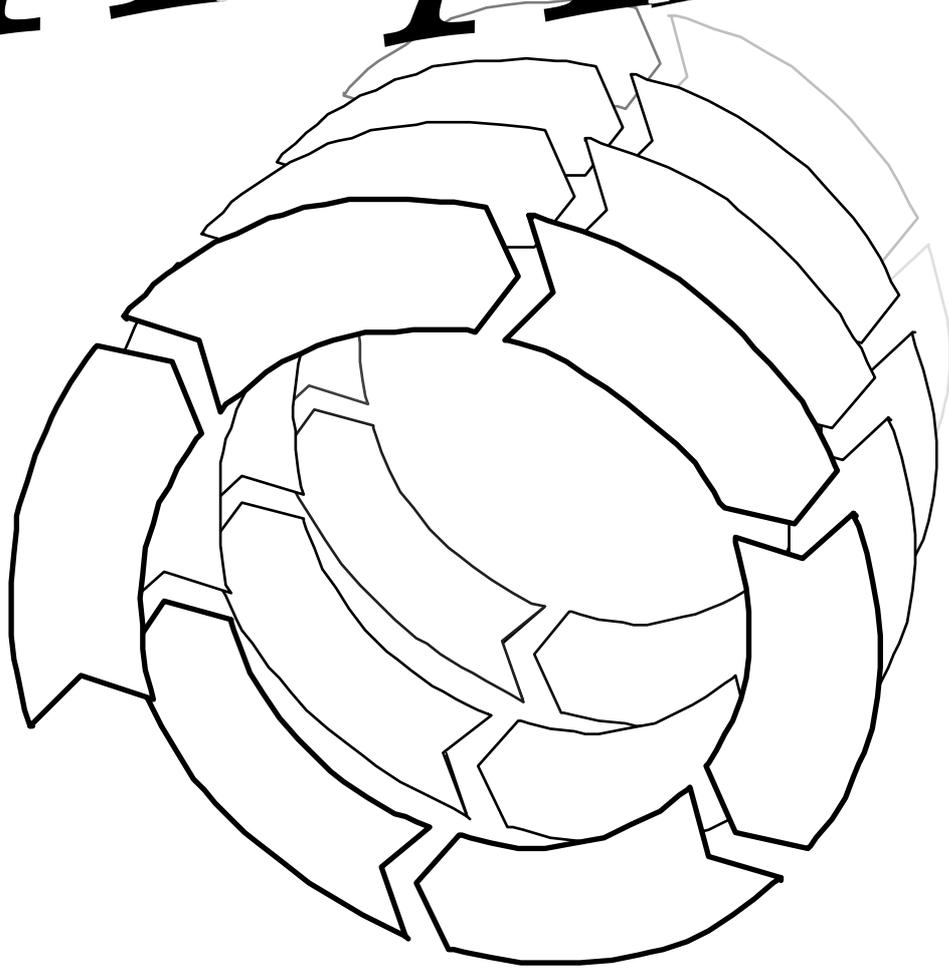


# ALAR



*Action learning action research journal*

*Volume 2 No. 1 March 1997*

# **ALAR Journal**

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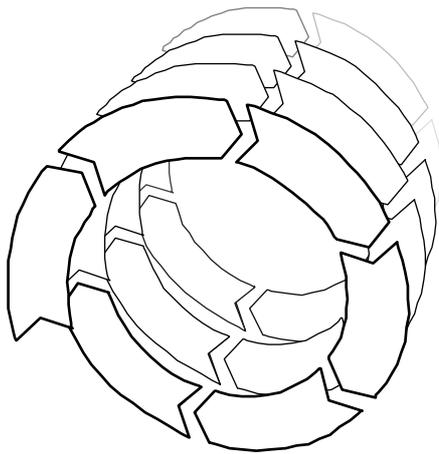
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*ALARPM's vision is that action learning and action research will be widely used and publicly shared by individuals and groups creating local and global change for the achievement of a more equitable, just, joyful, productive and sustainable society.*





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## Editorial

Welcome to the third issue of the ALAR Journal, an international journal focused on exploring issues and developments in action learning and action research.

In this issue Ortrun Zuber-Skerritt (Australia) discusses the results of a workshop designed to introduce action learning and organisational learning to a group of public service managers. Martin Hödl (Austria), in the second article, demonstrates how a strategic planning approach can be used to develop a dissertation.

In "People" Elysebeth Leigh provides an eulogy to Hank Schaafsma who died suddenly last month. In "Networking" we call for expressions of interest for the Practitioner Development Conference in Brisbane (July), remind you of the Retreat of the NZ Action Research Network (May) and provide internet details for people interested in World Congress 4 (Cartagena, June).

Michael Prince discusses a "practice development project" being initiated in the case of drug abuse.

In "Noticeboard" we call for expressions of interest for conducting World Congress 5, provide details of two international conferences, introduce the WoRLD Institute, call for papers for the Journal of Workplace Learning, and promote the Graduate Certificate in Training (Action Learning).

A warm welcome is extended to those who have become members of ALARPM since the last ALAR Journal in December 1996.

# Introducing action learning and cultural change in a public sector organisation - Ortrun Zuber-Skerritt

## ABSTRACT

This article discusses the results of a workshop designed to introduce action learning and organisational learning to a group of public service managers. The results show that participants' thinking about organisational learning changed from a focus on negative, hindering factors at the beginning to more positive insights at the end, including suggestions on how action learning could be used to overcome the barriers to learning.

## Introduction

It has been widely recognised that organisations need to learn continuously, fast and differently from the past (Limerick and Cunnington 1993), if they are to be competitive and successful into the twenty-first century. The Karpin Report (1995) identified the core skills and likely profile of a senior and front-line manager in the 21st century, as well as the most effective management practices and 'soft' methodologies, such as action learning and work-based learning, to develop these skills and organisational learning.

However, organisations are still in need of strategies and processes for introducing these methodologies and their underpinning theories in such a way that their managers can understand and creatively explore them further themselves. This paper includes an example of an organisation that invited me to introduce some ideas; to encourage, facilitate

and start a process of self-directed, continuous managerial and organisational learning. Like most private and public sector organisations, this Department was facing major changes due to restructuring, downsizing and flattening of the organisation. Therefore, the topic of managerial learning for organisational innovation, change and development is an important one in the present and future times of rapid and discontinuous change.

The aims of the workshop were twofold. The first was the aim of the Department to encourage and facilitate the managers' professional development and reflection on how to effect change in the Department and how to develop a 'Learning Organisation'. Therefore, thirteen senior and middle managers had the opportunity to discuss their ideas and experiences relating to organisational learning, barriers to change and their own learning and development as managers in the public sector. The second aim was related to my own research interest: to elicit the senior managers' personal constructs of learning at both the individual and organisational levels and to publish the results of this case study after obtaining the participants' confirmation of results, possible amendments and final approval.

Both these aims were achieved by first, a brief introduction to managerial and organisational learning with reference to the recent Karpin Report (1995), 'Action Learning' (Revans 1991, Zuber-Skerritt 1993 and 1995) and to the 'Learning Organisation' (Senge 1990, Greenwood, Wasson and Giles, 1993); and second, by a phenomenological approach to data collection, using a 'Focus Group' technique for eliciting the participants' views and perspectives of learning, innovation and change in the workplace.

The scope of this paper does not allow a description of the workshop with my presentation, nor a detailed summary and analysis of the focus group discussion. This will be the subject of a more substantial paper. Instead, the present

paper presents and comments on the participants' final statements (in writing) at the end of the focus group discussion, and their concluding (oral, tape-recorded) comments<sup>1</sup> which provide the results of the workshop. These statements and comments show that the participants' thinking changed from a focus on negative, hindering factors at the beginning to more positive insights at the end, creating suggestions for overcoming the barriers to organisational learning and change through action learning. This case study may be applicable to a wide range of organisations which have to make a paradigm shift from a competitive, hierarchical culture to a co-operative culture which rewards openness and team work.

### **Participants' final statements**

At the end of the workshop, participants were again asked to answer the focal question to which they had responded in the brainstorming session and which was the theme of the workshop:

*Focal question:*

**For you personally, what are the supporting and hindering factors affecting**

- 1 managerial learning?**
- 2 organisational learning?**

However, they were requested not to look at their earlier responses. Rather, they were asked to provide a statement or final summary after there had been interaction and sharing

---

<sup>1</sup> I acknowledge Suzanne Pinchen's assistance in collating and summarising the data from the focus group discussion.

of the group's ideas. This is useful in assessing the extent to which the views of peers and colleagues have been influential in changing or modifying perceptions and attitudes. The Director General was unable to remain for the workshop discussion, and two people had to leave before the final statements were discussed. Consequently, there were ten final statements, as follows:

- *The hindering factors are the lack of organisational commitment to an effective and productive learning cycle. The focus is on outcomes, not inputs/outputs. The supporting factor is that an opportunity exists to move the organisation to the next level of learning, that is, acceptance of individual skill as part of the organisational resource.*
- *The concept of action learning is inseparable from the question of empowerment of staff, which is inseparable from the question of organisational position and authority. Action learning cannot proceed while existing power structures remain in place.*
- *There is a lack of clear organisational vision in the Department. This vision should be developed through a genuine staff consultative planning process that allows managers to own the business of their unit and thereby meet the expectations of both the staff and senior management.*
- *As managers we must act with complete integrity, share information (power) freely and build empathy with staff. We must work in close collaboration with staff in reaching the organisational goals.*
- *The supporting factors are looking at people and the variety of characters. The hindering factors are lack of recognition of people and no common trust.*

- *We have to understand how we operate, understand how people work and what motivates them, be willing to help each other learn how to work more effectively.*
- *There is a lack of appreciation of other managers' problems. I assume they are the same or not as great as mine.*
- *There is a need for greater recognition (by us) of the contribution that we all can make towards creating a learning organisation. Are managers really listening to what is being said by the staff, or are they overriding staff concerns to obtain their own goals?*
- *We have the answers to our problems - we know where we want to go. In order to get there, there is no one right answer, and we must all be willing to allow others to take different routes to get there.*
- *The hindering factors are the lack of trust, the boys' club, the emphasis on an output focus and government restrictions on what can be done. The supporting factors are possible benefits and opportunities that are coming, and the ability to move around in the Department.*

After they had provided these final statements in written form, participants had an opportunity to share their views and make concluding comments on the session.

### **Participants' concluding comments**

It became clear from the participants' final statements and concluding comments that the direction of their thinking had undergone some considerable change. Comments made at the beginning of the workshop related to specific units in the Department and individual problems, and were more negative. However, the final statements and accompanying discussion indicated more awareness of the value the individual makes to the organisation as a whole.

*I think we all need to be more aware of the contributions that we can all make towards becoming a learning organisation. If we value each other's input and recognise that we all have a valuable contribution to make, then I think we will go forward.*

There was an awareness that other managers all have problems which are different, and one way to learn as an organisation would be to meet in groups of 'non-likes' every couple of months. The suggestion to have group meetings was made with an emphasis on an action learning approach, not just another seminar managers have to attend, and then 'nothing changes'.

The organisation is currently trying to develop a project management culture, and action learning and project management could be very closely interlinked - learning by doing a project. The opportunity exists to move the organisation to the next level of learning through acceptance of individual knowledge, skills and attitudes as part of the organisation's resources - a resource that is currently under-utilised:

*We're all like little books on a shelf and no-one ever uses us.*

A more positive attitude seemed to prevail after the final statements were read out. Managers suggested that information should be shared more freely, which is sharing of power, and that a deliberate effort be made to be more collaborative in problem solving. There was active support for bringing staff from different sections of the organisation to work together and share ideas, under the leadership of a trained process facilitator.

Consensus was not reached about the 'outcome' of the afternoon workshop. For some, there needed to be some tangible outcome, a specific 'output', such as a report or action plan to validate the time spent at the session.

This need for an 'output' was typical of the culture prevailing in the organisation. It is so ingrained that an output is expected from every meeting, that people do not go anywhere unless they report back, a belief that:

*You never actually learn anything, apart from the fact that I've got to write a report.*

The other view expressed was that maybe it is perfectly okay to enjoy something and learn for the sake of learning - to take the time to learn and to reflect on that learning. In particular, it is okay to learn about other people in the organisation, and how that learning will benefit the organisation as a whole. In relation to the workshop session, one person stated that:

*... the bottom line is that at least a dozen people in this organisation have learned something. Now that's invaluable for a start.*

A further comment, in relation to not having to justify an afternoon away from the office to attend a workshop, was:

*They should understand that if I come away from this one per cent better, then they're going to benefit and so am I.*

Participants highly valued the extent to which the discussions had been very open, providing an environment in which they had an opportunity to debate issues in an honest way. They felt comfortable with the process which had been used, and the synergy, collaboration and co-operation which emerged.

The concept of action learning presented at the beginning by the author and on the video with Reg Revans, was very well received. The presentation and video provided a contextual framework within which to discuss management styles and organisational learning, and to share experiences and a

diversity of views. Participants welcomed this sharing of views at a variety of levels and amongst business areas within their Department, and there was recognition that:

*No-one has all the answers, but together we have the majority of answers.*

Overall, the workshop was regarded as successful in the way it brought a range of people together to discuss organisational and managerial learning, and to introduce them to a concept which could assist the culture of the organisation to move more effectively into the twenty-first century. One of the final questions was:

*How can I learn more about action learning?*

## **Conclusions**

The purpose of this article has been to demonstrate that action learning and cultural change can be effectively introduced in a staff development workshop with a small group of senior and middle managers in a public sector organisation. The aims of this workshop were to encourage and facilitate the managers' professional development by eliciting, discussing and making them reflect on their conceptions of the supporting and hindering factors affecting managerial and organisational development.

The main results can be summarised as follows. At the beginning of the workshop, participants' conceptions of learning were related mainly to the formal mentoring system and supportive network systems in the Department, as well as to freedom, recognition, resources, new technology and opportunities provided by the Department. The main barriers to learning were perceived to be competitiveness among managers, lack of trust, value and justice, and a gender bias. Learning was also perceived to be hindered in a hierarchical organisation with top-down decision making,

lack of common vision, and an organisational culture of rules and regulations, and short-term outputs rather than long-term outcomes.

It is interesting to note that participants at the end of the workshop came up with more positive, supportive factors affecting learning in the Department than negative, hindering factors. The opposite was the case at the beginning of the session.

The managers' final statements acknowledged the importance of action learning, collaboration, open communication, and the recognition of individual skills and management styles for the development of a Learning Organisation and the empowerment of staff. This is part of the very vision of managerial and organisational learning which - according to the literature and the Karpin Report - is needed in the future, not only in this Department, but generally in the Learning Organisation in Australia and worldwide.

The limitation of this paper is that it only presents and discusses the results of a workshop which introduced the concepts and processes of managerial and organisational learning. It does not report on any follow-up activities or long-term effect. This will be the aim of a future study by one of my research students. But I hope that the process and method introduced in this article might stimulate others to apply or adapt this methodology to introducing action learning and change in their organisations.

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**Dr Ortrun Zuber-Skerritt**, at the time of writing, was Professor and Director of Graduate Studies and Research in the Faculty of Education, Work and Training, Southern Cross University, Lismore, Australia. Her research and development interests are in Higher Education and Management Education. Ortrun has gained a national and international reputation in Postgraduate Education, as well as in the emerging paradigms of Action Learning, Action Research and Process Management.

# Planning the dissertation successfully - Martin Hödl

## ABSTRACT

This article demonstrates how a strategic planning approach can be used to develop a dissertation. It adopts a workbook approach to explore the context of the research project and to develop action plans to pursue the dissertation. Despite the fact that the focal research project is quantitative in character, the principles and processes of planning, strategic action and review used in the article are relevant to action researchers.

## 1. Introduction

Before I begin, I must admit that I am not currently involved in professional projects where the use of qualitative research methods and/or action research would be necessary.

However, it seems highly advantageous to think more intensively as well as strategically about one project which is of major concern to me: my dissertation on calculating the process of derivative securities.

Despite the fact that I focus on this quantitative research project in the article, the principles and process of planning, strategic action and review that I use are relevant to action researchers.

Throughout the article I draw on a project planning workbook developed by Scope Consulting (1996).

## **2. Strategic project planning - a workbook approach**

The workbook was originally developed to assist participants in action learning programs to strategically plan their projects. It has also been adapted by the originators as a tool for designing action learning programs.

In this article, I adapt the workbook to the planning of my dissertation.

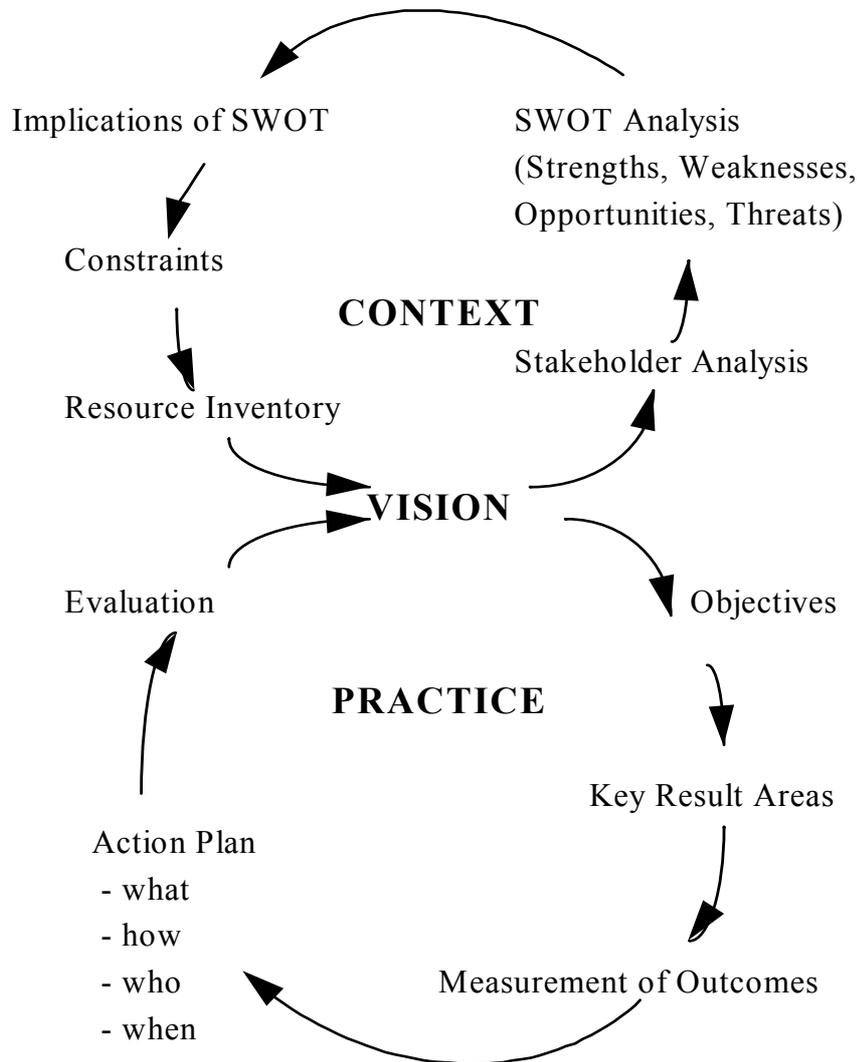
The process elements incorporated in the workbook can be illustrated by reference to the Figure Eight strategic planning model as is shown in Figure 1, amended to reflect each of the elements of the workbook (refer Zuber-Skerritt, 1995:20).

### **2.1. Exploring the context**

#### **2.1.1. Vision**

A vision for me is a “dream” of what I want to become or achieve in the future, of what I want to change. My overall dream for the future is to work independently and perhaps to own my own enterprise. The dissertation as a project therefore, should be seen not only as a necessary step to finish my studies but also as a contribution to making my vision reality. Stated differently, I don’t intend to write the dissertation for its own purpose (ie. I’m writing the dissertation neither because I’m obliged to do so, nor because I love to write dissertations; I intend to write it, because it will support my vision becoming reality).

The overall dream above is fairly general and far too distant in the future to give a meaningful purpose to the project (ie. to the dissertation). I therefore imagine that it is five years from now, and that the project has been a great success. That way I imprint the vision in my mind as if it has already happened and I can see the difference that has been made



**Figure 1:** The Figure Eight of strategic project planning (developed by a team of consultants in the Tertiary Education Institute, The University of Queensland, 1991-1993)

through the project and the things that have followed on from it in more detail (where I try not to be constrained by reality).

My vision is:

*The dissertation has been a great success. I am still working in the same field. By now I have become a “respectable” consultant within this field. If people have problems they cannot resolve, they ask me for advice. My advice within this field is respected by colleagues as well as competitors. They think I’m highly professional (however highly specialised) within this market niche. They have confidence in my products such as software, books, consulting, research, articles, etc. The dissertation and its publication has been a great support in reaching this acknowledged position.*

This strategic vision statement clarifies:

- the impact I wish to have with this project (ie. the dissertation): I wish to demonstrate my professionalism within this field
- the changes achieved when the project is completed: people will address me with problems within this field which they cannot resolve; moreover I can do it cheaper for them or more efficiently
- the produced results of the project: a publishable book and the clarification of yet unresolved matters by the application of a “new” method.

### 2.1.2. Stakeholder analysis

Stakeholders are people who have an impact on my work, have an interest in my project, or are affected by the implementation of my project. The most important of these are<sup>2</sup>:

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<sup>2</sup> The key stakeholders - from my point of view - are marked with an asterisk.

- Professor I (first corrector and Head of the Institute where I want to submit the dissertation)(\*)
- Professor II (second corrector)
- Assistant X (who has given me the idea about the dissertation's topic, and to whom I am grateful for a lot of instructive discussions for my undergraduate thesis)(\*)
- other assistants of the Institute (who take part in the dissertation seminar)<sup>3</sup>
- other Faculty professors (who sign the proposal) (\*)
- clients, customers, users, professional associations (that will, hopefully, buy the book)
- government agencies, unions, politicians, and other research bodies (which might provide grants)
- competitors - Group I (other individuals or organisations providing the same products that I intend to sell)
- competitors - Group II (eg. other students in the dissertation seminar)
- potential publishers.

In the following, the wants and needs of selected stakeholders will be analysed:

- Professor I, Professor II, the other faculty professors, and the other assistants of the Institute all in all have the same needs. They (understandably) want a highly scientific dissertation, and the topics or methods covered should be at a high level. "What is the dissertation's contribution to science?" If this question cannot be answered in a persuasive way in the dissertation seminar, there is no chance of approval for even submitting the proposal. Furthermore, the reasoning, thoughts, and results must be

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<sup>3</sup> The dissertation seminar is a course in which all PhD students have to take part in order to propose their dissertation topics.

clear, the language easily understandable, the latest literature and formal aspects must be given special consideration, and the thesis must be “proven”

- for Assistant X - in order to be further supported by him - it is also important that the topic is approached in such a way that his interest in the forthcoming dissertation is maintained or even intensified
- potential clients, customers, and users want a more practical text, which is easy to work with, and where concepts are easy to implement. They are more interested in practical implications than theoretical rigour.

The relative influence of key stakeholders is discussed below:

- Professor I has the highest influence followed by the institute’s assistants. This is also because all of them are present in the dissertation seminar, where it will be decided if the dissertation is approved for submitting the proposal to the other faculty professors, or not. At the beginning - I suppose - they are neither for nor against the project
- other students taking part in the dissertation seminar have much less influence; and they may be against my project, since some of them might see the quality of my dissertation competing with theirs
- potential clients have low influence, but may be expected to be in favour of the forthcoming dissertation. Politicians, on the other hand, might be indifferent, and competitors who provide a similar product (Group I above) might naturally be against it.

Stakeholder analysis so far implies to me what is already known from strategic planning: involve the key stakeholders as early as possible in the strategic planning process in order to avoid (potential) resistance. Moreover, there exists one obvious contradiction, since a dissertation can hardly be

scientific and practical at the same time. As the sources of the assumptions made here mainly rely on personal experience and suppositions, this contradiction might best be resolved by taking a closer look at the underlying presumptions. The assumption that potential clients want a practical book only is highly questionable. In fact, the dissertation could also contribute to my vision's realisation, if the book is less practical and more scientific. Potential clients then would be less likely to be practitioners directly acting on the floor or in the trading room, than scientists, academics, and theorists, and organisations such as university libraries.

Professionalism within this field still could be demonstrated, although at a lower scope. As such the dissertation will have to take the form of a scientific thesis (where nevertheless practical implementation is kept in view). Last but not least, one must consider that less support from Assistant X can be expected for the dissertation than for the undergraduate thesis, that the sources of power and influence with the stakeholders lie in a good research question and social contacts, that the stakeholders so far do not know a lot about my project, that Professor I and Assistant X think I can handle the potential complexities arising during the writing of the dissertation, and that the most important assumption in planning the work is that I get some degree of support.

### 2.1.3. SWOT analysis

Strengths include that:

- I'm already experienced in writing within this field (undergraduate thesis)
- I'm interested in the topic itself
- I have an idea of what use the project is to me, of what I want to change by doing this project, ie. I have a vision which gives me motivation.

Weaknesses are that:

- my mathematical skills are not advanced enough
- I'm not familiar with a computer program language necessary for doing the numerical calculations (such as Turbo Pascal)
- there is no internationally acknowledged specialist in Austria who could be asked for advice (at the same time I consider this an opportunity).

Opportunities are that:

- as computers get faster, numerical solutions become more and more relevant
- there will be options on bonds and options on bond futures introduced on the exchange in Austria in the "not too distant future" which enhance the dissertation's practical relevance
- currently, the method I want to write about is perceived as a new and acknowledged one by the Institute.

Threats include that:

- others will approach the problem more practically (without the context of a dissertation)
- if it takes too long to finish the dissertation, the method might become "old-fashioned"
- if it takes too long, the above derivative securities will be introduced before I will have finished my project.

#### 2.1.4. Implications of SWOT

A factor that may work in concert to increase the scope of my activities is learning mathematical tools and program language, since these are not only necessary conditions for writing the dissertation, but also enhance my professionalism within this field.

Besides, there emerge three key issues:

- motivation, which may be managed by a realistic vision (since vision creates a new significance and stimulates creative action)
- mathematics, program language, and the topic (ie. the method) itself, which may be handled by doing self-study
- lack of completion time, which may be opposed by (as perfect as possible) planning.

#### 2.1.5. Constraints

The main constraints in doing the project include items such as:

- the time frame (this relates to my area and is principally a flexible constraint)
- my family's finance supply (this relates to suppliers and is principally a flexible constraint)
- library and Austrian library system (this relates to suppliers and is a fairly rigid constraint)
- my personal capabilities/intelligence (this relates to me personally and I consider it fairly rigid)
- my teachers' support (this relates to interest groups and is fairly rigid).

#### 2.1.6. Resource inventory and needs

People:

- with respect to the project, Assistant X is one of the most important persons needed. He hopefully will support me with some guidance through the topic. So far, there is no indication that he would not be available (although to a modest extent only), if his needs (as mentioned in the stakeholder analysis) are taken into special consideration

- with the needed specialists and professionals on this specific topic it is a different matter, because (to my knowledge) they do not exist in Austria for the time being.

Material:

- there are some important journals available (such as the Journal of Finance), but there is no way of getting certain needed working papers from a foreign country via the Austrian library system.

Financial and physical resources:

- what is needed and so far seems to be assured is the financing of the project. Contrary to this, the needed hardware and software is not assured at all (yet?).

Personal attributes:

- what I don't have yet, but what is needed is the mathematical and programming knowledge, as well as a deeper knowledge about the topic itself. What I have is motivation, some experience in writing within this field, and interest.

## **2.2. Planning the project**

### **2.2.1. Project scope**

Here, it will be briefly outlined what the project is about, and what is included.

The dissertation will introduce a "new" method for calculating the prices of derivative securities. The research question is: "What are the pricing differences (if any), which are due to the different features of options on bond futures, as they are prevalent on different exchanges throughout the world?" Such features are:

- American vs. European options
- daily marking to market of the option premium vs. the price paid up-front

- interest bearing (options) margin account vs. non-interest bearing
- interest bearing (futures) margin account vs. non-interest bearing
- the assumption that the futures' delivery date equals the option's maturity date vs. no such assumption
- the Black-Scholes formula as an approximation vs. numerical methods.

### 2.2.2. Project goals

The prime goals of my project are:

- to clarify the above issues
- to show the (economic and statistical) significance of results (ie. of the differences)
- to apply a "relatively new" method
- to contribute to the understanding of derivative security pricing.

### 2.2.3. Results

Key result areas are:

- the project results
- the dissertation as a scientific thesis
- the dissertation as a marketable book
- the dissertation as a contribution to the overall vision.

The question then arises how and when to measure the outcomes, what has been achieved:

- the project results may be measured in a quantitative way. The results should be available already during the working on the project, even before starting typing
- the dissertation as a scientific thesis may be measured by the grade given by the correctors. This should be available quite a while after submission
- the dissertation as a marketable book might be measured by the number of sales. This measure, however, is not free of ambiguity because the scope of the book will have been reduced from an equally practical and scientific one to a more scientific and less practical one. The result should be available - I guess - from one to two years on after its positive approbation.

The project as a contribution to the overall vision may be measured by the number of clients, by the success as a consultant within this field, later on. Also, this measure is not free of ambiguity, because the eventual success will not exclusively depend on the quality of the dissertation. The project only makes a (small) contribution.

#### 2.2.4. Action planning

In order to achieve the goals, at least the following activities must be undertaken:

- study mathematics
- study the program language
- social contacts with other students from the dissertation seminar
- try to obtain instructive guidelines from Assistant X
- make Professor I familiar with my ideas in the early stages

- review the literature
- order the literature
- talk to practitioners and become familiar with their needs
- study the topic itself
- submit the proposal
- final checklist for evaluating thesis proposal:

The most important questions explicitly considered are:

- ◇ is the problem clearly stated and defined?
  - ◇ is the problem researchable?
  - ◇ has the problem the potential to make an important or significant contribution to knowledge or practice?
  - ◇ is the scope of the research appropriate for the degree?
  - ◇ is the literature relevant to the problem?
  - ◇ has the relationship between the problem and the previous research been outlined?
  - ◇ has the study been placed within an appropriate conceptual framework?
  - ◇ are the procedures clearly described to allow replication of the study?
  - ◇ is the research method appropriate?
- time management must set the beginning and completion dates of the following stages of writing:
    - ◇ proposal
    - ◇ chapter structure
    - ◇ introduction
    - ◇ first draft

- ◇ comments from supervisor
- ◇ revision of draft
- ◇ editing
- ◇ typing
- ◇ proof-reading
- ◇ corrections
- ◇ second proof-reading
- ◇ submission date
- find hardware and software resources
- do the calculations and obtain the results.

#### 2.2.5. Event track

This action planning technique requires in one of the first steps to select only the key activities. I, however, consider it more appropriate to arrange all activities in chronological order at once, because first, they are all quite important, and second, there are not such a lot of them that this couldn't be handled. Therefore, the chronological list of activities to do is:

1. attempt to obtain instructive guidelines from Assistant X (January)
2. make Professor I familiar with my ideas in the early stages (January)
3. study the topic itself (starting in February)
4. study mathematics (starting in February)
5. study the program language (starting in February)
6. order the literature (starting in February)

7. review the literature (starting in March)
8. final checklist for evaluating thesis proposal (March)
9. planning time management (March)
10. social contacts with other students from the dissertation seminar (that's not a planned activity, it is what normally is done)
11. submit the proposal (April)
12. find hardware and software resources (May)
13. do the calculations and obtain the results (May)
14. talk to practitioners and become familiar with their needs (June)
15. continue with the activities as outlined in the time management table (June).

The months in brackets denote the starting months of the respective activities.

#### 2.2.6 Remarks

It remains to be said that again there seems to be no reason for revising the strategic vision statement made at the beginning. Also, I think there is no room for the allocation of responsibilities in this case. Actually it is my project/dissertation and I am responsible for its completion. If one of the constraints has adverse effects on the project's success, if certain key stakeholders do not maintain their support, or if my own motivation flattens, it is my responsibility, because something was probably wrong with

the vision, with the planning, or with underlying assumptions.

### **3. Conclusions**

Applying the workbook to the planning of my forthcoming dissertation provided me with the opportunity to think intensively as well as strategically. Although my research project is quantitative in nature, the workbook enabled me to adapt a “qualitative and reflective” approach, rather than a “quantitative and technical/rational” approach, to the planning of my thesis. From the standpoint of the researcher, the development of a dissertation, irrespective of its content, is a qualitative, reflective process.

This is because writing a dissertation is a complex problem, which demands specific solutions. Working through the paper one can hardly imagine that those solutions can be derived outside the context, since the practitioner himself is a crucial and determining element. Besides, this implies that those specific solutions can not be successfully applied to other contexts, ie. to other dissertations. Furthermore, it is important to note that the target group of this paper consists of one person only, namely the writer of the dissertation: it is much like doing a case study (it has an idiographic goal) with its method centred around the naturalistic approach, and its main criteria is authenticity, ie. how real and how useful its assumptions and solutions are to the target person. Taken together, these arguments sufficiently provide rationale for the use of qualitative methods in the planning and writing of the dissertation.

#### **EDITOR’S NOTE:**

Martin Hödl’s paper arose from an assignment for a course entitled “qualitative research methods in the social sciences” conducted by Ortrun Zuber-Skerritt within a doctoral

program at the University of Innsbruck, Austria. This course introduced action learning and action research and some PhD students found the workbook, developed by Scope Consulting, to be useful for planning an action learning project in their focal organisations. Martin Hödl applied the workbook as a planning tool for his more quantitatively oriented thesis.

Martin Hödl  
Mieders 8  
A-6142 Mieders  
Austria

Phone: (0)5225/63765  
Email: Martin.Hoedl@uibk.ac.at

#### REFERENCES:

Scope Consulting (1996). *Project Planning Workbook*, Toowong, Queensland.

Zuber-Skerritt, O. (1995). Models for action research. In S. Pinchen and R. Passfield (eds), *Moving On: Creative Application of action Learning and Action Research*, Griffith University Printers: Queensland, Australia, pp 2-29.

*There are many communities around the world involved in action learning and action research, some of them isolated from their immediate colleagues by their different interests. In the interests of bringing them closer together, we invite people to describe their local action learning/action research communities to you.*

# People

## **Eulogy to Hank Schaafsma - by Elysebeth Leigh**

Hank Schaafsma died suddenly on the 26th of February, 1997. In the days following his death his colleagues at University of Technology Sydney (UTS) got on with our work just as he would probably have expected of us. But we were shaken by a deep sense of loss and frequently congregated almost wordlessly to share our grief and sorrow.

When a good friend and colleague dies suddenly there is no time to prepare for grieving. It catches you unawares, as Hank's death caught us all - among the usual chaos of a new academic year. At this frantically busy time Hank had been clearly intent on finding ways to blend together a diverse group of staff, and was determined to make this a year of achievement for us all. As a colleague noted later - "every item on the agenda of our first Divisional meeting for 1997, addressed the future with such positive hope."

Hank was a mixture of opposites. A good friend and loyal supporter he was also critically aware of flaws and gaps in others' work and did not hesitate to say so - kindly but firmly. Yet this honesty was keenly sought by many of his peers - and he gave freely of his time and his knowledge. At his funeral, and afterwards, many were surprised to learn how much he had worked with so many different people. Hank had a lovely capacity to make each person feel important and, in a way, we each thought we were the only one. This was part of his kindness and humility. He seldom asked for acknowledgment or understanding himself, but

was always ready to help those who sought him out. He was a perfectionist and traditionalist and yet he also supported those who were exploring the unfamiliar and 'alternative'. While his reservations about particular capabilities were not always hidden, his unconditional support for each person was renowned. His daughters and son gave loving insights into the father they knew and their imagery was very close to that held by his colleagues. They were acutely aware of his strictness and concern for the right things and also reminded us of his sense of humour which tempered his apparent sternness.

Hank was born in The Netherlands and came to Australia with his family when he was quite young. They settled in the northern beach suburbs of Sydney and he lived there for much of his life. His career was always dedicated to learning, beginning in New Guinea as a very young teacher and coming to such an abrupt and mourned end as the Head of Division of Human Resource Development in the School of Adult Education at UTS. His love of learning was patently clear - as a colleague noted he could display a "Teutonic impatience" for those who seemed *blasé* or casual about the opportunities they had.

In his doctoral thesis and his work on action learning and action research he was keen to draw attention to the manner in which almost any kind of change could have a personal impact that would be the primary 'level of concern' for those involved. Only when personal concerns were being satisfied could attention be brought to bear on wider issues like workplace and organisational impacts. His research proposed that change programs must provide sufficient support for each level of concern if the intended goals were to be accepted by those affected.

As a colleague, friend and researcher, Hank will be sorely missed. A popular song says it so well:

"Don't it always seem to go  
That you don't know what you've got - til it's gone."

## Projects

In “Projects”, we provide reports of work-in-progress or information about completed projects. There are many ways to use action learning and action research and many different disciplines and locations in which a project can be pursued. We invite people to provide reports so that we can all become aware of the wide variety of options available to us.

### **Practice Development Projects: Addressing Drug Abuse - Michael Prince, Family and Children’s Services**

#### **Rationale**

**The 1995 Western Australia Task Force on Drug Abuse** recommended that those agencies and professions whose clients exhibit high levels of drug abuse should participate in ‘practice development projects’, that is, individually tailored programs of organisational and staff development to increase their capacity to address these problems.

In considering the report of the Task Force, Cabinet endorsed the recommendation for *increasing the capacity and the responsibility of the health, justice and welfare sectors to target drug abuse by their clients.*

The report of the Task Force noted that *past training in alcohol and drug issues and interventions has not resulted in the development of case practice* to address the problems encountered by agencies and professions. It anticipated that workplace learning approaches would be necessary to facilitate this development. These would emphasise *both organisational and individual development*, and incorporate

on-the-job learning activities as well as more conventional training.

More specifically, an 'action learning' methodology, combining the experience and knowledge of case workers, the organisational support of the agency and expertise in alcohol and drug interventions, would be an appropriate and effective means to achieve the objectives of the practice development projects.

The first practice development projects will be with Family and Children's Services (FCS).

### **Organisation and implementation**

The project will take place over twelve months. The Central Drug Co-ordination Office will provide a policy officer to work (half time) at Family and Children's Services to implement the project. The Central Drug Co-ordination Office will also consider providing a learning consultant to support the process.

A reference group should oversee the project. Its membership could include:

- Family and Children's Services: program supervisor, casework supervisor, district manager
- Central Drug Co-ordination Office: director, policy officer
- Alcohol and drug educator / clinician / researcher.

The reference group would also provide direction for those steps outlined above that require specialist knowledge - developing the feasible interventions, integrating case practice development into policy and procedures.

The action learning methodology would involve a pilot phase in selected district offices. Small action learning groups in these districts would collaboratively investigate and determine the client needs, case practice opportunities, and the skill development requirements and processes. In addition, they would address their own issues for case practice development.

Following the pilot phase, the development of case practice

would be promoted through broader levels in the organisation. Members of the pilot action learning groups would resource their districts and facilitate the extension of the process. Further action learning groups would be formed in the other districts to repeat the process and address the specific needs of their districts. Appropriate information sessions would be provided throughout the organisation.

Following on from the project with Family & Children's Services, further practice development projects with other organisations and professional groups are anticipated. This would include : Ministry of Justice, Youth Services, General Practitioners, Community Health Providers.

#### **EDITOR'S NOTE:**

Michael Prince is the 'learning consultant' working with a project officer and reporting to Terry Murphy, acting Director of the Central Drug Coordinating Office (part of WA Premier & Cabinet Department).

Michael is seeking relevant 'case studies', stories and examples which are closely linked to this field to assist him in making the project more credible for stakeholders and potential participants. Key words are: human services, social work, alcohol and drug abuse, aboriginal communities (at least one pilot will be in the east or north of the State where aboriginal communities reside).

If you can point Michael in the direction of documentation and/or people who may be able to help, please contact:

Michael Prince  
Aasha Consulting  
127 Edward Street  
Bedford WA 6052 Australia  
Phone: 61-9-275 9778  
Fax: 61-9-275 9789  
Email: aasha@wantree.com.au

## Networking

“Networking” is a regular feature in which we bring you news about communities involved in action learning and action research. There are many such communities around the world, some of them isolated from their immediate colleagues by their different interests. In the interests of bringing them closer together, we are inviting people to describe their local action learning/action research communities to you.

### **World Congress 4 on action learning, action research and process management - Information update**

A mailing list has been set up for the use of intending travellers to WC4 in Cartagena, June 1-5 1997. It is being used by individuals and regional groups to exchange information prior to departure. It is a closed list, but you can express your interest by sending an email to Bob Dick with a request to join the Cartagena list.

Email: [bd@psy.uq.edu.au](mailto:bd@psy.uq.edu.au)

In addition, Cornell University have set up a home page with current details about WC4. URL as follows:

<http://www.parnet.org/calendar/5june97>

**Action for a Better World -  
Practitioner Development Conference  
Brisbane, Australia  
13 - 14 July 1997**

Expressions of interest are invited to present an interactive workshop at an ALARPM (Action Learning, Action Research and Process Management) conference to be held in Brisbane, Australia on 13 - 14 July 1997.

At the conference will be both new and experienced practitioners. Participants will be interested in developing their skills and expertise to work with others to facilitate experiences which improve our workplaces, centres of learning and local or global communities.

Workshops could address questions or issues such as:

- how can businesses achieve a competitive advantage through learning?
- can communities value the cultural diversity of its members?
- how can we be collaborative without being defensive?
- how can we tap the wisdom of ancient cultures?
- can we get honest politicians?
- or other matters that you believe could contribute to a better world.

Expressions of interest in facilitating a workshop may be forwarded by phone, fax or email to the address below by the 12 May 1997.

The organising committee will consider the relevance of your proposal to the theme of the conference, the interactive nature of your presentation and the diversity of ideas

received. A short synopsis of 250 words or less will be requested.

For more information please contact:

Lyn Cundy  
ALARPM Association Inc.  
PO Box 1748  
Toowong Qld 4066 Australia

Phone: 61-7-3870 0812

Fax: 61-7-3870 4013

Email: [alarpm@mailbox.uq.edu.au](mailto:alarpm@mailbox.uq.edu.au)

**Notice of  
ANNUAL GENERAL MEETING  
of the Action Learning, Action Research And  
Process Management (ALARPM) Association Inc.**

**DATE: Sunday, 13 July 1997**

**TIME: 5.30pm**

**PLACE: St John's College  
University of Queensland  
St Lucia Qld 4067**

*Light refreshments will be served*

**CALL FOR NOMINATIONS**

Nominations are called for positions on the Management Committee of the Association. A nomination form will be mailed to financial members of the Association. For further details please contact ALARPM at the address above.

## **New Zealand Action Research Network Retreat 1997**

This is final reminder of the retreat for action researchers to be held in New Zealand from 9 - 10 May 1997. In the past two years these retreats have been semi-formal gatherings aimed at providing an opportunity for reflection and sharing in quiet surroundings. The 1995 and 1996 retreats have been extremely successful in meeting these aims. These reflection and sharing aims will still be upheld in the 1997 retreat but we intend to extend our program to two days and to provide a program of workshops, plenary sessions, and keynote speakers.

The location will be the Geyserland tourist capital of New Zealand - Rotorua. We are deliberately putting a strong Maori emphasis on this retreat, with some of the retreat being located in the Maori *marac* (meeting house). Overseas and local participants will have an opportunity to experience Maori protocol and traditions associated with such a meeting (or *hui*), including sleeping over if they wish (alternative accommodation will also be offered).

We have timed the retreat (Friday 9th and Saturday 10th May) to allow people to take a long weekend break in Rotorua. For more information please contact:

Eileen Piggot-Irvine  
Unitec Institute of Technology  
Carrington Road, Private Bag 92025  
Auckland, New Zealand

Phone: 64-9-849 4180  
Fax: 64-9-815 4310  
Email: [epiggot@unitec.ac.nz](mailto:epiggot@unitec.ac.nz)

## Noticeboard

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

### **Call for expressions of interest in organising - World Congress 5 on action learning, action research and process management**

Since the first World Congress on Action Learning, Action Research and Process Management, held in Brisbane in 1990, the ALARPM Association Inc has held World Congresses approximately every two years. Planning for World Congress 4, to be held in Cartagena, Colombia, 1 to 5 June 1997, is now in its final stages.

The ALARPM Association Management Committee wishes to appoint a group to organise and run World Congress 5 in approximately 1999. The charter for a World Congress is essentially:

- to create an international event which consciously seeks to attract world leaders and a wide variety of participants
- to encourage sharing between practitioners, academics and others using action learning, action research and process management
- to meet the needs of people working in the community, in all educational sectors, in business and in government

- to create a culture and spirit which encourages participation, reflection, networking and sharing.

Brief expressions of interest are invited which tell us who the proposal is from (eg. name of individual/s, organisation/s) and address the following criteria:

- experience of, or interest in, action learning, action research and process management
- membership of, or contacts with, a variety of disciplines or organisations using action learning, action research or process management
- vision for the way this Congress should be marketed and run
- suitability of proposed venue in terms of accessibility, facilities and tourist attraction
- ideas for enlisting sponsors for this Congress
- capacity to form a group of committed enthusiastic volunteers to design and manage the Congress.

For more information or to discuss possibilities, please contact Richard Watson by phone 61-3-9626 8632 or email richard.watson@dsto.defence.gov.au. **Submissions should be sent by 15 May 1997 to:**

Dr Richard Watson  
C/- ALARPM Association Inc.  
PO Box 1748  
Toowong Qld 4066 Australia

Telephone: 61-7-3870 0812  
Fax: 61-7-3870 4013  
Email: alarpm@mailbox.uq.edu.au

**World Futures Studies Federation**  
**XV World Conference-**  
**Brisbane, Australia**  
**28 September - 3 October 1997**

The World Futures Studies Federation invites you to come and enjoy with colleagues from over 50 countries the XV World Conference being held at the University of Queensland, Brisbane, Australia. The theme for the conference is "*Global Conversations - What you and I can do for future generations*". Seven common interest "networks" have been developed with the intention that people divide into network and sub-network areas for:

- seminars where papers will be presented
- workshops where discussions and other activities will take place
- working sessions where sub-networks will meet to actively address their own agenda and the conference theme by specifically answering the following four questions:
  1. What are the practical alternatives to the current failure for provision of sustenance, security and happiness?
  2. What are the elements of future visions 25, 50 and 100 years from now which are likely to motivate, energise or create commitment to bring them about?
  3. What are the visionary activities taking place which provide clues as to how best to proceed with a commitment to future generations?

4. What quantitative and qualitative scientific evidence/knowledge is there to inform policy decisions, strategic actions and future visions?

The 7 networks are:

*Environment/Ecology : Thinking Like a Mountain*

*Communication : Making Sense Together*

*Politics/Governance : Towards a Civil Society*

*Economics/Business Work : Dollars and Sense*

*Future studies : Sailing Future Horizons*

*Culture : Change and Transformation*

*Science & Technology : Bolts, Bytes, Sytes and You.*

Conference co-sponsors include World Studies Federation, Futuractive Incorporated, UNESCO, Communication Centre at the Queensland University of Technology and The University of Queensland.

For more information please contact:

Sally Brown  
WFSF Conference Secretariat  
The University of Queensland,  
Brisbane Qld 4072 Australia

Phone: 61-7-3365 6360

Fax: 61-7-3365 7099

Email: [wfsf@qut.edu.au](mailto:wfsf@qut.edu.au)

Our next issue of the ALAR Journal, will cover:

- Action research and social ecology
- Managing the energy of thesis writing
- Project reports, new books and more...

**Third Australian and New Zealand  
Systems Conference -  
University of Queensland, Gatton, Australia  
1 - 4 October 1997**

The principal theme for the conference is *"Linking People, Nature, Business and Technology"*. The conference will identify and stimulate work in Australia and New Zealand using systems thinking and systems-based methods in organisational and environmental management and learning. There will be a balance of about 50% formal presentations (keynote addresses and presentation of selected papers in plenaries and large, parallel seminars) and 50% informal activities (workshops, panel discussions, debates and other forms).

The conference theme may be addressed through the perspectives of:

- systems science
- total systems intervention
- system dynamics and strategy
- viable systems
- adaptive planning
- organisational research
- dialogue
- complexity and chaos
- complex adaptive systems - self-organising systems
- soft systems methodology
- philosophy of systems thinking

- search conferencing and participative design
- soft operational research
- systems in human resource development
- action learning / action research
- cognitive processes in systems thinking and learning.

The conference will be held at The University of Queensland, Gatton Campus, 1 - 4 October 1997. Gatton is located 81 km west of Brisbane on the Brisbane - Toowoomba section of the Warrego Highway. For further information please contact:

ANZSYS Conference Secretariat - Sally Brown  
Institute of Continuing & TESOL Education  
The University of Queensland,  
St Lucia  
Brisbane Qld 4072  
Australia

Phone: 61-7-3365 6360

Fax: 61-7-3365 7099

Email: [sally.brown@mailbox.uq.edu.au](mailto:sally.brown@mailbox.uq.edu.au)

The ANZSYS home page will have a continuous update in the lead-up to the Conference:

<http://www.bs.ac.cowan.edu.au/conference/ANZsystems/home.HTML>

*We invite people to submit reports of work-in-progress or information about completed projects - so that we can all become aware of the wide variety of options available to us.*

## **Workplace Research, Learning and Development Institute (WoRLD) - Southern Cross University**

The WoRLD Institute, situated within the School for Social and Workplace Development at Southern Cross University, integrates professional and organisational learning and development, and action science, to focus on workplace competitiveness. This integrative focus allows the Institute to engage in research and the improvement of workplace practices with human issues clearly at the forefront.

Activities of WoRLD Institute include:

- Electronic Journal of Action Research
- Action Research Groups On-line
- Institute Publications
- Conferences and Seminars
- More innovative activities

Senior managers and academics with special expertise in workplace research and development and, action learning and/or action research are invited to become Research Associates.

Information about the WoRLD Institute, its members and its activities can be found on the World Wide Web at:

<http://www.scu.edu.au/SaWD/WoRLD>

Renata Phelps  
SaWD, SCU, PO Box 157  
Lismore NSW 2480 Australia  
Phone: 61-66-203 620  
Fax: 61-66-221 833  
Email: [rphelps@scu.edu.au](mailto:rphelps@scu.edu.au)

## **Journal of Workplace Learning - A call for papers**

For 1997, the editions of the Journal of Workplace Learning (an international refereed journal) invite contributions about action learning and/or papers which fit the broad objectives of the journal. What are you doing/have been doing on workplace learning?

While the editors do not wish to limit contributors' choice of themes, some suggestions might be:

- a description of an action learning approach or intervention at work
- a discussion of the significance of action learning as a developmental methodology
- an evaluation of roles within action learning (facilitator, set adviser, learner)
- whether action learning can be effectively institutionalised.

Articles should be 2500 - 5000 words in length, use Harvard reference style and submitted on disk (in Microsoft Word for Windows or compatible format) with hard copy accompaniment to:

Peter Miller  
Associate Editor  
School of Social and Workplace Development  
Southern Cross University  
PO Box 157  
Lismore NSW 2480  
Australia  
Phone: 61-66-203 004  
Fax: 61-66-224 171  
Email: pmiller@scu.edu.au

## **Graduate Certificate in Training (Action Learning)**

The Graduate Certificate in Training (Action Learning) is designed to enable vocational education and training sector teachers, industry trainers, human resource development practitioners, first line managers and others interested in working in the area gain the competencies required to manage and facilitate work based learning through action learning and other forms of guided experiential learning.

With recognition of prior learning, the Graduate Certificate in Training (Action Learning) provides an opportunity for competent and experienced action learning facilitators to have their skills recognised and to gain a qualification. The recognition process acknowledges experience and prior learning through:

- formal education and training, conducted by industry or educational institutions in Australia or overseas
- work experience, and informal training
- community and life experience.

Credit transfer into further postgraduate awards is currently being negotiated, with the Master of Philosophy (IMC Australasia/Southern Cross University) looking the most promising so far.

At the time of publication there were 14 registered providers, 6 of whom are ALARPM members. For more information about the Graduate Certification in Training (Action Learning) please contact your local ALARPM member listed below, or your State/Territory Training Authority (Australian members) or the ALARPM office (overseas members).

**ALARPM Members who are registered providers of the  
Graduate Certificate in Training (Action Learning)  
at the time of publication\***

Dr Selva Abraham  
Gibaran Action Research  
Management Institute  
PO Box 581  
Brighton SA 5048  
Phone: 08-8377 0738  
Fax: 08-8377 1864

Anne-Marie Carroll  
Scope Consulting Pty Ltd  
PO Box 1828  
Toowong Qld 4066  
Phone: 07-3870 0673  
Fax: 07-3870 4013

Kay Galton  
Centre for Strategic Leaders  
GPO Box 1326  
Brisbane Qld 4066  
Phone: 07-3259 4383  
Fax: 07-3259 4382

Eric Graham  
ETAS (WA) Pty Ltd  
PO Box 266  
Greenwood WA 6024  
Phone: 09-246 3516  
Fax: 09-246 9516

Diana Hartley  
WA Department of Training  
151 Royal Street  
East Perth WA 6004  
Phone: 09-227 3438  
Fax: 09-227 3380

Josephine Murray  
Pelion Consulting Pty Ltd  
30 Cremorne Avenue  
Cremorne Tas 7024  
Phone: 03-6248 8101  
Fax: 03-6248 8127

Dianna Seekers  
Effective Change  
35a Lygon Street  
East Brunswick Vic 3057  
Phone: 03-9388 1661  
Fax: 03-9388 1984

\* We apologise if we have made any omissions. Please let us know and we will amend our records.

## New members

Welcome to those who have become members of ALARPM since the last ALAR Journal. You may wish to use this list as an update to your networking directory.

### AUSTRALIA

#### *New South Wales*

**RYAN** Kathleen

Quality Improvement Manager - St Vincent's Hospital,  
Sydney

33/23 Charles St

Five Dock NSW 2046

Australia

**WORK PHONE:** 02-9361-2495

**WORK FAX:** 02-9332-4142

**HOME PHONE:** 02-9712-2294

**E-MAIL:** [kryan@stvincents.com.au](mailto:kryan@stvincents.com.au)

**INTEREST:** Work place change and developing a team culture.

**PROJECT:** Developing process review teams in the acute care hospital setting.

**NETWORKS:** Action Learning, Action Research, Learning Organizations, Process Management, Quality Management, Team Learning & Development.

**WALSH Anne**

Teacher/Lecturer

PO Box 172

East Gosford NSW 2250

Australia

*WORK PHONE:* 018-473-092

*HOME PHONE:* 018-473-092

*E-MAIL:* anne.walsh@nswtafe.edu.au

*INTEREST:* Anything related to vocational and tertiary education and teacher or lecturer professional development.

*PROJECT:* Identifying the significant “moments” in the change process of vocational education teachers in transition from traditional to flexible modes of course delivery.

*NETWORKS:* Action Learning, Action Research, Education, Higher Education, Teacher Development, Teacher Development - Higher Education, Vocational Education.

**JAMES Di**

Director

Family Action Centre

The University of Newcastle

Callaghan NSW 2308

Australia

*WORK PHONE:* 049-21-6858

*WORK FAX:* 049-21-6934

*E-MAIL:* djames@mail.newcastle.edu.au

*Interest:* Application of AL, AR & PM to the workplace - to organisational growth & regeneration to program evaluation. To offer training & consultancy.

*PROJECT:* Director of a “learning organisation” - Programs within the organisation which have inbuilt ongoing evaluation through AR. Goal: to become a model of excellence in AR/AL methodologies & practice.

*NETWORKS:* Action Learning, Action Research, Learning Organizations.

**MCDONNELL** Greg

Student

PO Box 310

Lismore NSW 2480

Australia

*HOME PHONE:* 066-87-7412

*E-MAIL:* gmcdon10@scu.edu.au

*INTEREST:* Cross-cultural education, adult education and professional development.

*PROJECT:* Action Learning in indigenous higher education.

*NETWORKS:* Action Learning, Action Research, Education, Higher Education, Teacher Development - Higher Education,

*SUGGESTNET:* Indigenous Education.

### *Victoria*

**TUCKER** Maria

Assistant Unit Manager for Warringal Private Hospital

52 Belmont Crescent

MELBOURNE VIC 3094

Australia

*WORK PHONE:* 03-9274-1305

*HOME PHONE:* 03-9439-4876

*INTEREST:* I have a strong interest & belief in the value of AL & AR and process improvement.

*PROJECT:* Practice process management in nursing; have experience in projects i.e. handover of patient care, staff satisfaction, reflective practice.

*NETWORKS:* Action Learning, Education, Learning Organizations, Manager & Leadership Development, Organizational Change & Development, Process Management, Team Learning & Development.

## *Queensland*

**ROWELL** Mari-Anne

Student

QUT Kelvin Grove

9 Vine St

Redland Bay QLD 4165

Australia

**HOME PHONE:** 07-3206-8998

**PROJECT:** Full time student with both action learning and action research in study and assignments and am interested in both in the future for work.

**NETWORKS:** Action Learning, Action Research, Education, Evaluation, Higher Education, Learning Organizations, Manager & Leadership Development, Organizational Change & Development, Quality Management, Teacher Development, Teacher Development - Higher Education, Team Learning & Development, Vocational Education.

**GREENUP** Alice

Program extension officer, QDPI

J. Bjelke Petersen Research Station

PO Box 23

Kingaroy QLD 4610

Australia

**WORK PHONE:** 071-60-0738

**WORK FAX:** 071-62-3238

**Home phone:** 071-64-4260

**E-mail:** greenua@dpi.qld.gov.au

**INTEREST:** to learn about action learning, action research and process management and develop skills in applying the principles in my work

**PROJECT:** working with groups of farmers using an action learning approach in a farmer driven agenda

**NETWORKS:** Action Learning, Action Research, Evaluation, Learning Organizations, Manager & Leadership Development, Process Management, Teacher Development, Teacher Development - Higher Education, Team Learning & Development.

**LIBRARIAN**

Bureau of Sugar  
Experiment Stations  
PO Box 86  
Indooroopilly Qld 4068  
Australia

**TOMPKINS Judi**

Consultant  
PO Box 3136 Shopping Fair  
Rockhampton Qld 4701  
Australia

*HOME PHONE:* 079-261-427

*INTEREST:* School site use and development; Community activism - Particularly related to environmental issues; Lateral thinking and change management.

*NETWORKS:* Action Learning, Action Research, Community Action, Education, Higher Education, Human Services Practice/Change, Rural Community Development, Social Justice, Team Learning & Development, Vocational Education.

*Tasmania*

**BROINOWSKI Ian**

Teacher, Hobart Institute of TAFE  
48 Colville Street  
Battery Point Tas 7004  
Australia

*WORK PHONE:* 03-6244-9414

*HOME PHONE:* 03-6223-1088

*HOME FAX:* 03-6244-2913

*INTEREST:* Teaching of adults.

*PROJECT:* "TINIM - an adult learning experience" kit.

*NETWORKS:* Action Learning, Education, Higher Education, Learning Organizations, Manager & Leadership Development, Process Management, Teacher Development - Higher Education.

## ENGLAND

**LAWRENCE** Jean Kathleen  
Managing Partner  
Development Consortium  
22 Kendal Green  
Kendal  
Cumbria

## ENGLAND

**WORK PHONE:** 01539-729220

**WORK FAX:** 01539-729220

**HOME PHONE:** 015394-44671

**HOME FAX:** 015394-44671

**INTEREST:** AL practitioner since 1972, and continuing in management development and organisation development. Chair, International Foundation for AL (IFAL). Interested to learn more about AR & PM.

**PROJECT:** Inter-organisation sets of managers; in organisation sets & programmes; work with CEOs of small companies & bluechip organisations, commercial and public eg. health, local govt. environment. Overseas work in Italy, Kenya etc. Process & group work.

**NETWORKS:** Action Learning, Action Research, Learning Organizations, Manager & Leadership Development, Organizational Change & Development, Process Management, Rural Community Development, Team Learning & Development.

*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.*

## SINGAPORE

### **KONG SAN Sam**

Manager Computer Services

Land Transport Authority

5 Tua Kong Walk

Singapore 455303

SINGAPORE

**WORK PHONE:** 65-332-8226

**WORK FAX:** 65-332-8275

**E-MAIL:** samks@pacific.net.sg

**INTEREST:** Organisational learning and information technology.

**PROJECT:** PhD studies: IT facilitated organisational learning - A case study of a complex public organisation.

**NETWORKS:** Action Learning, Action Research, Learning Organizations, Systems Methodologies, Team Learning & Development.

### **CHANGE OF ADDRESS**

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**Australia**

**Phone: 61-7-3870 0812**

**Fax: 61-7-3870 4013**

**E-mail: alarpm@mailbox.uq.edu.au**

# Guidelines for contributors

## Contributions to this 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.

## Contributed case study monographs

Contributions are welcomed to the Action Research Case Study (ARCS) monograph series. The case studies in this refereed series contribute to a 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 strongly 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.

You may have interesting case material but may be uncertain of its theoretical underpinnings. If so, approach us. We may

offer joint authorship with an experienced collaborator to assist with the reflective phase of the report.

Another option is to submit a project report initially for the ALAR Journal (1000 words) with a view to developing the report into a full case study.

Detailed guidelines for case studies are available from the editor, ALAR Journal. The first case study in the series, by Vikki Uhlmann, is about the use of action research to develop a community consultation protocol.

The cost of *Consulting on a consultation protocol* is listed in the following Catalogue order form.

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