurring in society generally, and within the higher education system in particular. Laske and Zuber-Skerritt (1996) propose that research supervision is a process of fostering and enhancing learning, research and communication at the highest level. They argue that the supervisory process is crucial to the success of graduate students and certainly complex, subtle, pivotal and responsible. This reflects a movement away from identifying research supervision as a training procedure and identifying the elements of effective supervision as a teaching and learning process. Zhao (2001) takes this a step further when he identifies the key elements of the student supervisor partnership as seen from a teaching and learning perspective. Key elements include:

- Matching students and supervisors in terms of their individual characteristics;
- Assessing and meeting mutual needs and expectations;
- Developing a research frame and an action plan;
- Regular meeting and quality feedback; and
- Communication and interaction of students with their academic community.

Hence, consideration of student needs, awareness of supervisor pressures, and acknowledgement of the skill required for effective supervision become elements of the discipline of supervision.

Lamm and Lewis (1999) focus specifically on the interpersonal relationships in doctoral supervision and detail how levels of supervisory support are seen by students to be a major factor in the production of a thesis and are critical to student satisfaction. This introduces a humanistic viewpoint based on the notion that for maximum student benefit from

higher education research and for maximum effective outcomes, the interpersonal nature of the relationship is a critical factor. Kandlbinder (2000) reinforces this view in his research developing case studies for beginning supervisors. His project discovered that the most important ingredient in successful postgraduate supervision was not being a scholar in the field, but building an effective professional relationship with the student. In some cases this involved modelling good research practices and required encouragement of the candidate regardless of the supervisor's personal opinions of their work. The diversity of students involved, coupled with the emerging humanistic perspective of supervision, also raises the issue of the ethical framework within which supervisors operate. It would appear a 'duty of care' ethical stance (Dubrin & Dalglish, 2003) with the inherent principle of responsibility for the other person, is being seen as a part of the supervisory process.

The understanding of research supervision is broadening from the traditional focus of 'expert' and 'apprentice' to include support for the student and the capacity to balance creativity with criticism. Fraser and Mathews (1999) report that whilst expertise in the research area is important, the role of supporting the student carries more weight in ensuring successful outcomes as the students can rely on the body of knowledge of the field but not rely on the ability of the supervisory process to assist them with the self confidence, motivation, and reassurance aspects that critically undermine the process in many cases.

Research supervision: A personal reflection

Mention was made earlier about the concept of supervision moving away from an experiential perspective ('this is how I was supervised') to a discipline in its own right (these are the fundamental principles of effective supervision). Many authors in the field of postgraduate research supervision (Cullen, Pearson, Saha & Spear, 1994; Hall, Coates, Ferroni,

Pearson & Trinidad, 1997; McCormack, 1994; McMichael & Garry, 1994; and Parry & Hayden, 1994) argue that certain commonalities in the supervisory process transcend specific traditional disciplinary characteristics. That is, a student undertaking postgraduate research in the social sciences has to cope with similar issues to the student in the physical sciences. Whilst the disciplinary framework is unique to the field, the research process is not. This accords with a process view of supervision that in fact take us towards a development pedagogy for postgraduate supervision. That is, within the student and supervisor context and the diverse range of disciplines, there are fundamental principles of supervision that are generic and universal. Much of what supervisors do takes place behind closed doors, and it is perhaps in respect of this privacy that there is little discussion of pedagogy or of supervisor development (Kandlbinder 2000).

As both a student and an occasional supervisor, my own observations very much align with the perspective of the 'profession' of supervision. Discussions with those who supervise at a postgraduate level consistently reveal the experiential aspect towards their own focus in supervising. Recently I undertook an Education masters unit on Postgraduate Supervision at Queensland University of Technology. In the conversations I had with other students focusing on different approaches to postgraduate supervision I identified the key issue as being a product versus process orientation based on the experience of the supervisor(<https://olt.qut.edu.au/edu/EDN628/sec/index.cfm?fa=displayPage&rNum=407994>)

It is also apparent that many supervisors do not view the process as a skill or an art. Indeed, many students would argue that most supervisors regard postgraduate supervision as a task or a chore. Whilst it may stimulate some articles or some interest, the basic process is often seen as one of duty.

Pearson and Brew (2002:135) point out that the focus at policy level regarding research in Australia is now on three areas:

1. Employment outcomes (the use of research and scholarship in academia, industry and professional practice);
2. Explicit skills formation (research skills);
3. Measuring Research Education (timely completion, efficient use of government money, student satisfaction, adequacy of resources, and attention to the effectiveness of supervisors).

It is the latter point that encourages a re-thinking of the role and function of supervision and particularly the basis upon which supervision is assessed as being either effective or ineffective.

Developing a pedagogy of effective supervision will enhance both the student and the supervisor's perception of the process and outcomes. Both Fedoruk and Vandura (EDN628 professional on-line conversation 21 and 22/5/03 and verifiable in the subject archive) reflect on their own experiences in terms of their doctoral process and indicate the inherent inadequacies of that process hindered their own progress and process.

Hill (EDN628 on-line conversation 20/5/03) noted that "the move you and others are making from expecting that your own doctoral experience is the strongest epistemological base for practicing as a supervisor, towards expanding your knowledge of the practice by reading other research and undertaking your own practitioner investigation, is perhaps the most significant paradigm shift in improving your own practice". This suggests an individualistic perspective of the learning process and of the development of a 'profession' of supervision. It would seem that a more useful observation would be that individuals moving beyond their experiential base should share in the development of a meaningful debate designed to influence supervisory practice at a

generic level. That is, to propose an open debate about supervisory practice for postgraduate students. Institutions such as Queensland University of Technology, in offering post graduate studies in the practice of supervision, are beginning the process of moving towards recognising the importance of a disciplinary framework for supervision. However, until there is open debate that involves all those currently supervising where there experiential basis is challenged by material such as is being investigated in this discourse, then it is to be assumed that supervision will remain a 'private thing behind closed doors' (Kandlbinder, 2000).

Significant issues in research supervision

The recently released Nelson (2003) report invites discussion as it identifies the proposed reforms necessary to ensure Australia's international competitiveness in the academic and economic market place. Whilst there are those that oppose the proposed reforms, the general view appears to support the basic tenet that major reform is necessary. In terms of postgraduate research the Nelson paper suggests that specific teaching roles and activities should be recognised alongside traditional research roles for academics. That is, teaching is a core competency of academic institutions, yet the art and skill of teaching is not a pre-requisite for academic tenure. To teach in the infant, primary and secondary school systems requires specific qualification that equips the teacher with a framework for effective teaching practice. At the tertiary level the assumption is made that a researcher can teach.

Institutional policies and philosophies also play a significant role in developing more effective research supervision processes. Institutions identifying themselves as centres of research excellence need to develop world's best practice if they are to ensure the outcomes of their research receive the credit they deserve. The maintenance of a view that student research supervision is based on previous supervisory

experiences without professionally acceptable standards, will limit the potential of institutions to exploit the outcomes of their research in a commercial sense. At the end of the day, a student who is motivated by the research experience, who finds the overall experience to be a rich and rewarding one, will produce far more useful and focused outcomes that will benefit the institution, the discipline, and the participants in the process.

Postgraduate research supervision requires a range of skills that underpin good practice. With the growth in postgraduate students and the demands made on supervisors, the need for a pedagogical approach that defines the scope and nature of research supervision is paramount.

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About the author

Peter Evans is a principal of Leadership Education Australia, specializing in executive coaching and leadership development for individuals and organisations. He recently completed a Master of Education specialising in Higher Education to supplement his skills. He is a part time lecturer in 'Leadership and Strategy' at the Graduate School of Business, Queensland University of Technology. This article was an assessment item in his Masters studies and reflects a strongly held belief about research supervision. Peter is currently undertaking a Doctorate focusing on executive coaching.

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A methodology to research a coaching method for systemic leadership development

– Geoff Coffey

Introduction

This paper sets out a methodology to research a coaching method for Systemic Leadership Development for a PhD degree. The coaching method uses a normative systemic leadership model to identify and change key assumptions from a leader's 'knowledge-in-action' associated with real and significant workplace issues.

The research takes a fine grained, 'in depth' focus on a small number of leaders using a variety of qualitative methods within an Action Research and Action Science paradigm. Details of the research situation, research methodology, how data will be collected and interpreted are outlined together with the assumptions that underpin the research.

The proposed research methodology is expected to contribute to current knowledge of leadership development and findings about:

- identifying the most relevant clusters of a leader's 'key assumptions' for change;
- critical elements contributing to changing a leader's key assumptions;
- processes to achieve these changes;
- an overall method using these processes;
- implications for the consultant using the process; and

- findings about the research methodology.

Research question

This paper outlines a proposed research methodology for a PhD degree. The aim of the research is to develop a coaching method for Systemic Leadership Development. The coaching method seeks to identify and change key assumptions from a leader's 'knowledge-in-action' associated with significant workplace issues. More specifically this involves:

- identifying key assumptions from a leader's 'knowledge in action' associated with real and significant workplace issues; and
- from these assumptions 'in action', identifying those which are the primary barriers preventing the implementation of systemic leadership;
- engaging the leader in learning processes to change the identified 'barrier' assumptions to 'systemic' assumptions; and
- having the leader test and reinforce 'new (systemic) assumptions' through workplace action.

The research takes a fine grained, 'in depth' focus on a small number of leaders using a variety of qualitative methods within an Action Research and Action Science paradigm. The research aims to identify key process elements for each of the above steps which can be incorporated into an overall coaching method. Additional research outcomes are expected to include findings about leaders and my practice as a consultant.

Background

For the last fourteen years I have worked as a leadership and organisational consultant. During this time my consulting practice has continually evolved through ongoing processes

of reflection, learning and active experimentation. My aim has been to make my practice more effective for clients by achieving more significant and sustainable improvement with minimum input which has progressively led to a focus on leadership and systems methods.

Assumptions

A set of assumptions underpin the draft coaching method and proposed research. Foundational assumptions for the work are the systems assumptions that (1) the world is highly interconnected and (2) can be understood in systems terms (Skyttner, 1996; Ackoff, 1999; von Bertalanffy, 1968; Emery, 1969).

Leadership links to organisation performance

An organisation's overall performance relates to the results it delivers to all of its stakeholders. These include customers, shareholders, employees, suppliers and the community. The organisation's performance flows from its design and functioning. The design and functioning of an organisation is largely determined by the actions of its leaders. Leader's actions are guided by their conscious and unconscious assumptions ('knowledge-in-action') (Schön, 1987) about how to set up, maintain and improve an organisation.

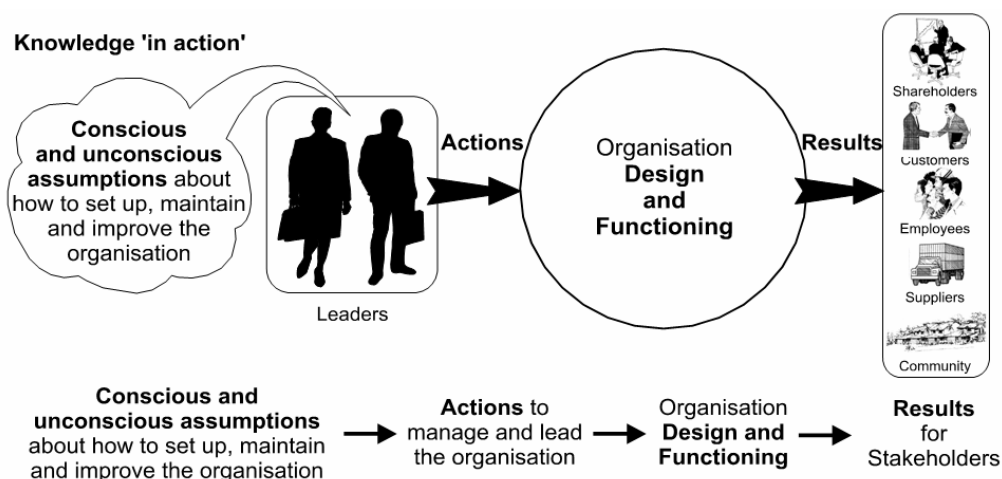


Diagram 1: The link between leadership and organisation performance

Human functioning

Human functioning is a complex interaction involving perceiving, thinking, feeling and doing (Briggs, Myers and McCaulley, 1985; Ellis and Harper, 1977). Human behaviour (action) is underpinned by a form of knowledge which can be labelled 'knowledge in action'. The knowledge 'espoused' by an individual as underpinning their action is frequently different to the 'knowledge in action' implied by their actions and individuals are usually unaware of this gap (Argyris, 1990).

Leadership functioning

A normative model, Systemic Leadership Framework (SLF), is used as a leadership model for the coaching method. SLF uses systems methods to create a 'high performance' organisation in a complex uncertain environment and positions a leader as an organisational 'system designer and builder' tasked with creating an organisation consisting of a hierarchy of high performance self regulating systems (see Appendix 2 for an overview of SLF).

Research situation

The research will be conducted in 'real and live' organisational situations as part of normal consulting arrangements. (Clients will also be aware of, and have approved, their part in the research). An overall representation of the research situation is shown in Diagram 2. Significant features of the research situation include:

- the context is a 'normal' consulting arrangement;
- research outcomes are very tightly linked to action;
- the researcher is immersed in the situation; and
- the research situation has very high complexity with a large number of uncontrollable (by the researcher) variables.

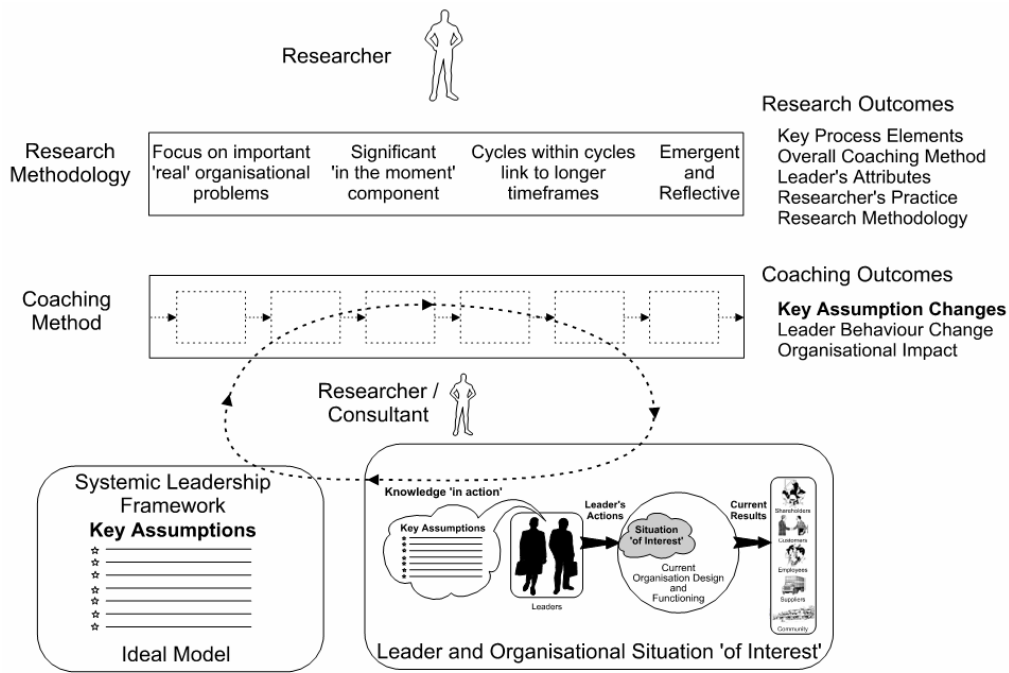


Diagram 2: An overview of the research situation

Consulting context

Action outcomes are of significant importance in the research situation due to the consulting context of the research (i.e., consulting to a leader with significant 'real and pressing' organisational problems). Leaders are generally highly action / improvement oriented, under pressure, and they tend to judge any meeting by its action outcomes. Conducting research in a situation where there are potentially significant 'real' consequences for those involved raises ethical and potentially legal implications which are explored in the discussion on ethics.

Research outcomes are tightly linked to action

Both research and (researcher) actions are tightly integrated at many levels in the research situation. These levels can be considered in a set of multiple timeframes which vary from:

- 'in the moment' (i.e., within a few seconds or minutes within a meeting);

- within each meeting with a leader;
- over multiple meetings with one leader; and
- over the duration of the project with multiple leaders (i.e., over several months).

Within a given timeframe, both action and research inform each other, are linked to other cycles within the same timeframe, and also linked to (research and action) cycles at other time intervals forming a complex interaction of cycles within cycles within cycles. Timeframes and the data and interpretation associated with it are discussed in detail below.

Researcher immersed in the research situation

The tight integration of research and action (especially in short cycles) enmeshes the researcher with the research situation. All of the researcher's inherent subjectivity and human aspects such as perceptions and values therefore become part of the research situation. The strong linking of action and research mean that a significant aspect of this project is the direct collection and interpretation of data by the researcher.

The research situation has very high complexity

The complexity of the research situation is very high with many significant variables. Many variables may not be known and / or not fully understood or be able to be controlled by the researcher. Diagram 3 gives a representation of the research situation indicating the major categories of variables which include:

- leader variables;
- (organisational) situation variables;
- methodology elements; and
- researcher variables.

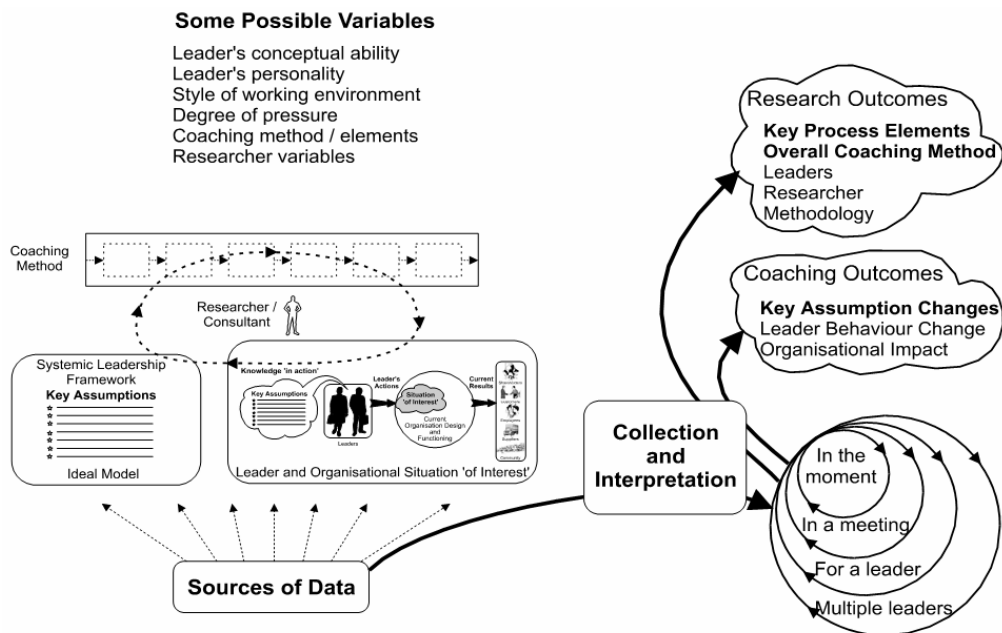


Diagram 3: Some potential variables and data collection and interpretation in the research situation

To be most effective in the research situation the methodology needs to be emergent and 'data driven' with an appropriate degree of rigour to collect data, and from this data, establish, understand and (where appropriate) change the most significant factors influencing outcomes.

Action Research

Action Research is a methodology which, as its name suggests, pursues outcomes of both action (change / improvement) and research. It is "distinct from both from those approaches often regarded as 'scientific' and those related to ethnography" (Dick, 2001: 2). Action Research is based on values of participation, equality and accountability (Denzin and Lincoln, 2000; Abraham, 1994) and uses processes which progressively alternate between action and systematic reflection to understand and change significant factors in complex situations. Abraham's (1994: 24) summary

of the Characteristics of Action Research, based on Peters and Robinson (1984) is reproduced below.

Problem focus characteristic – a way to solve practical problems and, at the same time, to discover general laws that may apply;

Action orientation characteristic – an element that takes action to solve immediate problems;

Cyclical process – series of steps that are repeated to form a spiral;

Collaborative characteristic – engaging key stakeholders in aspects of the process to varying extents - different writers suggest different levels of participation;

Ethical basis characteristic – generally an emphasis on values of participation and social responsibility (but the extent of values focus varies among writers);

Experimental characteristic – an emphasis on field experiments to test the effectiveness of various actions;

Scientific characteristic – a focus on the contribution to scientific theory - this characteristic has probably been the most debated of these characteristics;

Re-educative characteristic – an emphasis on training and re-education;

Emancipatory characteristic – the potential to transform social reality;

Naturalistic characteristic – an emphasis on naturalistic descriptions of the world rather than formal statements of formal laws;

Normative characteristic – contains some ideal model of practice (e.g., participation);

Group dynamics characteristic – a focus on group dynamics (when groups are relevant).

The characteristics listed above show close alignment with the research situation making Action Research highly suited as a research methodology for this project.

Action Science

Within the broad field of Action Research there exist many different methodology variations. Action Science is a well established variation which was developed by Argyris, Schön, Putnam and others (Argyris, Putnam and McLain Smith, 1985). It focusses on the problem of creating conditions for collaborative enquiry in which people in organisations function as co-researchers rather than merely subjects (Argyris and Schön, 1996). It is based on an assumption that people are more likely to provide valid information about their own reasons for action when they share control of the process of generating, interpreting, testing and using information. At its core, Action Science assumes that (a) significant parts of an individual's 'knowledge in action' are tacit, (b) that there is a gap between the knowledge an individual espouses as the basis for action and the knowledge that can be implied from their actual practice (i.e., 'in use') and (c) that individuals tend to remain unaware of this gap (Dick and Dalmau, 1999).

The proposed research methodology is a refinement of Action Science. Action Science has a predominant focus on direct (i.e., one on one) 'theories of action' and takes for granted prior processes of information collection, interpretation and behavioural mode ideal. The proposed approach, recognises that action strategies are a very important part of leadership 'knowledge-in-action' and learning, but goes further to equally focus on preceding processes of perception, data collection, interpretation and ideal organisational models.

In addition to the 'theories of action' (Argyris, 1983) leaders use in direct interactions with others, the project methodology also focuses on action strategies used to

indirectly influence people within an organisation. These indirect or secondary influence strategies involve others, in multiple steps, and introduce the concept of influencing organisation performance through its design (e.g., the working environment for individuals and teams).

The methodology of Action Science is very closely suited to the requirements of this research situation due to its fundamental assumptions, focus on 'knowledge-in-action' and leader learning in an organisational setting. In addition to these features the proposed methodology extends Action Science by focussing on more of the detailed intrapersonal processes of data collection and interpretation, as well as indirect, secondary influence strategies.

Proposed research plan

The project will use the draft methodology (Outlined in Appendix 1) as a starting point to research a more refined methodology and establish other research findings.

Individual leadership development (coaching) projects will be conducted with six leaders in a 'one to one' (client – consultant) relationship and use the client's 'real' issues from the leader's own workplace. This will be done in a regular series of six to eight two hour meetings (approximately every two weeks) over a three month period.

Data collection and interpretation in the project

The focus of this research project is changes to a leader's key assumptions and associated processes. Research findings are achieved through a complex interaction of numerous data sources and cyclic (and emergent) processes of interpretation which operate over several distinct timeframes as depicted in Diagram 4 below.

The following discussion of data collection and interpretation commences by outlining (a) the identifiable timeframes followed by (b) the sources of data, and finally

(c) the interpretation / evaluation processes which integrate the project.

Timeframes

As previously outlined, action and research are tightly linked in a complex interaction of cycles within cycles within cycles, in timeframes of:

- 'in the moment' (i.e., within a few seconds or minutes within a meeting);
- one meeting with a leader;
- over multiple meetings with one leader; and
- over the multiple meetings with multiple leaders (and ultimately the whole project).

Sources of data

The main sources of data in the project are listed below and their interrelationships and sequencing are illustrated in Diagram 4:

1. An initial meeting plan - according to the current version of the methodology;
2. An audio tape recording of each meeting and its joint evaluation;
3. Researcher perceptions about what happens (and is immediately responded to) in a meeting;
4. Researcher notes made during the meeting;
5. Adding to researcher notes following a meeting;
6. An audio tape of researcher stimulated recall (using 2 above) of each meeting;
7. Leader descriptions and cognitive maps;
8. Leader reports of outcomes from previous meetings;
9. Data from other stakeholders (when available); and
10. An audio tape recording of the exit evaluation interview.

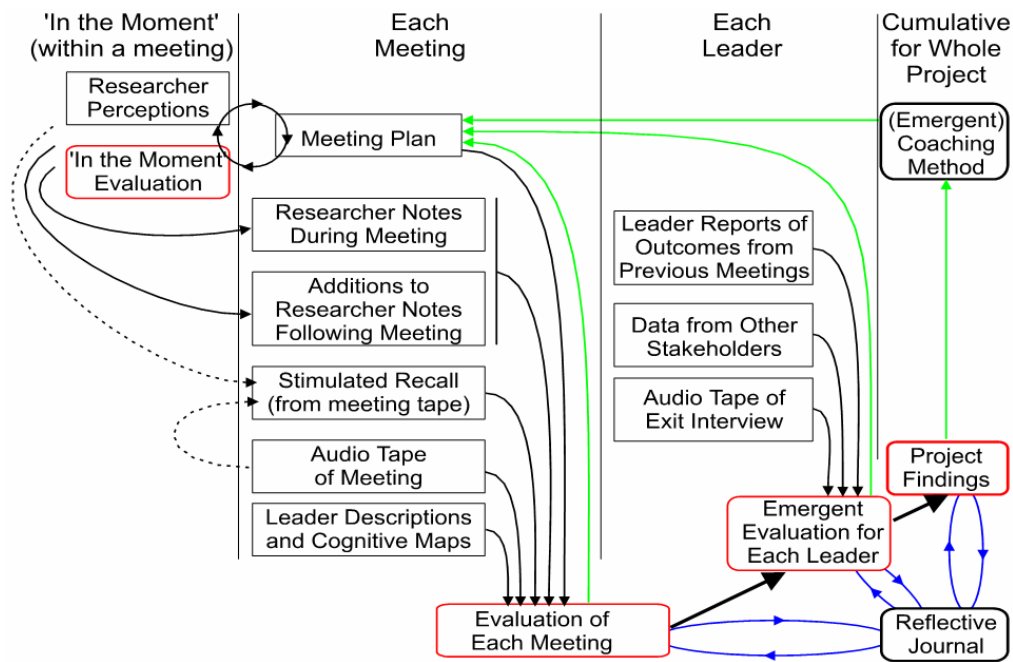


Diagram 4: Links and sequences of data collection and Interpretation

Initial meeting plan – according to the current version of the methodology

The pilots to date have resulted in the development of a draft coaching method which will be used as a starting point for the research. Before each meeting a meeting plan is developed. As data for each leader emerges (from previous meetings with that leader and meetings with other leaders) the process for each subsequent meeting is refined and modified.

Audio tape recording of each meeting and its joint evaluation

Each meeting will be audio taped in full. The tape recording will be subsequently transcribed and analysed according to the conventions of ethnomethodological conversation analysis after Sachs (Silverman, 1993). At the end of each session a joint review of that session and the overall process

will be conducted (by leader and researcher) and tape recorded.

Researcher perceptions

A primary source of data collection is the researcher - through personal perception and interpretation of interactions with the leader during each meeting. A significant amount of data is responded to 'in the moment' as the process emerges. Only the leader and researcher will be present in each meeting and while an audio tape recording of the meeting will be made it will only be available for retrospective analysis.

Researcher notes made during the meeting

Note taking in the session will be done in a minimalist way to record significant data and interpretations in 'bullet' form as an aid to the researcher in the meeting. A focus will be to identify specific behaviour, language, descriptions and interactions which show specific assumptions 'in use', any insights or changes, and the process that facilitated these.

Adding to researcher notes following a meeting

As soon as possible after each meeting, researcher notes made in the meeting will be privately reviewed and added to from memory. These additions will be made in a way that distinguishes them from those made in the meeting itself.

An audio tape of researcher stimulated recall

Immediately after researcher notes made during the meeting have been added to from memory the researcher will tape record recollections of the meeting stimulated by the audio tape of the meeting. This (stimulated recall) recording will be transcribed and analysed according to conversation analysis protocol.

Leader descriptions and cognitive maps

The leader is often asked to map their thoughts on the situation of interest on to paper using 'post it' notes or other methods. While the leader keeps (and may subsequently add to) these, they will be captured by digital camera and kept as data.

(Subsequent) leader reports of outcomes from previous meetings

The coaching method seeks to engage the leader as a researcher on their own organisation and to rigorously collect and evaluate relevant data as a means of diagnosis, learning and to support their assertions about organisational impact of the coaching method. Reviewing agreed actions from the previous meeting at the commencement of each meeting provides another source of data on leader behaviour and organisational impact.

Data from other stakeholders (when available)

Some leaders and their organisational situations will be able to provide additional quantitative and /or qualitative data on the changes that result from the method. This data could include performance indicators and / or other specific measures.

Exit Evaluation Interview

On completion of the scheduled series of meetings with a leader an exit interview would be conducted and tape recorded in full. Again, this will be transcribed and analysed according to the conventions of conversation analysis.

Interpretation / evaluation processes

Corresponding to the time frames previously discussed are four key interpretation / evaluation processes which are listed below:

- within a meeting – moment by moment as the process unfolds;
- after each meeting to review that meeting (and shorter cycle data and interpretations) and to plan the next meeting;
- progressively reviewing all data and interpretation to date for each leader through a reflective journal; and
- progressively reviewing all cumulative data and interpretation to date for the project through a reflective journal.

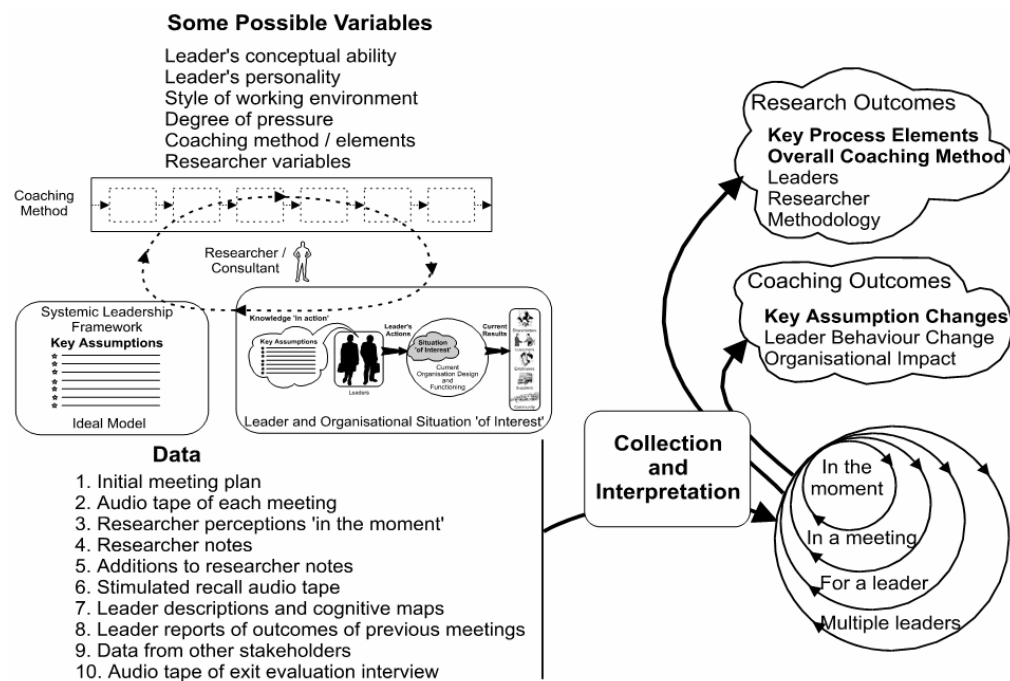


Diagram 5: Data and interpretation in the research Situation

Interpretation in this project involves making 'warrantable assertions' (Dick, 1994) from available data in the specific situation. These 'data driven' interpretations are then used to achieve research and subsequently action outcomes. The resulting claims to contribution to knowledge are therefore based on these 'warrantable assertions'.

Ethnomethodological conversation analysis will be used to analyse leaders' accounts of meetings, evaluations, and

reports of outcomes from previous meetings from audio tapes. Analysis will assist tracking changes in leader assumptions through categorisation and attribute analysis (Baker, 1997), and provide data to assist interpretation of learning processes through appreciation of the deeper cultural aspects of the interaction between leader and researcher.

The audio tapes of meetings will also be used to tap researcher 'knowledge in action' through a process of stimulated recall (Ethell and McMeniman, 2000; Wear and Harris, 1994). Grounded Theory will be used as a process to accumulate and analyse data progressively emerging from each meeting and each leader (Charmaz, 2000: 509). The analysis process commences early by coding data as it is collected. This is done from the researcher's interpretations rather than preconceived data categories.

Using Action Research, the task of establishing 'universal' laws is substantially more difficult and also less relevant than other forms of enquiry due to the high complexity and (often highly) specific nature of each situation (Argyris, 1999). Details about how research judgements / interpretations ('warrantable assertions') are made from various sets of data and their interpretation are discussed below.

Within a meeting

The specific details of what occurs in each moment can vary considerably. A key aspect of the research methodology (and coaching method) is responding appropriately to unexpected changes as they occur 'in the moment' in a meeting and capturing data relevant to this. The action of the researcher 'in the moment' is underpinned by judgements to maximise the use of meeting time and facilitate the planned process to identify and change leader key assumptions. These short timeframe interpretations are achieved by the researcher

drawing on all perceived variables, personal knowledge and experience (rather than theory).

After each meeting

At a point when all data is available from a meeting (i.e. after completion of conversation analysis) it is examined for interpretations / findings. Check lists (including main assumption clusters) will also be used to prompt for possible omissions and disconfirming data. The data will be examined for similarities and differences and compared to relevant theory so that conclusions and further testing can occur. All of these interpretations and conclusions will be captured in a reflective journal. Relevant conclusions will be fed back to leaders as a form of further testing to increase rigour.

Progressive for each leader

As time horizons and available data expand over multiple meetings with one leader, Grounded Theory will be used to accumulate and interpret data. This will be achieved through a reflective journal which runs throughout the project and will include appropriate theory. At appropriate points, an independent and knowledgeable person will be used as a 'critical friend' to periodically review all available data and give a critique of the project's progress, its data and interpretations.

Progressive for the project

Data and interpretations from individual sessions and individual leaders will be further integrated into an overall 'conversation' which includes appropriate theory to draw together conclusions and overall research findings. This level of interpretation will centre on the reflective journal and result in final research output.

Rigour

Dick (2001: 24) lists four sources of rigour for Action Research as:

- triangulation;
- maximally diverse samples;
- vigorous ongoing search for disconfirming evidence; and
- the use of tight Action Research cycles.

Within triangulation four forms of rigour are listed as - multiple methods, information collected at different times or from different samples, using different investigators and viewing information through different theories. Each of these forms of triangulation are present in the proposed research methodology to varying degrees. The form least present is using different investigators. While the same researcher will be used to collect all data, a different investigator will be used to assist with longer timeframe interpretations.

A variety of different methods (e.g., descriptions (from audio tape), concept maps, researcher observations of behaviour, accounts of interactions with others) will be used to generate data about leader assumption changes. A variety of different theories will be used to view and interpret data.

The second overall point, maximally diverse samples, does not apply to the research situation as only a small number of leaders are engaged 'in depth'. There is excellent opportunity to search vigorously for disconfirming evidence through careful review of data and subsequent testing. The fourth point - adopting tight Action Research cycles - is a major feature of the research methodology which will contribute to rigour. Testing overall interpretations with the leader by making them explicit with an attitude of tentativeness and genuine enquiry will assist rigour.

Strengths and limitations of the research methodology

Strengths of the research methodology

The primary strength of the research methodology is its very high responsiveness which comes from high engagement with the leader and multiple short (and long) cycles. This strength gives the ability to quickly establish and focus on what are judged to be the most important research elements 'in the moment' and to pursue these in significant depth. These features mean that the research is more likely to uncover novel and emerging issues in the field.

Tape recording meetings, the use of conversation analysis and stimulated recall provide a way to permanently capture data, deepen the level of interpretation and increase rigour using established analysis techniques. Multiple meetings and a variety of techniques provide an opportunity to capture longitudinal data and check for disconfirmation.

Potential limitations of the research methodology

Obtaining relevant data on a leader's 'knowledge-in-action' and changes to assumptions has a number of potential problems which include:

- much of the reasoning that guides human action is unconscious;
- the degree to which what is 'conscious' can be adequately recalled and fully articulated is problematic; and
- an individual's willingness to disclose all that is conscious (Argyris and Schön, 1974).

While there may not be a specific intent by the leader to be dishonest and / or mislead, there will always be issues that leaders will not want to discuss, and try to cover up, which are related to conditions creating potential embarrassment and threat for them (Argyris and Schön, 1974). These can be

minimised by setting up the research situation in a climate of openness, honesty, trust, equality, joint enquiry and learning.

Researcher

Within each meeting, the meeting plan is varied by researcher judgements based on 'in the moment' personally collected and interpreted data. This necessarily personal (to the researcher) aspect of the methodology places significant challenges on the researcher to achieve appropriate levels of rigour. Researcher issues related to minimising shortcomings associated with this feature of the methodology are discussed below.

Researcher skill, knowledge and self awareness

High levels of researcher skill and knowledge facilitate data collection and interpretation processes 'in the moment'. Run effectively they focus both the research process and provide maximum relevant data. These skills relate to a variety of intra- and inter-personal processes which include attending, active listening, questioning, establishing and maintaining high level rapport, and providing support as well as appropriate challenge.

Because the researcher is an integral part of the research situation, personal bias can never be eliminated from these processes. Greater awareness of the researcher's own assumptions helps to minimise bias toward specific judgements. When an interpretation is being made, rigour is increased when there is awareness of the underpinning assumptions and / or theories.

Researcher attitude

The adoption of a researcher approach based on Model II values and behaviour will be most effective (Argyris, 1990). The human capability to attend to relevant data is maximised with a researcher attitude / approach that is 'present' and relaxed. While researcher duress is likely to be

a relatively rare occurrence, the use of emotional management strategies (Ellis and Harper, 1977) greatly assists when they do occur.

Ethics

As mentioned above, the research will be conducted in 'real and live' organisational situations as part of normal consulting arrangements where the client is undertaking a coaching program to develop leadership and improve organisation performance. This means working with significant 'real and pressing' problems for both the leader and organisation. By design, the research situation is intended to have a significant impact on the leader and organisation. The research therefore also has potentially significant 'real' consequences for everyone involved which raises ethical and potentially legal implications.

Prior to commencing the process clients will be made aware of, and have approved, their part in the research. Legally the research situation will be covered by the researcher's current professional indemnity insurance. Confidentiality will be achieved by changing individual and company names as well as any other identifying features before data is presented in any non confidential format. Ethics committee clearance will also be obtained for the research.

Conclusion

Swepson (2001) sets out three criteria for good research. Whether it is reductionist (e.g., scientific) or systemic (e.g., Action Research), she claims good research:

- recognises and engages the social system of which it is part and for whom the research is intended;
- is systematic inquiry relevant to a particular question;
- seeks to overcome the inherent human disposition to seek confirming rather than disconfirming evidence.

The proposed research approach using Action Science within the broader Action Research paradigm meets these criteria.

Due to the complexity of organisational leadership and the large number of potential variables, as specific findings emerge, the research focus may need to be narrowed and refined in subsequent research cycles. The factors that contribute to the research methodology's high level of action and research effectiveness also require a high level of researcher skill and knowledge.

The research methodology can be seen as a 'leading edge' for future leadership development as it enables making relevant 'in depth' research findings relatively easily. The small sample size raises issues of wider generalisation which can be overcome through subsequent research using a different methodology and involving larger numbers.

Notes

1. Argyris (1983) sets out a 'Ladder of Inference' which progresses through four rungs which are:
 - relatively directly observable data, such as conversations;
 - culturally understood meanings;
 - meanings imposed by our theories-in-use; and
 - meanings imposed by the researcher.
2. The governing values of Model I behaviour are to:

Achieve the purposes as the actor perceives them, maximise winning and minimise losing, minimise eliciting negative feelings, and be rational and minimise emotionality.

The governing values of Model II behaviour are based on:

Valid information, free and informed choice, and internal commitment to the choice and constant monitoring of implementation (Argyris and Schön, 1974).

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Appendix 1: Coaching Method Outline

The major steps in methodology are outlined briefly below. It needs to be emphasised that the process is not fixed and inflexible. Rather it is an emergent and dynamic 'guide' that quickly becomes sharply focussed on the most relevant and important issues in each specific situation. What actually occurs in any particular coaching assignment may vary considerably from what is set out below. In summary the methodology involves the following elements:

- engaging leaders in the process;
- creating a supportive 'learning' environment;
- focussing on real and pressing workplace issues;
- eliciting relevant 'knowledge in action' and conceptual models;
- using highly effective 'critical' reflection and learning processes;
- techniques to reduce the dynamics of ineffective human tendencies;
- 'soft' systems methods for managing complexity and uncertainty;
- 'hard' systems models of 'high performance' organisations;

- 'in context' action to improve organisation performance, reinforce new insights and develop skills;
- systematic and rigorous (multiple level) action research and evaluation.

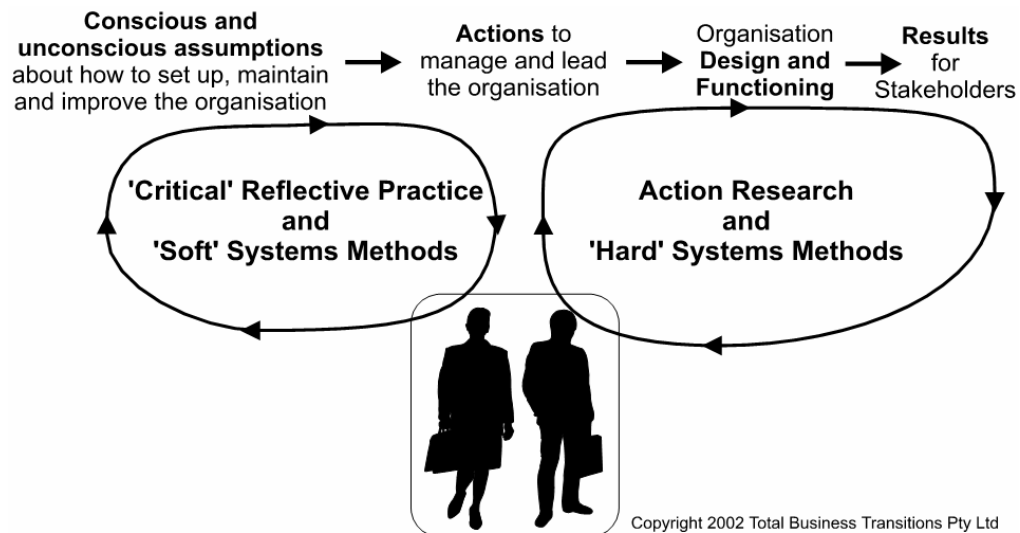


Diagram 6: Coaching method outline

We welcome profiles of people engaged in action learning or action research. You could submit your own or offer to write one on behalf of someone you know.

Appendix 2: Systemic Leadership Framework

Key Assumption Clusters

Systemic Leadership Framework is a model of how leaders can create a high performance organisation in a turbulent / uncertain environment.

1. Basic assumptions for moving forward:
 - organisational improvement - possible and desirable;
 - leader's personal motivation to improve and learn;
 - role of leader as system designer and creator;
 - high complexity of organisations and their environments; and
 - cognitive behavioural model of humans.
2. Nature of complexity
3. Systems principles
4. Leader and relationship(s) to a system:
 - connections – rational / physical and non rational;
 - leader tendencies.
5. A method of managing high complexity and uncertainty
6. Learning and critical reflection – how defensive reasoning works
7. Systems models of organisations (organisations as systems / the requirements for high performance – see below)
 - Business Unit;
 - Work Unit (knowledge / linear work); and
 - Individual – as a system.

8. Dynamics of organisational change

- engaging others in processes of systemic development.

Systems model of organisations

Systems model of organisations represents a whole organisation (business unit) as the integration of a set of three hierarchical levels of system. System boundaries are selected around 'natural' organisational entities of business unit, work unit and job unit. A business unit integrates numerous lower level 'work units' which integrate numerous individual 'job units' made up of an individual and their immediate job environment.

Systems model of organisation is limited in size to a 'business unit' which adequately describes organisations up to several hundred people in size. Corporate structures incorporating multiple business units are beyond the scope of this model but the concepts can be adapted to these larger organisations.

Geoff would appreciate feedback on his methodology paper. If you have any comments, please contact Geoff directly.

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Total Business Transitions Pty Ltd
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Aspley Qld 4034
Australia
Email: g.coffey@uq.net.au

ALARPM's Annual Report 2004

- From the desk of the new President

I'd like to welcome all members to this edition of ALAR. This journal is one of the major ways in which ALARPM, as an organization, serves its members and provides the means to inform each other of events and activities in which they are engaged.

In recent years ALARPM has made a major shift, from a local organization to one that now spans the globe. In 2006 we will host the next World Congress in the Netherlands, providing opportunities for members from around the world to meet, develop relationships, and share ideas and information. Past Congresses appear to have been highly productive in this regard, and I look forward to meeting those who are able to attend next year.

On a more local note, I will also attend the Australian national conference in Sydney in September/October. I hope that this will provide opportunities to make stronger links with grass roots practitioners, and to establish more clearly the relationship between local and global developments. In doing so, I hope to reaffirm the purpose of ALARPM - to develop collaborative networks of people interested in using AR, AL and PM, and to create local and global change to achieve a more equitable, productive, joyful, peaceful and sustainable world.

Regards to you all
Ernie Stringer
erniestranger@hotmail.com

Treasurer's Report

- Period ended 31st March 2004

This report was prepared by Donna Alleman, ALARPM's new Administration Coordinator.

Attached to this report is the independent Auditor's Report which includes the Income and Expenditure Statement and Balance sheet.

In presenting this report, I would like to provide some background about the financial plans for this year, some explanation of the attached reports and some thoughts for the future. Please note that unless otherwise stated all figures are in Australian dollars.

Events in 2004 and background

The Management Committee had previously resolved to use past surplus funds to provide seed funds for future World Congresses and to fund the development of our website. We hope that the website development will eventually allow us to substantially reduce costs and time in administration, postage and printing.

The committee budgeted for a cash deficit in 2004. The budget assumed that the Pretoria World Congress would break even, that there would be substantial expenditure on the website and that more would be invested in paid administrative support to reduce the burden on the Executive and particularly the voluntary Treasurer and Secretaries.

Attached Reports - Income and Expenditure

The World Congress made a profit and so did an Australian conference run on the Gold Coast in May 2003. The substantial expenditure on the website was again deferred.

As a result, the Association again achieved a modest surplus for the year.

Some more specific comments about the factors affecting our net income this year:

- There was a change to the financial year end from 30th April to 31st March; Membership renewals fell although overall membership income remained fairly steady, mainly due to the new members generated through the World Congress;
- Income from membership fees did not cover costs which include the ALAR Journals, Networking Directory, website and general administration;
- An Administration Coordinator has been sourced on a contract basis to provide a stable point within the organisation and reducing the need for volunteers to perform core administrative tasks;
- Despite the lack of a Treasurer and the training of the Administration Coordinator; administration costs were within budget;
- The Pretoria World Congress made a profit of around A\$4000 (after repayment of seed funds and all expenses). We need to thank the organising committee and particularly Gail Janse Van Rensburg who was a very conscientious Congress Treasurer and contributed a great deal to the effective financial management of the Congress. Given the smaller than anticipated registration numbers in the weeks before the Congress, costs were cut which made the final outcome considerably more favourable. While most of the promised sponsorship income was not able to be collected, we should acknowledge the valuable contribution made by the University of Pretoria who funded the employment of the Congress Administrator as well as contributing seed funds and other support ;

- A conference held on the Gold Coast, Australia in 2003 was run in partnership with the Southern Cross University and returned a surplus of about \$2000;
- Volunteers continue to run each conference or similar event and thanks go to these active and hard working organising committee members;
- There was minimal expenditure on our web development this year and the planned and budgeted web development will be carried forward to next year;
- Final profit is around A\$2,637 based on accrual accounting principles.

Attached Reports - Balance Sheet

Our new financial year ends on 31st March 2004. As of that date, our cash position could be summarised as follows:

Funds in our main account	\$35,419
Accounts Receivable	\$10,454 *
Net GST Refundable	\$ 794
Fixed Income Bond	\$15,000
Total Funds Available	\$61,667

These funds are committed as follows:

Creditors	\$ 6,634
Total	\$55,033

This leaves us with about \$55,000 as liquid funds to begin the financial year. The 2005 budget has been prepared and approved by the current committee.

* Return from World Congress 6&10 (including reimbursement of seed funds and expenses paid by ALARPM directly)

Thanks to those who helped

A special thanks to Anne-Marie Carroll, the past but not quite gone Treasurer, who has guided me and the committee, through the uncertainty of what needed to be done because she always knew what to do.

To Yoland Wadsworth for always being there.

To Susan Boser and Margaret Fletcher for welcoming new members and support beyond their current roles.

To Joan Bulcock who coordinates the administration of the successful ALARPM “Conversations” that are run in Brisbane by the Brisbane Conference Group

To Iain Govan, convenor of this Conference and the team here coordinating registrations and working collaboratively to manage the necessary administration

And Lyn Cundy the hard working ALAR Journal editor.

Donna Alleman
Administration Coordinator

Independent Auditor's Report Period ended 31st March 2004 -

Scope

We have audited the special purpose financial report of Action Learning, Action Research and Process Management Association Inc. for the period ended 31st March 2004 as set out on pages 2 to 5. The committee is responsible for the preparation and presentation of the financial report and the information contained therein. We have conducted an independent audit of the financial report in order to express an opinion on it to the members. No opinion is expressed as to whether the accounting policies used are appropriate to the needs of the members.

The financial report has been prepared for the purpose of fulfilling the requirements of the Associations Incorporation Act (Queensland) 1981. We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit has been conducted in accordance with Australian Auditing Standards. Our procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial report is presented fairly in accordance with Australian Accounting Standards and other mandatory professional reporting requirements so as to present a view which is consistent with our understanding of the Action Learning, Action Research and Process Management Association Inc. financial position and results of its operations.

The audit opinion expressed in this report has been formed on the above basis.

Qualification

Our audit has been confined to recorded transactions within the books of account.

Audit Opinion

In our opinion, subject to the effect on the financial report of the matter referred to in the qualification paragraph, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements the financial position of Action Learning, Action Research and Process Management Association Inc. as at 31ST March 2004 and the results of its operations for the year then ended.

HERZIG PROSSER & CO
Chartered Accountants
Indooroopilly Shopping Centre
322 Moggill Road
Indooroopilly

**ACTION LEARNING, ACTION RESEARCH AND
PROCESS MANAGEMENT ASSOCIATION INC.
ABN: 41 587 420 126**

**INCOME AND EXPENDITURE STATEMENT
FOR THE PERIOD ENDED 31ST MARCH 2004**

	*2004	**2003
INCOME		
Conferences & Local Chapter Events	10,343.11	11828.55
World Congress 6&10	10,239.65	0.00
Interest	365.33	1087.49
Membership Fees	9,053.97	10266.35
Publications	158.91	121.36
Donation	18.64	0.00
	30,179.61	23 303.75
TOTAL INCOME	30,179.61	23 303.75
EXPENDITURES		
ALAR Journal	3606.79	2683.90
Administration Services	2466.89	725.69
Audit Fees	500.00	400.00
Bank Fees	477.82	571.10
Computer Support	0.00	180.00
Conference Expenses	8155.30	7,669.89
Cost of Books Sold/Library Gifts	142.45	58.89
Depreciation	0.00	52.24
Insurance	1128.50	745.77
Interest (ATO)	0.00	57.01
Internet Access	431.85	569.95
Management Committee Meeting Costs	61.55	27.99
Networking Directory	3565.84	2564.13
Photocopying	0.00	170.55
Printing, Postage and Stationery	942.20	459.05
Registrations	71.30	68.00
Software	0.00	545.00
Telephone and Fax	124.68	240.92
Travel Expenses	0.00	142.53
World Congress 6&10	5866.48	0.00
	27,541.65	18132.61
TOTAL EXPENDITURE	27,541.65	18132.61
NET SURPLUS	2,637.96	5171.14

*Period ended 31.3.2004

**Year ended 30.4.2003

The accompanying notes form part of this financial report.

**ACTION LEARNING, ACTION RESEARCH AND
PROCESS MANAGEMENT ASSOCIATION INC.
ABN: 41 587 420 126**

**BALANCE SHEET
AS AT 31st MARCH 2004**

	*2004	**2003
ASSETS		
Current Assets		
Cash at Bank	35,418.39	23,936.57
Fixed Income Bond	15,000.00	15,000.00
Petty Cash	4.76	86.26
Undeposited funds	104.50	152.20
Accounts Receivable	10,454.65	442.00
GST Refundable	1212.92	252.04
Sundry Debtors	0.00	0.35
Withholding tax refundable	0.00	120.00
Loan - seed funds for WC 6&10	0.00	10000.00
Prepayments (WC6&10)	0.00	2105.61
Stock on Hand	1057.38	1134.38
	-----	-----
Total Current Assets	63,252.60	53229.41
Non Current Assets		
Office Equipment	807.97	807.97
less Accumulated Depreciation	(807.97)	(807.97)
	-----	-----
Total Non-Current Assets	0.00	0.00
	-----	-----
TOTAL ASSETS	63,252.60	53229.41
	-----	-----
LIABILITIES		
Trade Creditors	6634.02	68.00
GST Payable	418.13	0.00
Memberships in Advance	571.08	170.00
	-----	-----
TOTAL LIABILITIES	7623.23	238.00
	-----	-----
NET ASSETS	55,629.37	52991.41
	-----	-----
MEMBERS FUNDS		
Opening Accumulated Funds	52,991.41	47820.27
Add Surplus	2,637.96	5171.14
	-----	-----
TOTAL MEMBERS FUNDS	\$ 55,629.37	\$ 52991.41
	-----	-----

*Period ended 31.3.2004

*Year ended 31.3.2003

The accompanying notes form part of this financial report.

**ACTION LEARNING, ACTION RESEARCH AND
PROCESS MANAGEMENT ASSOCIATION INC.
ABN 41 587 420 126**

**NOTES TO AND FORMING PART OF THE FINANCIAL REPORT
FOR THE PERIOD ENDED 31ST MARCH 2004**

1. This special purpose financial report has been prepared for distribution to the members to fulfil the Management Committee's financial reporting requirements under the Association's constitution. The Committee has determined that the Association is not a reporting entity.

The financial report has been prepared in accordance with the requirements of the Associations Incorporation Act (Queensland) 1981.

This report covers a period of eleven months because the end of the financial year has been changed from 30th April to 31st March to align it with the Tax Office Business Activity Statement reporting date.

2. There are no mortgages, charges or securities affecting the assets of the Association.
3. There are no other known liabilities.
4. The World Congress seed funds of \$10,000 have been repaid. A share of profits has been recorded in these accounts for \$10,239.65 (R51198.16 converted at 5R to the AUD). This amount has not been received at the date of this report and is included in the total of Accounts Receivable. Expenses which offset this profit were \$5866.48 (also included) resulting in a net profit of \$4373.17.
5. The Gold Conference 2003 has been finalised with an outstanding account paid to the Southern Cross University in June 2004 for \$3,510.27 being for printing and their share of profits. The net profit from this conference was:

Income (included in total local conferences)	\$9,637.66
Expenses (included in total local conferences)	<u>\$7,591.97</u>
	<u>\$2,045.69</u>

People

Introducing the Management Committee of ALARPM

- Profiles and contact details

The contact details and profiles below are presented as a brief introduction to the new management committee of ALARPM.

Beth Maina Ahlberg

Senior Researcher, Karolinska Institute
Bellansgatan 78, UPPSALA
Sweden
Email: beth@skaraborg-institute.se

Ben Boog

Ben Boog is a senior lecturer at the Department of Adult Education and Social Intervention, University of Groningen. Ben teaches general action theories and epistemology and methodology of qualitative and action research. He has a MD in Theoretical Sociology and Sociology of Public Policy, University of Utrecht (1974), and a PhD on action theory and the methodology of sociological intervention of Alain Touraine and new social movements, Erasmus University Rotterdam (1989). His background is in community development and urban renewal (Utrecht and Amsterdam), he has conducted research on migrant workers and social movements, and was active in the environmental movement in the Netherlands. He has been Secretary of the Dutch Network Participatory Action Research since 1989 and is co-editor of a series of books on action research. His recent research projects are on the problem of integration of refugees. He conducts Masters

classes on qualitative and action research for professionals in the Netherlands, and holds workshops in Mozambique and South Africa.

Senior Lecturer

Department of Adult Education and Social Intervention
University of Groningen

Secretary, Dutch Network Participatory Action Research
Grote Rozenstraat 38, 9712 TJ Groningen

The Netherlands

<http://www.oprit.rug.nl/boog01>

Email: B.W.M.BOOG@ppsw.rug.nl

Susan Boser

Susan is deeply committed to furthering the values associated with action research, and believes that we best do so through collective efforts. ALARPM's focus on building connection and promoting dialogue through supporting network-building at the local level and linking these internationally is aligned with her interests. She is currently teaching in the Sociology Department at Indiana University of Pennsylvania, a large USA public university, and she coordinates the doctoral program in Administration and Leadership Studies. After twenty years involved in rural human services, she completed a PhD at Cornell using action research with local government to explore strategies for redesigning the administration of such services.

Assistant Professor

Department of Sociology Co-ordinator, Doctoral Program
in Administration and Leadership Studies

Indiana University of Pennsylvania

102C McElhaney Hall, Indiana PA 15701 USA

Email: sboser@iup.edu

Ross Colliver

Based in Perth WA, Ross works in Victoria and Canberra on community engagement, strategic planning and knowledge management. Main AR/AL interest currently, is designing

AR/AL into natural resource management at a regional and national level, where there's a bit of talk about such things, a lot of talk about adaptive management, and not much action on AR/AL.

The Training and Development Group
PO Box 980, Subiaco WA 6008
Email: colliver@mpx.com.au

Pieter du Toit

Pieter is a senior lecturer in the Department of Teaching and Training Studies, Faculty of Education at the University of Pretoria, South Africa. His field of specialization is teaching and learning in higher education. The whole idea of becoming a flexible practitioner that caters for learning style flexibility is one that intrigues him. As a higher education practitioner he is very aware of being a role model to all his students, but particularly in regard to the ideas he voices as innovative practices: portfolio assessment, developing critical thinking skills, developing independent learners, using co-operative learning, monitoring professional growth by means of action research, etc.

Senior Lecturer, Faculty of Education
University of Pretoria
Pretoria Gauteng 0002, South Africa
Email: phdutoit@hakuna.up.ac.za

Margaret Fletcher

Margaret Fletcher is a senior lecturer at Griffith University in literacy education in undergraduate and graduate programs. Her consultancies, at a national and international level for governments, systems and schools, have contributed to research and publications in the areas of professional development and learning partnerships, relationships between technology and learning, and effects of systemic policy initiatives on teacher practice. She was adviser to the Solomon Islands Ministry of Education in a two-year AusAID funded project developing professional programs for teachers and is

currently working in a Fiji sector program as a Language curriculum consultant and adult educator. Her research utilises a range of methods including action inquiry processes to evaluate and facilitate lifelong learning. An outcome of her doctoral research examining the writing practices of undergraduate students is the publication of a CD-ROM (Bartlett & Fletcher, 2002) designed to enhance undergraduates' writing success.

Lecturer
School of Cognition, Language and Special Education
Faculty of Education
Griffith University Qld 4111
Email: M.Fletcher@griffith.edu.au

Iain Govan (Co President)

Managing Director, TLE North Pty Ltd
PO Box 130, Sanderson NT 0813
Email: iaing@bigpond.com

Ian Hughes

Ian Hughes teaches action research and coordinates the Action and Research Open Web (www.fhs.usyd.edu.au) in the Faculty of Health Sciences at The University of Sydney. His professional background is in community development and community health. He is currently engaged in projects involving international education for action research, community action research, community leadership development, community networks and support systems, health promoting schools, education of disadvantaged African women, action learning in postgraduate research, and use of information and communication technologies in action research and learning.

Coordinator, Action & Research Open Web
Chair, School Board
School of Behavioral & Community Health Science
The University of Sydney
Email: I.Hughes@fhs.usyd.edu.au

Winston Jacob

Principal Management Consultant
Papua New Guinea Institute of Management
PO Box 2969, Boroko NCD 00001, Papua New Guinea
Email: winstonjacob@datec.com.pg

Pamela Kruse

Pam has been a member of ALARPM since 1992 when she attended the second World Congress in Brisbane. At that World Congress, a video was made of the participants and there was a suggestion that the next World Congress would be in Acapulco. The fact it was called a World Congress indicates that, even then, it was envisaged as a world-wide organisation and not Brisbane or Australian centric. The invitation has always been there for others to join in and take the initiative and organise whatever they wish to organise in tandem with like-minded people.

Pam is part of a small team who organises a series of events each year in Brisbane. The team comprises Bob Dick, Pam Swepson, Geoff Coffey, Joan Bulcock and Shankar Sankaran. The events attract between ten and thirty people, depending on the speaker and topic. This year's theme was "A conversation about..." and topics included:

- knowledge management;
- chaos and complexity;
- adaptive leadership;
- corporate governance; and
- collusions and collisions in Action Research.

Pam works in Human Resources for an information and communications technology organisation.

Principal HR Consultant
CITEC
PO Box 479, Lutwyche Qld 4030
Email: pamela.kruse@citec.com.au

Judith McMorland

Judith is commencing her third term on the management committee and is our link to the New Zealand Action Research (NZARN) network. She has been using AR approaches in her teaching at Auckland University since 1973, through student and community projects, change management initiatives and more recently in postgraduate and post-experience education in the School of Business and Economics, where she is a part-time senior lecturer. Her teaching and research interests include Learning Organisations, Managing Change, and Theory and Practice of Organisational Change and Innovation. She juggles teaching and research with her own OD consulting practice, which focuses on developing learning in organisations and has a particular interest in public sector and not-for-profit organisations. She is an accredited Sociodramatist with ANZ Psychodrama Association Inc. and values the close affinity of these different modes of learning through action.

Email: j.mcmorland@auckland.ac.nz

Jo Murray

Jo edits the *Knowledge Tree* e-journal, mentors educational leaders and e-learning object designers and facilitates organisations through the change to e-learning. She is committed to leading practitioners in collaborative practices. Pelion, a virtual micro-organisation, develops people's skills in using intuitive tools for e-facilitation, e-learning design and open knowledge sharing.

Director, Pelion Consulting Pty Ltd
499 Bream Creek Road
BREAM CREEK TAS 7175
Email: jomurray@southcom.com.au

Marianne Ekman Philips

Researcher, National Institute of Walaby Life
Vanadisvagen 9
Stockholme, Sweden

Ted Sandercock

Ted lives in Adelaide and has been an ALARPM member for some years. He is a HR / change consultant, coordinator for the AHRI/Deakin Professional Diploma, and Academic Coordinator for a private RTO offering one of the few Diplomas in Business in the Higher Ed Sector. He works in various corporate settings and has worked overseas. He teaches an Action Learning course, is a Scout Trainer and a Commissioner responsible for Leader Reviews.

Principal Consultant, Concerns-Based Consultants
60 Millswood Crescent, Millswood SA 5043
Email: sanderwt@senet.com.au

Gorm Simonsen

Gorm has a Master of Science in production engineering where he has specialises in environmental design. He has worked as a researcher and consultant, and is now finishing a PhD on worker participation in organisational change.

His experience in AR comes via Scandinavian research interests in workplace democracy. He believes that AR in all its varieties has broad potential – even if success stories seem to be sporadic. He has been a member of ALARPM for 4-5 years and joined the management committee because he believes that the international AR/AL community could benefit from an improved web-site and he would like to be involved in that project.

Email: gorm.simonsen@epikur.dk

Ernie Stringer (Co President)

Ernie's early career as primary teacher and school principal in Western Australia was followed by work in teacher education programs at Curtin University of Technology in Western Australia. From the mid-eighties he worked at Curtin's Centre for Aboriginal Studies where, in conjunction with Aboriginal staff and community people, he participated in the development of a variety of education and community

development programs and services. He has worked in community contexts with government departments, community-based agencies, business corporations and local governments, assisting them to work efficiently and effectively with Aboriginal people. He has an extended network in the US and since 1992 he has spent four years as visiting professor at universities in New Mexico and Texas where he taught action research and worked with African American and Hispanic community and neighbourhood groups. In the past two years he has worked as a UNICEF consultant in East Timor to increase parent participation in the schools. He is the author of the texts "Action Research (Sage 1999)," "Action Research in Education (Pearson, 2004)," "Action Research in Health" (with Bill Genat, Pearson 2004), and "Action Research in Human Services" (with Rosalie Dwyer, Pearson 2005).

Email: erniestranger@hotmail.com

Gail Janse van Rensburg

Gail was a member of the Organising Committee for the 6th World Congress held in Pretoria, South Africa, September 2003. She has experience as an Industrial Engineering Officer, Teacher and is currently a Senior Lecturer in the Department Computer End Using, Vaal Triangle Technikon. She has a special interest in learning and teaching strategies for computer competency courses.

Senior Lecturer, Vaal Triangle Technikon
PO Box 30, Arcon Park 1937 Republic of South Africa
Email: jvrgail@tritek.ac.za

Yoland Wadsworth (Past President)

Yoland Wadsworth has worked as an action research and action evaluation theorist, practitioner, facilitator and consultant, primarily in health and human services and community-based settings for much of three decades. She wrote Australian best-sellers 'Do It Yourself Social Research' and 'Everyday Evaluation on the Run' (Allen & Unwin, 2nd editions 1997), was recipient of the Australasian Evaluation

Society's ET&S award for a career contribution to evaluation and was president of ALARPM from 2000-2004. She is currently establishing an action research program in the Institute for Social Research at Swinburne University. She is passionately interested in action research as a way of researching not just 'what is' but also 'what might be' - and how people can get from one to the other.

Adjunct Professor, Institute of Social Research (H53)
Swinburne University of Technology
PO Box 218, Hawthorn Vic 3122
Home: 21 Brighton Street, Richmond Vic 3121
Email: YWadsworth@swin.edu.au

Geoff Woolcock

Geoff has been an ALARPM member for several years. Since becoming the Research Manager, Community Services and Research Centre, he has taken up the very exciting challenge of trying to make AR real for both sceptical academics and local communities, across the broad spectrum of social research and community development. As Yoland and others have drawn attention to, the fight to sustain AR and AL within the contemporary university setting can be exasperating, even futile for some, but at least in Geoff's case, it has been the driver for the Centre's efforts to "rattle the cages" - thus the name of their biennial conference Inside Out.

Program Leader, Social Capital & Local Communities
UQ Community Service & Research Centre
The University of Queensland, Ipswich Qld 4305
Email: woolcock@staff.uqi.uq.edu.au

Lisa Zanetti

Associate Professor, University of Missouri Calum
117 Middlebush Hall
Columbia 65211
Email: zanetti@missouri.edu

Noticeboard

In "Noticeboard" we bring you information about impending activities or resources, such as conferences, courses and journals. We welcome member contributions to "Noticeboard".

ALARPM 7th / PAR 11th World Congress

21st - 25th August 2006

The Netherlands

(dates to be confirmed)

Progress is being made with the University of Groningen and the consortium of professional academies working to host this event.

The format and theme has not yet been decided, but it will certainly be within the spirit and name of ALARPM. Scandinavian and European AR practitioners on the whole know little about ALARPM, so it is likely to have a strong focus on AR in its many varied guises.

For news and updates see:

<http://www.alarpm.org.au/>
<http://www.oprit.rug.nl/boog01/>

Australian ALARPM National Conference

is being held in Sydney this year around
September/October 2005 (dates to be confirmed)

Please keep your diaries free!!

Joint International Conference of Practitioner Research (PRAR) & Collaborative Action Research Network (CARN)

- Utrecht, The Netherlands, 4-6 November 2005

The organisers invite you to attend the joint international conference of Practitioner Research (PRAR) & Collaborative Action Research Network (CARN) to be held in Utrecht, The Netherlands, on Friday 4th - Sunday 6th November 2005.

Keynote addresses

Professor Julienne Meyer, City University of London, UK and Professor Stephen Kemmis, Charles Sturt University, Wagga Wagga, Australia.

Conference theme

Quality of Practitioner Research / Action Research: what's it about, what's it for and what next?

Organized by

Fontys University of Professional Education, Institute for Inclusive and Special Education (OSO) and Leiden University, Graduate School of Education (ICLON).

Supported by

The Practitioner Research Centre of the University of Sydney in Australia and the CARN Co-ordinating Group at Manchester Metropolitan University UK, and St. Martin's College UK.

For more information

<http://www.prar2005.nl/main.html>

**Transitions and Risk:
New Directions in Social Policy Conference
Melbourne Park, February 23 - 25 2005 -**

Professors Mark Considine and Brian Howe from the Centre for Public Policy at the University of Melbourne, Australia, invite registrations for the **Transitions and Risk: New Directions in Social Policy Conference**, to be held **February 23 - 25, 2005** at Melbourne Park.

1 Event

3 Days

Over 90 Speakers!

The **Transitions and Risk Conference** will consider how the idea of transitional labour markets can be applied to the Australian situation in which lifecourse choices are made as people move from education to work, between employment and caring, between different labour market situations and from employment to retirement.

This three day event boasts over 90 speakers (including speakers from Victoria and interstate as well as from Belgium, Denmark, Germany, New Zealand and the United Kingdom) 16 keynote addresses, 18 workshops and daily panel sessions covering governance issues. Sessions in this exciting event include:

- Transitions for Older Workers
- Labour Market Policy Responses: Meeting the needs of working families
- Labour Market Transitions for the Disabled

- Negotiating Time in the Workplace and Across the Lifecourse
- Social Cohesion and Equality: Where to with labour market regulation
- Transitions for Youth
- Income Security for Transitions
- Innovative Financing for Transitions
- The Role of Business in Transitions
- Housing and Transitions
- Labour Market Programs for Transitions
- Volunteering and Alternative Labour Market Participation Transitions
- Transitions from Education
- Financing Education
- Inclusive Approaches to Non-Traditional Pathways
- Transitions from Training
- The Organisation of Post-Secondary Education
- End-of-Working Life Transitions

An information pack, full program, as well as registration information can be downloaded from the conference website:

<http://www.public-policy.unimelb.edu.au/conference2005/>

Guidelines for contributors

Contributions to the ALAR Journal

Through the ALAR Journal, we aim to promote the study and practice of action learning and action research and to develop personal networking on a global basis.

We welcome contributions in the form of:

- articles (up to 10 A4 pages, double spaced)
- letters to the editor
- profiles of people (including yourself) engaged in action research or action learning
- project descriptions, including work in progress (maximum 1000 words)
- information about a local action research/action learning network
- items of interest (including conferences, seminars and new publications)
- book reviews
- report on a study or research trip
- comments on previous contributions

You are invited to base your writing style and approach on the material in this copy of the journal, and to keep all contributions brief. The journal is not a refereed publication, though submissions are subject to editorial review.

Contributions to the Action Research Case Study (ARCS) monograph series

Contributions are welcomed to the Action Research Case Study (ARCS) monograph series. The case studies in this refereed series contribute to theoretical and practical understanding of action research and action learning in applied settings. Typical length is in the range 8,000 to 12,000 words: about 40 typed A4 pages, double spaced.

Types of case studies include (but are not limited to):

- completed cases, successful and unsuccessful;
- partial successes and failures;
- work in progress;
- within a single monograph, multiple case studies which illustrate important issues;
- problematic issues in current cases.

We are keen to develop a review and refereeing process which maintains quality. At the same time we wish to avoid the adversarial relationship that often occurs between intending contributors and referees. Our plan is for a series where contributors, editors, and referees enter into a collaborative process of mutual education.

We encourage dual or multiple authorship. This may involve a combination of experienced and inexperienced practitioners, theoreticians, clients, and authors from different sectors or disciplines. Joint authors who disagree about some theoretical or practical point are urged to disclose their differences in their report. We would be pleased to see informed debate within a report.

Membership information and subscription forms

ALARPM individual membership

The ALAR Journal can be obtained by joining the Action Learning, Action Research and Process Management (ALARPM) Association. Your membership subscription entitles you to copies of the ALAR Journal (2 issues per year).

ALARPM membership also provides information on special interest email networks, discounts on conference/seminar registrations, and a membership directory. The directory gives details of members in over twenty countries with information about interests and projects as well as contact details. The ALARPM membership application form is below.

ALARPM organisational membership

ALARPM is also keen to make the connections between people and activities in all the strands, streams and variants associated with our paradigm – including action learning, action research, process management, collaborative inquiry facilitation, systems thinking, organisational learning and development, for example, and with people who are working in any kind of organisational, community, workplace or other practice setting; and at all levels.

To this end we now have the capacity to invite organisational memberships – as Affiliates or Associates of ALARPM. We are currently trialling this new form of

membership with some innovative ideas which we hope your organisation will find attractive.

Affiliate and associate organisations

Affiliate and Associate organisations pay the same modest membership subscription as an individual member and for that they will receive:

- The voting rights of a single member; Member discounts for one person (probably a hard-working office-bearer);
- One hard copy of the journal and the directory (which can be circulated and read by all members, office holders and people attending meetings);
- The right to a link from the ALARPM website <<http://www.alarpm.org.au>> to your website if you have one. Our new website will be completed soon and your organisation may write its own descriptive paragraph to go with its link;
- Occasional emails from ALARPM about events or activities or resources that you may like to send on to your whole membership.
- Members of organisations who become ALARPM Affiliates or Associates may also chose to become an individual member of ALARPM for 40% the normal cost (so they can still belong to other more local and specialist professional organisations also...). We believe this provides an attractive cost and labour free benefit that your organisation can offer to its own members;
- And, if 10 or more of your members join ALARPM, your own organisational membership will be waived;
- Members of ALARPM Affiliates or Associates who join ALARPM individually will receive full individual membership and voting rights, world congress and annual conference discounts (all they need to do is name

the ALARPM Affiliate or Associate organisation/network on their membership form).

Please note: members of ALARPM Affiliates or Associates who become discount individual ALARPM members receive an e-version of the journal and membership directory rather than a hard copy.

ALAR Journal subscription

A subscription to the ALAR Journal alone, without membership entitlements, is available to individuals at a reduced rate. Subscription for libraries and tertiary institutions are also invited. The ALAR Journal subscription form follows the individual and organisational ALARPM membership application forms.

For more information about ALARPM and its activities please contact us on:

ALARPM Association Inc
PO Box 1748
Toowong Qld 4066
Australia

Email: membership@alarpm.org.au
Phone: 61-7-3875-6869 (Margaret Fletcher)
Fax: 61-7-3342-1669

INDIVIDUAL MEMBER SUBSCRIPTION FORM

I wish to apply for membership of the Action Learning, Action Research and Process Management Association Inc.

Personal Details

<i>Mr/Ms/Mrs/Miss/Dr</i>		
<i>given names (underline preferred name)</i>		<i>family name</i>
<i>Home address</i>		
<i>Postcode</i>		
<i>Town / City</i>	<i>State</i>	<i>Nation</i>
<i>Home contact numbers</i>	<i>Phone</i>	<i>Fax</i>
<i>Email</i>		<i>Mobile</i>

Please send mail to: *Home* *Work*

Current Employment

<i>Position / Job Title</i>		<i>Organisation</i>	
<i>Address</i>			
<i>Postcode</i>			
<i>Town / City</i>	<i>State</i>	<i>Nation</i>	
<i>Work contact numbers</i>	<i>Phone</i>	<i>Fax</i>	
<i>Email</i>		<i>Mobile</i>	

My interests/projects relating to action learning, action research and process management are:

<input type="checkbox"/> Action Learning	<input type="checkbox"/> Manager & Leadership Dev
<input type="checkbox"/> Action Research	<input type="checkbox"/> Methodology/Methods
<input type="checkbox"/> Community Action/Dev	<input type="checkbox"/> Org Change & Dev
<input type="checkbox"/> Education/Schools	<input type="checkbox"/> PAR
<input type="checkbox"/> Environment/Sustainability	<input type="checkbox"/> Process Management
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Quality Management
<input type="checkbox"/> Facilitation of AR, AL, etc.	<input type="checkbox"/> Rural/Agriculture
<input type="checkbox"/> Gender Issues	<input type="checkbox"/> Social Justice/Social Change
<input type="checkbox"/> Government	<input type="checkbox"/> Systems Approaches
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Teacher Development
<input type="checkbox"/> Human Services (Health)	<input type="checkbox"/> Team Learning & Dev
<input type="checkbox"/> Learning Organisations	<input type="checkbox"/> Vocational Education/HR
<input type="checkbox"/> Other	
<hr/> <i>Please specify</i>	

Do you wish to be linked with a world network of people with similar interests and have your information included in our database and appear in our annual networking directory?

Yes *No*

Please complete payment details overleaf ▲ ▲ ▲ ▲ ▲ ▲

To apply for ALARPM individual membership, which includes ALAR Journal subscription, please complete the information requested overleaf and the payment details below. You do not need to complete the ALAR Journal subscription form as well.

Payment Details

Category of subscription (all rates include GST)

Mailing address within Australia

- \$93.50 AUD Full membership for people with mailing address *within* Aus

Mailing Address outside Australia

- \$104.50 AUD Full membership for people with mailing address *outside* Aus

Concessional membership within or outside Australia

- \$49.50 AUD Concessional membership for people with a mailing address within or outside Australia. The concessional membership is intended to assist people, who for financial reasons, would be unable to afford the full rate (eg. full-time students, unwaged and underemployed people).

Method of payment:

Cheque/Bank Draft Money Order

Visa/Bankcard/Mastercard (*please circle card type*)

Card No:

Cardholder's Name:

Cardholder's Signature: _____ Expiry Date: / /

Cheques, bank drafts or money orders can be made payable to ALARPM Association Inc. in Australian dollars. Please return application with payment details to:

ALARPM ASSOCIATION INC.

PO Box 1748, Toowong Qld 4066, Australia

Phone: (61-7) 3875 6869 (Margaret Fletcher, Secretary)

Fax: (61-7) 3342 1669

Email: membership@alarpm.org.au

ORGANISATIONAL MEMBER SUBSCRIPTION FORM

We wish to apply for membership of the Action Learning, Action Research and Process Management Association Inc.

- As an Affiliate Organisation (with primary purposes being action research, action learning, systems methodologies or a related methodology)
- As an Associate Organisation (with primary purposes that are not specifically one of these methodologies)

Organisational Details

<i>Organisation name</i>		<i>If incorporated</i>
<i>Contact address</i>		
<i>Postcode</i>		
<i>Town / City</i>	<i>State</i>	<i>Nation</i>
<i>A/H contact numbers</i>	<i>Phone</i>	<i>Fax</i>
<i>Email</i>		<i>Mobile</i>

Contact person/Please send mail attention to _____

Nature of Organisation

<i>Please say if your organisation is an Association, Society, Group, Network, Collective, Informal/Community, Set, Department, Business, Institute, Centre, Library or other configuration.</i>	
<i>How many members (approximately) does your organisation have?</i>	<i>Do you know how many are ALARPM members? Is so how many?</i>

What are your organisation's interests/projects relating to action learning, action research and process management?

Your organisation's focus is:

<input type="checkbox"/> Action Learning	<input type="checkbox"/> Manager & Leadership Dev
<input type="checkbox"/> Action Research	<input type="checkbox"/> Methodology/Methods
<input type="checkbox"/> Community Action/Dev	<input type="checkbox"/> Org Change & Dev
<input type="checkbox"/> Education/Schools	<input type="checkbox"/> PAR
<input type="checkbox"/> Environment/Sustainability	<input type="checkbox"/> Process Management
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Quality Management
<input type="checkbox"/> Facilitation of AR, AL, etc.	<input type="checkbox"/> Rural/ Agriculture
<input type="checkbox"/> Gender Issues	<input type="checkbox"/> Social Justice/Social Change
<input type="checkbox"/> Government	<input type="checkbox"/> Systems Approaches
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Teacher Development
<input type="checkbox"/> Human Services (Health)	<input type="checkbox"/> Team Learning & Dev
<input type="checkbox"/> Learning Organisations	<input type="checkbox"/> Vocational Education/HR
<input type="checkbox"/> Other	
<i>Please specify</i>	

Do you wish to be linked with a world network of people with similar interests and have your information included in our database and appear in our annual networking directory?

- Yes No

Please complete payment details overleaf ▶▶▶▶▶▶▶▶

To apply for ALARPM organisational membership, which includes ALAR Journal subscription (2 issues per year), please complete the information requested overleaf and the payment details below. You do not need to complete the ALAR Journal subscription form as well.

Please note that the cost of organisational membership (affiliate and associate) is the same as for individual full membership. There is no concessional membership fee, but if an organisation has 10 or more individual members of ALARPM (or 10 or more who would like to be electronic –only members) then organisational membership is free.

Payment Details

Category of subscription (all rates include GST)

Mailing address within Australia

\$93.50 AUD Full membership for organisations with mailing address *within* Aus

Mailing Address outside Australia

\$104.50 AUD Full membership for organisations with mailing address *outside* Aus

Method of payment:

Cheque/Bank Draft

Money Order

Visa/Bankcard/Mastercard (*please circle card type*)

Card No:

Cardholder's Name:

Cardholder's Signature: _____ Expiry Date: / /

Cheques, bank drafts or money orders must in Australian dollars and made payable to ALARPM Association Inc. Please return completed application with payment details to:

ALARPM ASSOCIATION INC.

PO Box 1748, Toowong Qld 4066, Australia

Phone: (61-7) 3875 6869 (Margaret Fletcher, Secretary)

Fax: (61-7) 3342 1669

Email: membership@alarpm.org.au

ALAR JOURNAL SUBSCRIPTION FORM

Address Details

Mr/Ms/Mrs/Miss/Dr		
<i>Contact Name</i>	<i>given names</i>	<i>family name</i>
Organisation		
Address		
		<i>Postcode</i>
<i>Town / City</i>	<i>State</i>	<i>Nation</i>
<i>Contact numbers</i>	<i>Phone</i>	<i>Fax</i>
<i>Email</i>		

Payment Details

ALAR Journal subscription (2 issues per year) does not include ALARPM membership entitlements (all rates include GST).

ALAR Journal Subscription rate for private individuals

- \$ 71.50 AUD for individuals with a mailing address *within* Aus
- \$ 82.50 AUD for individuals with a mailing address *outside* Aus

ALAR Journal Subscription rate for libraries and tertiary institutions

- \$ 93.50 AUD for institutions with a mailing address *within* Aus
- \$104.50 AUD for institutions with a mailing address *outside* Aus

Method of payment: Cheque/Bank Draft Money Order
 Visa/Bankcard/Mastercard (*please circle card type*)

Card No:

Cardholder's Name:

Cardholder's Signature: _____ Expiry Date: / /

Cheques, bank drafts or money orders can be made payable to ALARPM Association Inc. in Australian dollars. Please return completed application with payment details to:

ALARPM ASSOCIATION INC.
 PO Box 1748, Toowong Qld 4066, Australia
 Phone: (61-7) 3345 7499 (Lyn Cundy, Editor)
 Fax: (61-7) 3342 1669
 Email: alar@alarpm.org.au