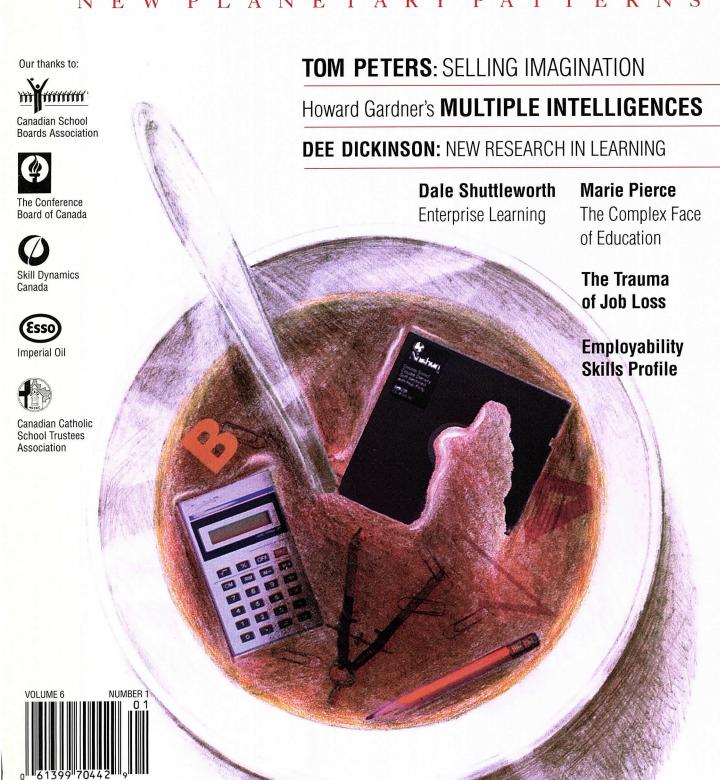
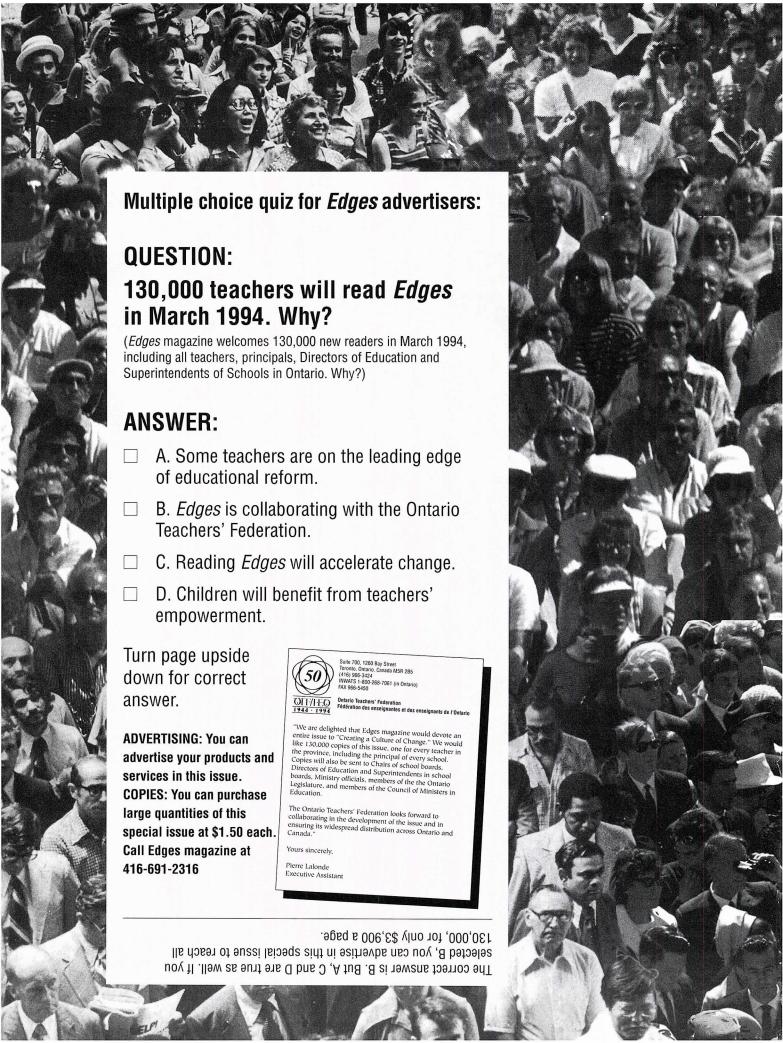


Winter 1994 • VOL 6, NO 1 \$3.95

NEWPLANETARY PATTERNS







Learning a Living

If job instability becomes a way of life for most of us, then preparing for employment will be a never-ending task. Instead of "learning skills" or "earning a living," we'll be...learning a living. Our special thanks goes to The Conference Board of Canada and the Canadian School Boards Association for important input into this edition.



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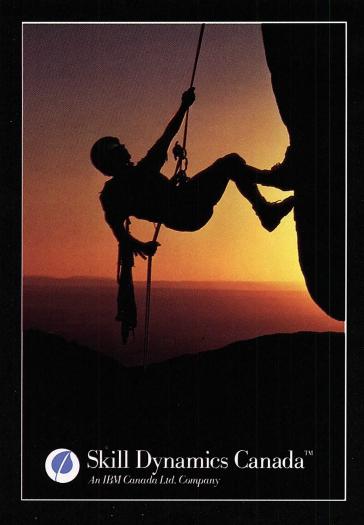
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Statement of Purpose A wave of change sweeping through societies has shaken the foundations of civilization. Every facet of existence is being challenged to evolve into new planetary patterns of knowing, doing and being. The Institute of Cultural Affairs weaves new relations between individuals, organizations and communities. At the core of ICA's work is spirit, sustained by the myths and techniques of many cultures, helping to shape social transformation. ICA's research, education, organizational change and international linking programs work together to elicit new planetary patterns.

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Editorial

"Learning a Living"

Have you been following the pronouncements of the business experts of late as they describe some of the effects of the new economy? Robert Reich and Alvin Toffler speak of the new supersymbolic (information-knowledge-based) economy, the fading of the proletariat and the rise of the cognitariat. Nuala Beck says (contrary to the doomsters) that we are "living in an economy of abundance" based on computers, semiconductors, telecommunications, instrumentation and health technologies. Tom Peters (featured later in this issue) says "we are in an economy when all the value comes from brains." Corporations, we are told, must be "re-engineered" to fit the demands of the new economy. The school system and teachers, already under heavy pressure, are expected to prepare us for it.

In the process, millions of people are suddenly recipients of pink slips, golden handshakes, wristwatches, early retirements or part-time work downgrades. Their jobs are gone. Everyday, the news brings the count on the latest decimations of corporation workforces.

In describing the new economy, business gurus wax strong about the power of new communication, multimedia and robotic technologies; their enthusiasm bubbles over when they talk of the need for risks, imagination, creativity and curiosity; they sound positively revolutionary as they speak of restructuring, re-engineering, cutting the fat and going 'lean and mean'. (Why does 'lean' always trigger 'mean'.) But their zeal in dealing with the question of joblessness is not always equally pronounced.

We are told the answer to joblessness lies in the arena of retraining and relearning. Decades ago, other economic gurus predicted we would have to be retrained many times in a life time. The irony is that the jobs for which we might be retrained are not there any more. They are gone eternally. And retraining for taking up a "supersymbolic career" is no picnic. Those already highly educated have already cornered much of the market.

One might also ask: if the jobs keep disappearing with the rise of new technologies and a global economy, what is the point of continual retraining? A machinist, then an inventory assessor, then a travel agent, then a barber's apprentice, then a TV repairer, etc. Where is the continuity, the telos, the all-embracing life work in this? What a pity to turn a life into a jumble of wage opportunities!

The alternative is what might be called the process of "learning a living."

A recent study of job-seekers at a local Canada Employment Centre showed that vocational confusion is a very definite barrier to entering or re-entering the workforce, so it seems that many of the out-of-work have a capital opportunity to do some big-picture thinking about their lives. They have time to reach beyond the knee-jerk response of "where can I get a job, any job?" They have a chance to put

continued on next page

EDITORIAL

continued from page 3

the "job" concept, into the larger context of their whole life. They could begin to tie together such concepts as job or career, occupation, life work and vocation into an integrated system. It would call for a guided process in which one would give carefully considered answers to such overarching questions as: Who am I—really? What in the tonkin am I

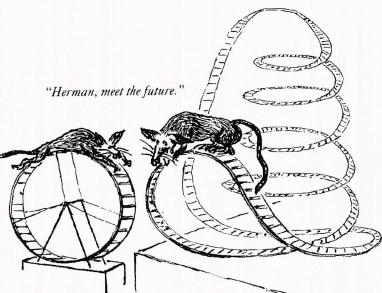
going to do with my whole life? and, in the light of answering those whoppers, how do I style my life to fit my self-conscious identity and life work?

These are not Pollyanna questions. To answer them with integrity really takes a lifetime; one never finally answers them once and for all, but a relative answer is always needed in the now.

If these questions are never tackled, which is especially the case when one is cash-strapped, one lives, as many do, without any self-conscious vocation or life work, no matter how many "jobs" or "positions" they hold.

What would it mean to take a group of unemployed people through a process of re-examining their lives from the ground up to see what they have to offer? It would be a multifaceted process.

First, the group might look at the times in which they are living; examine its trends, its many local and global issues and how these issues are making



demands on all our lives to heal the world's wounds and recreate anew the social process. The question here is, "What am I called to do in the world and for the world?" In the light of what is happening in the world, one would decide how to respond creatively, lifelong and day by day. That answer points to one's vocation or calling.

Second, each person would need to examine his or her own identity and ask the question all over again, "What is it that I have to offer the world?" Here, one might look at one's own unique learning patterns, employ Howard Gardner's screen of seven (or more) intelligences and do Richard Bolles' (What Colour Is Your Parachute?) skills inventory to get a fix on one's particular aggregation of gifts and what light that combination throws on the choice of life work. In tandem, one must clarify one's highly personal hopes and dreams. The "bliss component" of Joseph Campbell or Edward Deming's "intrinsic motivation" needs to be identified to build high motivity into pursuing one's life work. High-paying work that is sheer drudgery or slavery lacks this bliss factor or intrinsic motivation. And a highly moral and noble life work that bores one to tears does no one any good. Here we are after a solution that ties together the needs of the world, one's particular combination of gifts, and intense satisfaction.

Then, it's time for a personal learning project called "Unearthing and Creating

my Ideal Job." This is an active research project that involves risk, fun, fear and plain hard work. Here, jobseekers discern where they will use their gifts and life energy. In what occupation will their work take place—school, garden shop, architectural office, home computer business? In which geographic location? Similar research is needed if the decision involves an entrepreneurial venture.

Through personal contacts and networks, they will unearth the organizations or businesses that fulfill the criteria. Then the depth work begins—learning about the purpose and needs of those organizations, their hopes for the future, their immediate or potential employment needs and setting up the appropriate interviews. And keeping at it until the "ideal" job emerges.

In the new economy, learning a living is the name of the game. �

-Brian Stanfield

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Culture in the Transformation Process

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This year, our global networking conference will be held in Lonavala, the lovely hill station between Pune and Bombay. Make 1994 your year to visit India. Call your nearest ICA office or (416) 691-2316.

The Canadian School Boards Association (CSBA) is the national voice of the provincial and territorial associations of school boards and school trustees

CSBA is a non-profit organization composed of 11 provincial/territorial school board associations that represents over 5,600 school trustees who administer 580 school boards serving more than 3 million elementary and secondary students.

For over 60 years, CSBA has provided leadership to school boards on federal government and national issues affecting local education systems. This leadership includes:

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For more information on the Canadian School Boards Association contact the secretariat at: Suite 600, 130 Slater St., Ottawa, ON K1P 6E2 Phone: (613) 235-3724, Fax: (613) 238-8434



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19th Century Concepts

Have you noticed, in reports on corporation re-engineering, the remarkable number of items that are being put on the outdated list? Michael Hammer, US consultant and re-engineering expert, says he would like to eliminate a few words from the business lexicon-words like worker, job and manager-all 19th century terms. "Change worker to professional," he says, because professionals care about getting a result done, rather than doing a task. "We can't afford workers," he continues; "you don't have a job anymore-you have a career. Jobs belong to the company, but the career is yours. As for managers, professionals in careers don't need managers—they need coaches and leaders." Reports also indicate that some other things are no longer there: the corporate ladder is gone; seniority is no more; and executive dining rooms are going the way of all flesh-it seems that CEOs concerned about breaking down divisions between management and workers must now dine with the workers in the cafeteria. THE GLOBE AND MAIL





Telecommuting: Plus and Minus

Some employees who have passed up work-at-home opportunities complain that they do more work than their telecommuting co-workers at the **Washington State Energy** Office. Dealing with the absent employee's phone calls and walk-in customers accounted for much of the discrepancy. At Apple Computer, workers complained that telecommuters were not assigned their fair share of tasks. Hewlett-Packard had a different problem: it found that telecommuters got too far ahead of office colleagues on independent work teams. It could be that, in some ways, telecommuting requires more management than normal office work.

EDUPAGE

Dung Power

For some time now, Indian villages have collected animal dung-gobar-in closed pits and piped the gas into homes for cooking. The Dutch have taken this idea further and are planning the world's first dung-fired power station. It will turn the unwanted results of dairy farming, the compost from tulip-growing and household waste into gas, and then into electricity. The farms and food-processing industry in the Netherlands produce a huge amount of waste, so this venture will be welcomed. The 20megawatt plant will be efficient, environment-friendly, and will never lack for fuel. REUTERS

TV and Telephones, Goodbye

Telephone and television executives all too often seem unaware that their basic technologies are dead, says George Gilder, technology consultant and author. They want to believe that televisions and telephones can evolve bit by bit into the new digital world with the same companies supplying the same products. Not so, says Mr Gilder. The new game in town is not HDTV, 500 channels or integrated services digital networks, but communications bandwidth galore, an impending millionfold rise in the cost-effectiveness of computers and their networks, and video supercomputers on the way for under \$1000. These factors, says the author, mean that by early in the next decade, telephones and television will be in rigor mortis. Whether TV offers 50 channels or 5000, television will be irrelevant in a world without channels, where you can always order exactly what you want, when you want, and where every terminal commands the communications power of a broadcast station today. THE ECONOMIST



Billboard in the Sky

You must have heard about the giant orbital billboard by now. But just in case. Yes, Space Marketing Inc., an Atlanta-based marketing firm, has announced it will launch a giant inflatable billboard into space in 1996, large enough to carry corporate logos. From earth, the logos will appear about the size of the moon. The idea is that a one-square-mile Mylar sign featuring some globally recognized product would float for a week or so up in the heavens for an estimated cost of about \$30 million. Consumer and environmental groups are not amused. In May, a group of US senators introduced legislation to bar the launching of adbearing rockets as an affront to the global environment. The senators don't want the night sky turned into "the moral equivalent of the side of a bus."

ADBUSTERS MAGAZINE and THE GLOBE AND MAIL

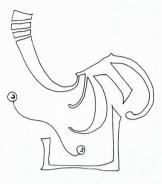


Virtual Spider

You are crouching on an immense spider web suspended against a bloody sky. The only sound is the pounding of your heart as you look for whatever has built this massive structure. Your gaze falls upon a giant spider lurking in the distance. The spider is watching you, apparently sizing you up. You begin to panic as you realize that the spider has started across the web in your direction. Your heart is pounding louder and louder. You race across the expanse of web, but the spider is gaining on you. You turn for one last look....

Virtual Spider is just one of the experiences available from Virtopia an artistic virtual world in the making, located, of course, in Orlando, Florida. Designed as a constantly expanding series of emotional adventures, Virtopia provides a multi-sensory feeling of total immersion within several three-dimensional, computer-generated worlds. Produced by Orlando's Visual Systems Lab, Virtopia illustrates the potential of virtual reality as a dynamic medium for artistic expression as public access increases.

IGC CONFERENCE: GEN.CYBERCULTURE



Laugh and Live Long

Welcome to the science of "humour physiology" which studies those events occurring in our bodies in association with humorous experiences. Laughter massages the muscles, helps move blood and lymph, has an aerobic effect on the body, followed by relaxation; it increases oxygenation of the blood, reduces pain, increases antibodies and immune cells, and reduces stress hormones. Apparently, even a simple smile causes blood pressure and heart rate to decrease. However, a small number of people do respond to laughter and mirth with seizures as well as cataleptic and narcoleptic attacks. HEALTH AND WELLNESS: TOP 40 RESEARCH REPORT



Sonic Bloom

Tokyo food processing has picked up on some archaic wisdom in the attempt to create a new niche in the Japanese market. Takasago Shokuhin is marketing wheat noodles. made with Western classical music in the background. Tapes of Vivaldi's Four Seasons are played for four hours while the noodles mature and dry. The noodles embedded with Vivaldi vibes are said to be tastier, chewier and smoother in texture. Other experiments are in process. A Nagova-based bakery plays Beethoven's Symphony No. 6 while the yeast fungi mature; and **Ohara Brewery in northern** Japan has made sake against a background of Mozart music for the last five years. It appears that Mozart ups the yeast density about ten times. They have also tried Japanese music and Beethoven, but Mozart brings the best results. Music assisted products, of course, sell at higher prices.

NEW YORK TIMES



The New Corporate Universities

The total spent on corporate education

now exceeds the entire budgets of all 3,600

colleges and universities in the USA.

JIM BOTKIN

n 1992, the number of US employees receiving formal, budgeted training grew by nearly four million people to a total of over 41 million. If this new employee pool were housed at a university, 17 new universities the size of Harvard would have to be built just to handle a single year's growth in corporate education.

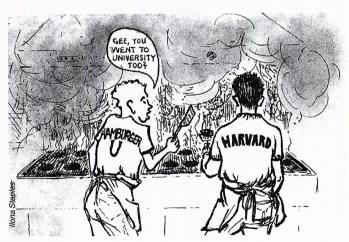
Nell Eurich, author of Corporate Classrooms (1985) and The Learning Industry (1990), says that the total spent on corporate education now exceeds the entire budgets of all 3,600 American colleges and universities. The last traditional universities to be built in the United States were the University of

California at Davis in 1965, the State University of New York (SUNY) campus at Purchase, NY in 1967, and the University of the District of Columbia in 1976.

While traditional university growth stagnated, companies were erecting "corporate universities" for employees. Among them are the Aetna Institute for Education. American Express Quality University, AT&T University of Excellence, Cigna, Disney University, Dow Chemical, Eastman Kodak, First America Bank, General Electric, General Motors, GTE, Hart Schaffner & Marx, IBM, Intel, Johnson Controls, McDonald's Hamburger University, Merrill Lynch, Motorola University, Nationwide Insurance, New England Telephone, Pitney-Bowes, Procter & Gamble, Squibb, Sun Oil, 3-M, and the United Auto Workers/ Chrysler National Training Centre.

The Hart Schaffner & Marx University is known as "Suits-U" and concentrates on sales training. McDonald's university, known as "Hamburger U" concentrates on the preparation and serving of food. Its campus near Chicago has five dormitories, and class facilities for simultaneous translation in 18 languages. AT&T's Excellence University has a campus in Cincinnati for employees in the East, and one in Denver for employees in the West.

Holiday Inn closed its
Holiday Inn University campus, built in 1972 near
Memphis, Tennessee, and has replaced it with an electronic campus known as the Road
Scholars program. Further, the company has established the DARWIN system of justin-time desktop learning to all of its 1,500 hotels in North
America for the training of franchise owners and their general service managers. But its fastest-growing education



needs are in China, where 30 new hotels were opened last year. There, the company has re-instituted a Holiday Inn University, because the Chinese demanded a program geared toward their culture's

respect for higher education. Many traditional academics disdain these new corporate universities. They feel threatened about calling them "universities" because they do not have academia's traditions or breadth of research or teaching. But just because they are different does not mean that they are devoid of learning. Indeed, in an earlier era they would have been referred to as "workers' universities," and many liberal academics would have applauded their existence.

As the present Information Economy progresses, these institutions will likely become focal points for developing knowledge and knowledge-based business. The net result is that lifelong learning will be seen as the benchmark for measuring education.

Jim Botkin in the New Horizons for Learning newsletter, Spring 1993, Box 15329, Seattle, WA 98115-0329. The ideas above are drawn from (working title) The Learning Business: Seven Ways a \$3 Trillion Industry is Reshaping Our Lives, Livelihoods and Schools, by Stan Davis and Jim Botkin, Simon and Schuster, fall 1994. Jim Botkin is President of InterClass and co-author of No Limits to Learning: A Report to The Club of Rome.

Should Industry be Responsible for Recycling?

MICHAEL COLLIN

n 1990, the Gildea Resource Centre (GRC), a nonprofit environmental research organization, released The Future of Recycling, which addressed the growing role of recycling in the US economy and its effect on the nation's competitiveness in the world marketplace. This groundbreaking policy paper outlined the dangers of the bottom-up, supply-side approach to recycling occurring throughout the US, the devaluation of secondary materials and the undervaluing of recycling's environmental benefits. Many of the predictions made in this earlier work about the challenges facing the recycling industry have come to pass.

Concern about recycling markets is no longer confined to the world of recycling -business owners, state bureaucrats and recycling-program coordinators. Stories of weak markets are showing up on prime-time television, with NBC Nightly News and the MacNeil-Lehrer News Hour transmitting reports of stockpiling materials and plummeting recycling-program revenues. Perhaps for the first time, the truth has begun to hit home for the average citizen that collection of recyclables does no good if there is no demand for materials by product manufacturers.

Now a new GRC publication, Recycling Market Development: A Question of Responsibility, resumes the inquiry by examining how market development has evolved since 1990. The 64-page publication explores the potential benefits and risks of what may be the most significant change in market development in recent years—the emergence of industry-responsibility policy proposals. These proposals, currently under discussion at the state and national levels, question whether industry (manufacturers, distributors, materials suppliers, etc.) should have greater financial and/or operational responsibility for recycling programs and corresponding market devel-

Collection of recyclables does no good

if there is no demand for materials

by product manufacturers.

opment. If enacted, such policies would fundamentally alter the roles and responsibilities of the public and private sectors with respect to waste management. These proposals are part of a growing movement calling for a comprehensive national materials-use policy—one which can move the United States toward a more sustainable economy, operating with greater industrial and resource efficiency. •

Recycling Market
Development: A Question of
Responsibility was written by
Josh Fox & Karen Hurst. Send
orders to Publications, Gildea
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Miramonte Drive, Santa
Barbara, CA 93109; or telephone (805) 963-0583, ext.109,
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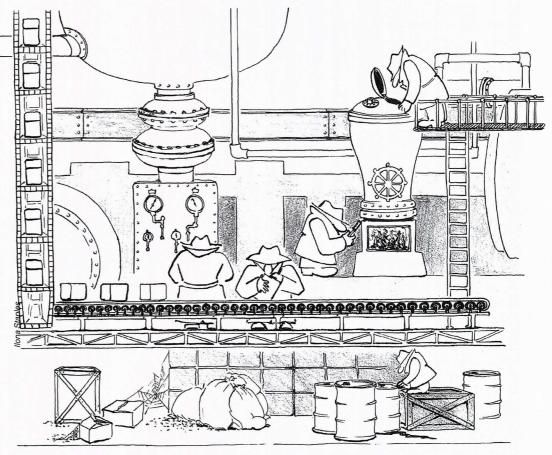


Business in the '90s: Survival of the Eco-Fittest

LAUREL AIRICA & JOHN RAATZ

usiness has traditionally pursued growth as its top priority, and profit as its bottom line. But, with the escalating ecological crises and the accelerating environmental movement, companies that put profits before people may not survive the decade. "Few companies can now afford to proclaim themselves uninterested in improving their environmental performance," say the authors of EcoManagement: The Elmwood Guide to Ecological Auditing and Sustainable Business. Yet the means by which to effect these improvements may not be clear, while the risks and costs may seem too daunting to undertake.

The Elmwood Institute, an international ecological think tank, was formed in 1984 by Dr. Fritjof Capra with the precise intention of assist-



ing leaders in the economic, environmental, political and social arenas to apply the most advanced understandings and technologies to meet the challenges of the '90s. In EcoManagement, five renowned Elmwood Institute scholars apply their backgrounds in systems theory, design ecology, environmental history, business management and physics to help business leaders shift to practices that "minimize a company's environmental and social

impact and make all its operations as ecologically sound as possible."

But before managers can change their procedures, authors Ernest Callenbach, Fritjof Capra, Lenore Goldman, Rüdiger Lutz and Sandra Marburg believe they will have to change their minds, because, at the heart of the world's major problems, there lies a single "crisis in perception. The resolution of this crisis," say the authors, "lies in a

paradigm shift from a mechanistic world view to a holistic and ecological view, from a system based on domination to one based on partnership." Though it seems remote that competitive industries could ever adopt such a co-operative stance, world crises may actually have brought us to the point where pragmatism and idealism finally converge. Because everything is not "business as usual," ideals that once seemed too lofty to attain may now prove too

Eco-auditing allows companies to detect

the hidden costs of doing business-including

human and environmental impact.

crucial to ignore.

Chapter 3 of EcoManagement offers fascinating examples of companies that have used innovative and often courageous pro-active measures to minimize their negative impact and maximize their contributions, while still remaining profitable. The Xerox Corporation, for instance, spent approximately \$50 million in self-initiated environmental remediation-even in the face of stiff competition from IBM, Kodak and the Japanese. Ultimately, these efforts helped reduce future liabilities and operating costs. Shell Oil, through its own internal research, was amazed to discover that it should get out of the oil business, despite the costs involved, and pursue an ecologically sustainable enterprise. (It is not yet known whether it will take its own

To help a company arrive at its own conclusions, the authors recommend "eco-auditing," a practice first

developed in Germany and refined and expanded at the Elmwood Institute. Eco-auditing allows companies to detect the hidden costs of doing business—including human and environmental impact—so that "even expensive alternatives which are less ecologically damaging can be economically justified for the economy as a whole."

In EcoManagement,
Callenbach and his colleagues
outline the history, theory,
justification and techniques
of eco-auditing, providing
checklists for "four major
areas of eco-management: inflow, processing and manufacturing, outflow, and structures
supporting the flow." They
explain that "only an audit of
such a deep ecological nature
will truly reduce the environmental impact of a company's
operations."

Given the current competitive climate, the ecological crises, and an even more vigilant population, eco-management and the invaluable eco-audit may become essential procedures for industries

willing to "reinvent" themselves to outlast the decade. If so, then "thinking green" could ultimately mean pursuing profits that benefit all of life. And caveat emptor may finally be replaced with an affirming dictum like the one from German philosopher Hans Jonas, quoted in EcoManagement: "Act in such a way that the effects of your actions are not destructive for the future possibilities of life." These are words that everyone can live by. ❖

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EcoManagement: The Elmwood Guide to Ecological Auditing and Sustainable Business, Berrett-Koehler Publishers, Inc., San Francisco, September, 1993. 190 pp; ISBN: 1-881052-27-3; \$27.95; cloth. To order, call 1-800-929-2929.

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ecutives from Malaysia and Singapore.
sponsored by the Hongkong Shanghai Bar.
Consultants. Peters is the author of Thriving sumerous overhead transparencies as backo.
quips and quotable quotes related to the creative devastation being wrought in businesses and corporations. What follows is a sampling from Peters' KL presentation, excerpted with permission from the Tom Peters Group.

M has a classic quote that forms the heart of this talk: "We're trying to sell more and more intellect and fewer and fewer materials." Although 3M has some 2000 products, their salesmen don't carry samples. Instead, they carry flow charts showing how they can invent a custom-tailored solution to the customer's business problem.

My new camera is a Minolta 9XI, their newest. I'm a camera buff, and whenever Minolta puts out a new one, I get it. I paid US\$800 for this one. The salesman told me that it has more intelligence power than my original Apple II computer I got 10 years ago. This camera has some plas-

tic and sand—perhaps about \$3 worth. But I paid \$800 for its intelligence.

Which is to say that we are in an economy where *all* the value comes from brains. Now, I don't think anyone knows how to manage intelligence. You can't touch it. We engineers and managers know what to do with things we can touch. But that's of trivial value in today's economy. So we find ourselves spending all our time "managing" what doesn't matter anyway—the sand and plastic.

IBM was, a few years ago, the most valuable company. Now they're laying off some of their work force. Why? Because we found out they're a *material* company. We thought they were an intelligence

company because they're in computers. But then we found out they were mainly interested in the boxes. Now their value is: \$18.1 billion in hardware, and \$40.8 billion for software and services.

Bill Gates says it best: "Microsoft's only factory asset is the human imagination." The question business has to ask is: how to create and manage the human imagination? Better, you don't manage it; rather, you create a garden where it can flower and bloom.

Nobody in manufacturing these days is making anything. Six percent of IBM's staff work in factories. But those six percent aren't making anything. They're in work-improvement teams or design teams trying to improve quality or refine procedures or doing design work. Manufacturers are *idea people*, or they go out of business. They're into alliances, design, logistics. In the process from initial sales to product or service delivery, three percent of the time is spent in manufacturing. But we spend 90 percent of our time focussing on management of a factory!

When Philip Morris bought Kraft, they paid \$13 billion. Then their accountants analysed the assets and found that Kraft had \$1 billion in tangible assets. What did they pay for? Such things as brand recognition and loyalty, R&D, etc. The intangibles were worth over \$11 billion. We always thought that if you can't touch it, it's not real. Now in the new economy, if you can touch it, it's not real! This is a problem: how do you take a picture of yourself next to human imagination for the annual report?

Drucker says, "Every organization has to prepare for the abandonment of everything it now does."

Breaking Companies Up

The Union Pacific Railroad was doing allright. In the course of its 100-year history, it had perfected the art of building a hierarchy so that, by1987, a track inspector who found a flaw in a customer's track had to go through 15 layers of hierarchy before the customer found out about it. Now this inspector was 47 years old. He began work at 19, so he had 28 years of experience. The customer was also 47 with 28 years of experience, so that between them, they had 56 years of experience working on track. In 1991, Union Pacific changed the situation so that the inspector could talk directly to his counterpart at the customer's firm. Guess what? They worked it out.

In the old organization, you could order changes when you were at the top, but the layers in between would prevent anything happening. After all, they were bright people and had to protect their turf. Well, Union Pacific cut out five layers of management. Who were they? They were the best and brightest who had gotten promoted. How much value did they add? None. They actually subtracted value. All they did was to keep the track inspector from talking to the customer. We can't afford that any longer.

As *The Economist* says, "The humbling of big firms has only just begun."

Abandon careers, foster imagination

Business schools talk a lot about career paths as a means of motivation. How do you keep an organization lean and mean and still maintain career paths?

First, it's not written in the good book that careers have to go upward to be significant. It's not clear that life's so great getting promoted to a do-nothing job. My father was a wonderful, intelligent man

who was a leader in his community and did great volunteer work. He was very intelligent—except for the eight hours a day he was at work. Then he was brain dead.

Second, the key is the human imagination. Who understands it? Bankers, ad agency people, professional service delivery people. In the past they were necessary evils. But they sell knowledge. McKinsey sells 1.5 billion dollars' worth a year. Their assets are nil. Now take your star people in an ad agency. The one thing they don't want is to become the managing director. What they do want is a bigger account. And it's more exciting to be assigned horizontally. Kasparov doesn't want to be the Executive Director of the World Chess Association. This doesn't mean that only people in the hierarchy are paid well. Bill Gates has created hundreds of millionaires at Microsoft without promoting. Careers need not mean advancing in the hierarchy, but they may mean increasing pay. You may shift from one exciting project to another. Projects are key.

Toffler said that we need to re-invent civilization. Part of the re-invention will be pay based on skills, not position—and perhaps not even based on the name (company) at the top of the pay cheque. We may move from one project to another in and outside the company. When Apple wants to do a new project, they do not ask, "Who do we have that can do this?" They ask, "Who are the best people for this project, here or anywhere else, world-wide?" Then they go get them and persuade them to be part of a short-term project that may last from six months to six years.

I don't like the term "career path." The image it conjures up is a road map. With a map, you have to stay on the roads. Today increasingly, the idea of a map is flawed. We're in the business of inventing our companies and alliances. I subscribe to *Online Access*, a computer journal. I spend most of my time in cyberspace trying to add value. Now these ideas are distressing, whether you're in KL or in California.

In my latest book, *Liberation Management*, I quoted the example of EDS—a huge company with \$7 billion in revenues and 75,000 employees. They work on 10-person teams. There *are no* career paths. I invent a project. I need good people, so I call them. They know I'm a good project manager; so some of them call me. People assign themselves to teams.

This is the future. Steel making is not a commodity. Nothing is. If we're smart, we're figuring out specialty steel for special market needs. Says General Electric's Jack Welch: "What we're trying relentlessly to do is to get that small company soul and small company speed into our big company body."

Now you don't do brainwork in groups of 1,000—or even 100. You do it in pairs, trios, groups of 10, 15 or 25. Value added comes from brainwork. As someone said, "Once people start not knowing people in the building, it's time to break up the organization." Or, as Bill Gates puts it, "Hey, size works against excellence."

Making a company curious

This is the age of homework. This is a wild and woolly market place. If you're not getting smarter, you're getting dumber. Education is economics; economics is education. How can we demonstrate that our company has got smarter in the last year? You don't measure it by the number of training courses.

And how do you make a company curious? Sigmund Freud has a quote: "How tragic it is to compare the radiant intelligence of a child with the feeble mentality of the average adult." Akio Morita of Sony says, "The job of the CEO is to rekindle a childlike curiosity in people." How do you do it?

- 1. Hire curious people. Most personnel departments won't give you a second look if you've ever done anything strange. But we need people who have done something interesting—like being a top student and taking off two years to wander around Europe while being none too clear about where they were or what they were doing. But it was interesting. Hire them.
- 2. Hire a few genuine off-the-wall weirdos. Imagination, the UK company, goes out on the street looking for them; then signs up someone who is certifiably insane and turns him loose in the company. They don't know what he'll come up with, but it will be sure to be interesting.
- 3. Weed out the dullard. One dull manager can turn off 1,000 employees.
- 4. Insist everyone take vacations. This is serious. In Germany, they out-export Japan on a per capita basis 2 to 1. And they work an average of 12 weeks less in the year. Even when you don't realise it, you get stale. You must take time off.
 - 5. Support genuine sabbaticals.
- 6. Foster new interaction patterns and physical environments.

7. Measure curiosity on performance reviews. Consider having staff write a one page essay on "the oddest thing I did outside work," or "the biggest goof I made on the job last year." At least it would be more interesting than current performance reviews. And you might learn something.

8. Seek out curious work.

9. Model the way.

10. Teach curiosity. I am literally scared to death that so many companies are so boring.

11. Make it fun. Fun is not a dirty word.

12. Change the pace; make Thursday miniature golf day; if you're showing a training film, serve popcorn to everyone. Look at your own office reception area and see if it's boring. If it is, then your R & D is also boring. We go to restaurants and go back again not because they're providing a fair return on shareholders' investments through quality work but because they turn us on.

What intrigues me most is people who take ordinary things and transform them. Harvey Makay tells of a cab ride he took in New York. Cab rides tend to be the same everywhere—a little cleaner or dirtier, but the same. A cab ride is a cab ride. In this one, the driver gave him a typed card saying, "Welcome. I will deliver you to your destination safely and courteously and on time." Whoever heard of a cab driver with a mission statement? Then he offered a choice of three newspapers: Wall Street Journal, New York Times, or USA Today. Then a fruit basket with candy, snacks and fruit. Finally the driver asked if he'd prefer hard rock, classical, pop or country music. This taxi driver makes some \$12,000 extra a year on tips.

Half the year I live in Vermont, the home of Ben and Jerry's ice cream. When they come up with a new product, their only question is, "Is it weird enough?" We are in a weird economic context. There are no experts, management gurus or CEOs. The only way to make a mistake is not to try something new. Revel in and enjoy your failures. Those who lack nerve will not take advantage of these times. These are the most wonderful times. Have fun and enjoy them. There is no way to do something wrong because no one knows what's right and wrong.

The only way to screw it up is not to understand how much fun it is. *

Terms of Employment

wo or three generations ago, people knew automatically what was expected of them as employees. Ideally, they would be honest, clean, tidy, punctual, diligent, cheerful and obedient. To be sure, these qualities would be assets to any employer at any time; but they were the only qualities employers looked for back then. They did not, for example, look for initiative; if anything, initiative was discouraged. Bosses did not want people who would do things on their own; they wanted people who would do what they were told.

In fact, when it came to filling most jobs, they were none too keen on people who were conspicuously intelligent or well-educated. Someone who was too smart, who knew too much, might turn out to be a troublemaker, questioning orders and attempting to upset the established way of doing things. Employees who "knew their place" were perfectly suited to the old-fashioned system in which a managerial elite did all the thinking for an organization. In any reasonably large operation, a small group of decision-makers did the planning, dealt with problems, and generally directed an amorphous body of "personnel." Orders were passed down through a pecking-order of bosses. On the lower levels, instructions were usually given verbally, so that there was no need for groundfloor workers to read on the job. In this and other ways, the typical organization was designed to simplify operations on the lower levels. Work was broken down into disparate tasks which individual workers could perform automatically by sticking to an invariable routine.

At a time when not much thinking was required of blue-collar workers, their education was not much of a factor. Thus it was common practice to leave school and start earning money as soon as the law allowed. This was especially so in Canada, where the resource-based industries which dominated the economy also offered a simple, tightly-supervised working environment. You did not need a high school diploma to cut down trees or dig ore out of a mine. In the circumstances, school and work were viewed as two distinctly different entities. You went to school, and whenever you finished, you went to "work" - real work, not that stuff you did in a classroom. When you did get a job, you usually learned how to do it through experience and coaching by fellow employees. Skills acquired in this way could easily sustain a person through a working lifetime. For example, someone who learned to operate a hydraulic metal press in 1920 would probably be operating essentially the same machine in 1965.

Times have changed: For one thing, the relative importance of the resource industries in Canada's economy has diminished. But even in the resource industries, workers are now called upon to operate sophisticated computerized equipment in mines and mills. In practically every other field, employees nowadays must be capable of learning new and often radically different ways of doing things. As a result, the idea of what makes a good employee has been turned inside-out.

Whereas employers once frowned upon employees who thought for themselves, the ability to reason is now a prerequisite for lasting employment. In the words of the Conference Board of Canada's Corporate Council on Education, Canada needs workers who can "think critically and act logically to evaluate situations, solve problems and make decisions," and who have "the ability to identify and suggest new ideas to get the job done-creatively."

The distinction between blue-collar and white-collar jobs has faded. Ordinary employees must accept a degree of responsibility which few could have imagined in the days when a worker was a worker and a boss was a boss. &

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The bedrock of job security has moved under our feet.

We are indeed in an economic revolution: the whole world of work is changing.

Making it through the Jobless Recovery

An Edges interview with CHRISTOPHER G. TRUMP

In Canada, and especially Ontario, the recession has made a mish-mash of lifelong careers and the way business operates. People cut off from their traditional livelihood need major help in adjusting to the new economy, which puts a premium on adaptability, flexibility and multiple skills. Chris Trump, past Executive Director of the Association of Colleges of Applied Arts and Technology of Ontario, highlights some of the implications of the new economic paradigm.

EDGES: Shifting gears and careers seems to be the name of the game in the current economy. You have some experience with this, I understand.

Trump: Yes, I have had several major career shifts in my life. My career can be described in four parts. In the early '60s, after university and a stint in the army, friends told me, "You've got to start thinking of your career." All I knew was that I liked writing and that I wanted to involve people. I could have taken a science internship in the Army, but the program was too rigid. They needed help at the Graduate School of Journalism at Columbia—this was in 1968 at the beginning of the student revolution—so there I went. It was interesting to try to sustain something in the face of such turmoil. But then the revolution was over by 1972. By 1975, the students were more conservative than the faculty—all the young women were wearing skirts and all the young men were wearing coats and ties. So, I looked further afield and landed a job with NASA-at the beginning of the NASA space program. Then, after three years of excitement, I wanted a job where I didn't have to travel, and in which I could get my feet on the ground. I turned my radar sweep to look at what else I could do, and joined Spar Aerospace Ltd. as the vice-president of corporate affairs, and stayed there for eight years. Spar in the corporate sense is somewhat of a national treasure. So I worked for Spar, travelled across Canada and joined many small "c" causes. Then I became Executive Director of the Association of Colleges of Applied Arts and Sciences of Ontario (ACAATO). Now I am again a free agent and spend a great deal of time wondering what it will take to heal the wounds created by the current recession.

How would you describe the economic situation in Ontario?

This is called the jobless recovery, and for good reason. Recession layoffs in parts of Canada are at 60 percent—some say it's as high as 80 percent in Ontario. Now, most of the jobs in which layoffs have octhat have curred are jobs disappeared-they won't come back again. In the 1982 recession, the job-loss level was 20 percent, but once the recovery started, things really picked up. This time around, the jobs have gone for good, because the economy has undergone a fundamental shift. The bedrock of job security has moved under our feet. In that sense we are indeed in an economic revolution: the whole world of work is changing.

What is different about the Canadian workplace these days?

In organizational structure, the pyramid

that used to define career growth is now a trapezoid, at best. General Motors used to have 29 layers of command from the top down to the front lines. That's going to be squeezed. IBM squeezed its levels from 14 down to seven between 1986 to the present, and it still has a long way to go. I know an entrepreneur, Frank Hasenfratz, who runs a large number of small plants near Guelph without any big centralized planning function. Now, his approach is to have a lot of small independent units. This is the new workplace. Anyone running a business today knows you have to engage your employees' abilities and stay out of their way. Hasenfratz has a plant that turns out parts for automobiles as well as agricultural equipment. On the automotive side, it's a cut-throat business with low profit margins. But he also produces parts for export, and it's on the agricultural equipment that he's hoping to make a profit in Russia, because, although they outproduce North America by far in combines, they also have less than half of them operating at any one time because the breakdown rate is so high.

So, the old mass production lines have faded, too?

Yes, there's more to it than collapsing hierarchies. The way things are made is also changing. Operationally, what we're looking at now is a core of skilled people that work on the needed parts. They make up the inner orbit of the business. In the middle orbit are the contract folks, while the outer orbit is the contingency people that you put in as needed. In Hamilton, Stelco was able to wrangle this arrangement with the steel workers just in time, in exchange for contracting out



work. Otherwise the regular employees would have been lay-off statistics. Of course, this indicates that the entire world of work is changing. The new economy is putting a premium on adaptability, flexibility and multiple skills.

How aware of this shift are the labour unions?

Enlightened labour leaders know that the idea of the assembly line, of the highly paid low-skill steel jobs, for example, are gone. They also know the need for flexibility. Look at the General Tire Plant in Barrie that folded—650 people or more were out on the street. Georgian College in Barrie was suddenly the unsolicited beneficiary of all the counselling and sorting out. On the other side, there's the example of Goodyear Canada, which shut down its Toronto plant. They looked around Ontario, searching for a place where they could settle down. They chose Napanee, on the other end of Lake Ontario, and hired 100 people from the local area. They did not look for people experienced in tire-making, but for people with a good attitude—people who knew how to work, and were willing to be trained. The rest could be taught easily. None of these workers had any tire-making experience—they didn't need it. Nor did the company send them away for training. Goodyear said, "We'll train the people in Napanee. We want them there." So the company stitched together a working relationship with a local high school, and Napanee had a viable tiremaking industry. People always need tires, but tires will no longer be made the old labour-intensive way. To succeed, Canada must seek its place in high valueadded manufacturing.

But what about the people who have lost jobs they thought they had for life? For many this is the end of the world. What can be done to help them?

The greater the need for counselling, the less likely you'll find it. It is one of the first budget areas that governments tend to cut. There is a great need for change. You find that people are not really as afraid of change as they are of having no one there to advise them on how to adapt, how to get through the rapids. That's one of the reasons we have trainers and organizations like Learning Academies. The Learning Academy is an adaptive, private enterprise that takes people, and quite literally primes then for the new work place, particularly in computer skills.

Higher-echelon business executives who get displaced are given, if not a golden handshake, at least a golden opportunity with an out-placement service, which is a rapidly emerging enterprise that usually involves a component of adjustment training. Businesses arrange this training one-on-one, where people won't feel embarrassed about being in a classroom with younger people.

Can the education system help with the jobs issue?

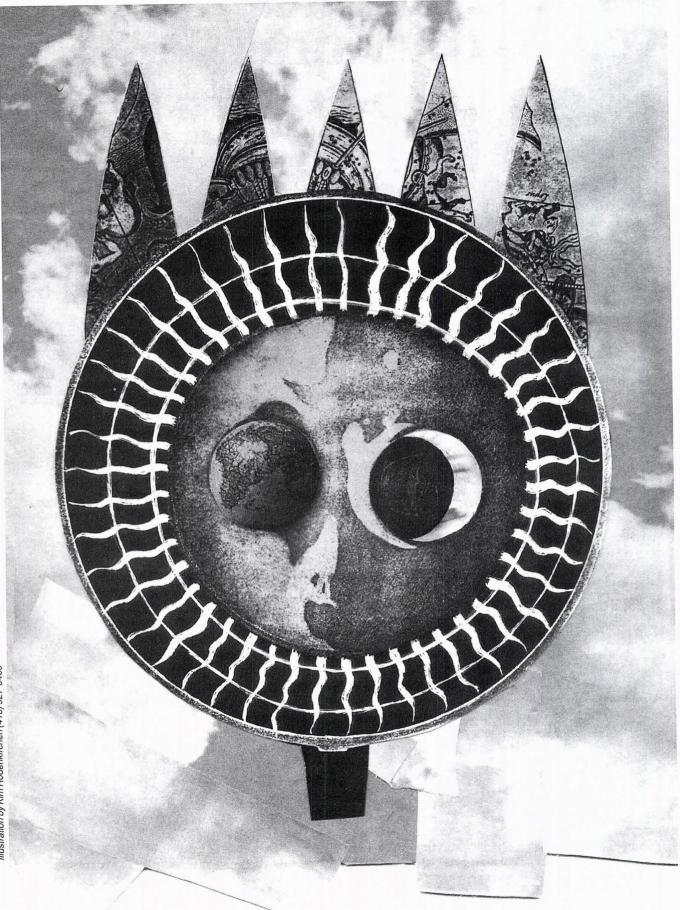
Community college apprenticeships have been useful in the past, but college apprenticeship programs tend to be divorced from the realities of the workplace. There is a move now to develop a school-workplace apprenticeship program starting in high school. Its principal value is that students spend time in school and at the work place in the same week. I believe, at last count, there were around 750 Ontario students in 34 high



schools in these programs. Instead of launching students into apprentice programs at an average age of 26, this program catches young people at a formative stage, when the promise of the future shines most brightly.

What is helping people adjust to vocational change?

There is a great need for help in this area. The anecdotal evidence is in the case stories of people who have made it. A lot of what it takes to turn around your vocation is related to your inner makeup. I interviewed an engineer who was right-sized out of IBM in Vancouver. He has now made it and he's back on contract basis. What he did to really turn his career around was soul searching. He searched for what his strengths were, trying to figure out which of these strengths were marketable, not in the sense of selling brushes door to door, but something for which there was a need. He decided he needed to be in business for himself. Now, that's not for everyone. It's more than just asking yourself: "Do I have a marketable skill?" You also have to ask: "Do I have the get-up-and-go, the energy?" There is no substitute for assessing what you personally have, finding out what is needed or what people want, and then figuring out how you can fit what you have into what's needed. *



Cultivating the Mind

Leading edge research from many places shows that intelligence-breeding environments can help people self-actualize at any age.

DEE DICKINSON

How can the learnings from contemporary mind research and learning environments experiments get into mainstream schools and organizations? Dee Dickinson is President of New Horizons for Learning, a Seattle-based organization concerned with new learning processes and environments. This article is excerpted from her presentation to the Conference on Lifelong Learning for European Business at Oxford University last October. The address of New Horizons for Learning is PO Box 15329, Seattle WA 98115-0329 USA. Tel. (206) 547-7936.

In recent years humanity has been surfing through times of unparallelled challenge for both individuals and organizations. Regressive undertows try to pull the world back into calmer waters, but there are no quiet pools. Tidal waves of change engulf every country, creating social, educational, ecological, political, scientific and economic revolutions, for better or worse, and producing deluges of new information along with new technologies to communicate and process it.

Accelerated change necessitates flexibility, the ability to learn, unlearn and relearn, and a willingness to experiment and take risks. Many of today's increasingly complex problems have no solutions in textbooks, databases or authority figures. Furthermore, there has never been such diversity of people almost everywhere—from different cultural, racial, social, economic and educational backgrounds, with very different ways of learning, thinking and behaving.

As a result, it is essential to find new ways of communicating and working together to confront the problems that threaten the lives of human beings, countries, even the planet itself. Collaboration of individuals and organizations has become essential. And it is critical to integrate ideas and information—combining past wisdom with new findings drawn from studies in human and organizational development, from science and technology, and from the rapidly changing history of our own times.

Nearly all the problems we face today are the result of human decisions. Most current crises have been created by the

human mind-and the solutions lie there as well. Nothing on earth is as complex as the human brain/mind system—nothing offers such hope for the future. We need to image human beings and organizations as whole systems that can profit from current knowledge about the human mind and human development-while functioning effectively in a global marketplace. I believe the combined work of key researchers offers insights for educators in all settings.

At birth we have most of the neurons we will ever have—hundreds of billions of them. And yet the human brain grows another two-thirds in size and weight. Cell bodies enlarge, supportive and nurturing glial cells multiply, new connections are made between neurons. Apparently, the more complex this neural network becomes and the more communication links are forged, the better the human mind is able to think, learn, remember, question, solve problems and create. It appears that this complex system does not grow by chronological maturation alone.

The work of neurophysiologists and neuroanatomists like Dr. Marian Diamond, of the University of California at Berkeley, has proven that particular environments are most conducive to creating more complex neural networks. These environments are nurturing, supportive, stimulating and offer rich opportunities for interaction and response. Under such circumstances and throughout one's lifespan it is possible for the human brain to continue to grow and develop.

Apparently the human brain changes physiologically as a result of learning and experience—for better or worse. Ideal environments and experiences can lead to better mental equipment. On the other hand, impoverished circumstances, lack of nutritious food, love and stimulation can have detrimental effects on mental development—at any age and in any setting.

The human mind-body system has, however, enormous potential for change. Dr. Reuven Feuerstein, psychologist and director of the International Centre for the Enhancement of Learning Potential in Israel, works on the modifiability of human intelligence. Beginning over forty years ago with retarded individuals from the Holocaust in Europe and from impoverished conditions in North Africa, Feuerstein developed methods to literally teach intelligence. Many in the psychological establishment still have difficulty recognizing that intelligence is not a static structure that can be measured and given a number which predicts the future of that individual. Rather intelligence has been proved to be an open, dynamic system that can continue to develop throughout life. This fact has major implications for educational systems both in schools and human resource programs in organizations.

Feuerstein's methods are based on mediated learning that identifies and helps students to build on their strengths. His methods have been used with people of all ability levels from the retarded to the highly gifted, with every age group from infancy to old age, in every setting from homes and classrooms to training centres and board rooms in every country. These processes are being applied successfully in industrial training programs throughout France, in companies like Peugeot and Simca. In 1991 Dr Feuerstein was awarded the prestigious Presidential Medal of Honour for his work in teaching thinking and learning skills to workers, managers and executives.

It is now clear that the future of every human being has more to do with what happens after birth, rather than with inborn genetic factors. The old nature/nurture controversy is now moot. In addition, Dr. Mihaly Csikszentmihalyi, University of Chicago psychologist and author of Flow, has for twenty years carried out a major study to examine the thinking and behaviour of gifted individuals, and especially to pin down the factors that led to their high intelligence. He has found that the most gifted and the happiest individuals—who also experience more "flow" states or "peak experiences" than others—come from families that communicate high expectations and have clear rules, but also offer early opportunities for meaningful choice within a warm, loving and supportive environment. These are families that are both serious and playful. He calls them "complex" families.

He has also found that families that are less warm and openly loving but communicate high expectations and have strong discipline and structure may also produce gifted individuals, but they are less happy and may be more compulsive and driven. It is likely that schools, universities, adult education and training programs with these characteristics may produce similar results.

Family and cultural contexts also have a major effect on individual differences in perception, personality, learning styles and even kinds of intelligence. Current research based on the early work of Dr. Herman Witkin on field-sensitive and field-independent learners indicates that these tendencies are strongly related to cultural and early environmental influences. The field-sensitive (global) thinkers often have difficulty in educational systems that are geared to more field-independent (analytical) thinkers. Yet both kinds of thinking—the ability to see the whole picture and to see the details—are essential for different kinds of learning and problem-solving. It now appears that Feuerstein's methods may develop both abilities. Many teachers and trainers are finding effective ways to reach both kinds of learners in their classrooms-for example, by presenting a written syllabus as well as a visual overview of a course, and by not only lecturing but also engaging students in participative activities and thoughtful dialogue.

Dr. Howard Gardner's theory of multiple intelligences also recognizes diversity by suggesting that people learn not only through verbal and logical-mathematical intelligence (on which most educational systems are focused) but also through visual-spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal intelligences (see page 24). Effective schools and employee training programs in many countries are broadening their teaching methods to reach more kinds of intelligence. For example, accelerated learning techniques, cooperative learning groups, experiential learning, integrated thematic curricula, simulations, and the use of interactive multimetechnology are producing exceptional outcomes related to enhanced comprehension, rate of learning, retention and the ability to apply what has been learned.

As educational systems throughout the world re-examine the learning process, there is ongoing debate whether better results will be obtained in environments in which there is primarily "frontal" teaching, effective discipline, and quiet, orderly students in neat rows, or in warmer, more nurturing and interactive environments with more opportunity for creative activities and meaningful choice. Such studies as those previously cited may well suggest classrooms in which students experience an effective combination of discipline and freedom, are given opportunities to master basic skills and knowledge as well as engage in creative activities, and develop the ability both to follow directions and become independent learners-in a supportive and nurturing environment. In such classrooms the teacher is less authoritative and more a coach or facilitator of learning.

The adult learner may also learn best in such an environment. Dr. Dorothy Billington, developmental psychologist and author of *The Emerging Adult*, recently completed a study of adult doctoral students in both traditional university environments and in non-traditional, more open programs. She notes that "as we begin to recognize the need for lifelong learning, we are also beginning to recognize that significant learning and personal development go hand-in-hand. We cannot separate emotions and thoughts."

Billington's hypothesis was that adults in doctoral programs would experience ego growth, particularly to the extent that their educational experiences

were characterized by pacing (exceptional intellectual stimulation somewhat beyond their present level of knowledge or achievement), and an emphasis on developing self-directed learning. She found, contrary to much of the literature on adult development, that adults can and do experience significant personal growth at mid-life. Furthermore, her study showed "that students tended to experience growth only within non-authoritarian environments that emphasized self-directed learning, support, mutual trust and respect," and that "being forced to accept an external locus of control in more traditional learning environments might well result in an actual decline in ego level."

Clearly, these studies are of major importance to the planning and practice of education at all levels and in all settings. In order to prepare human beings to be lifelong learners in a world of escalating change and uncertainty, it is essential that they become not just knowledgeable, but as fully intelligent as possible. Dr. Robert Sternberg, Yale University psychologist and author of Beyond I.Q., defines intelligence as "the ability to learn and to apply what has been learned to adapt to the environment, or to modify the environment, or to seek out or create new environments." This is surely an appropriate constellation for our times, and an increasingly important outcome for students emerging from either preparatory schools or human resource development programs.

As we follow the progression of human development into the adult years, it is perhaps appropriate to recall Maslow's Hierarchy of Human Needs, from food and shelter and other physiological needs, to safety and security, to belonging, to self-esteem and esteem by others, and finally to self-actualization. Maslow suggested that this highest level of human need is also the optimal level of human development. He noted furthermore that preconditions for need satisfaction are challenge, freedom, justice and orderliness. (Teachers in all settings might profitably take careful note of these conditions.)

Self-actualizing human beings accept themselves as well as others and have spontaneous but ethical behavior, and a strong focus upon problems outside of themselves, the ability to capitalize on the qualities of detachment and solitude, independent stability in the face of hard knocks, freshness of appreciation, a sense of strength and transformation, feelings

of identification, sympathy and altruism, profound interpersonal relationships, democratic character structure, strong ethics and moral standards, a philosophical, unhostile sense of humour, creativeness and the ability to function independently as a part of the "growing tip" of humanity.

Maslow believed that 95 percent of human beings are capable of self-actualization in their older years, but that only one out of a hundred ever achieves it. Since, at the present time, 66 percent of all men and women over 65 in the history of the world are alive and are the appropriate age to be self-actualizing, an important question today is how to foster this level of development in homes, schools and communities. Indeed there are major social, political and economic issues at stake.

Self-actualization does not just suddenly begin at the age of 50. Does it begin at birth in the environments that Marian Diamond has described as positive, nurturing, stimulating and interactive? Is it nurtured in complex families? Is it fostered in complex classroom settings? And is it catalysed by adult education programs that offer rich opportunities for self-directed learning as well as group learning? Is it nurtured by teachers who guide, consult and provide supportive feedback in positive and student-centred settings?

These questions are serious ones for corporations whose responsibilities today are greater than those reflected in profit and loss. They are, however, questions that will powerfully affect financial outcomes. Corporations will also benefit directly from supporting the kinds of "best educational practices" in schools that prepare students to become productive adults. In the US, according to the Committee for Economic Development, there are over 140,000 corporate-academic partnerships involving 30,000 elementary and secondary schools. As corporations consider the diversity of their employees and the acceleration of change in the marketplace, it is apparent that traditional organizations, training methods and ways of doing business must either adapt to constant change or become proactive in many ways.

As in the human brain, it is the networks and communication links within organizations that make intelligence possible, and that facilitate their becoming the learning organizations now essential to survival. The Action Learning pro-

gram of the Swedish Management Institute encourages teamwork and an overall design of learning by reflecting on action. Such relatively new ways of collaborating in small heterogeneous groups result in collective wisdom and group IQs that are higher than any individual's within that group.

The IQ of an organization itself is no more fixed than that of human beings, as long as it has a chance to develop within an open system that takes in and processes new information, applies it, assesses the results of its work, and feeds that information back into the system.

This is, of course, a basic tenet of Deming's Total Quality Management principles that have led to the first wave of learning organizations. These principles have resulted in major changes in many large multinational corporations that are recognizing and respecting the individual differences of their employees and are applying that understanding to training, work assignments and communication methods. Many are creating nurturing and stimulating environments with the same characteristics as Csikszentmihalyi's "complex families." And many are recognizing that learning organizations are staffed best by employees who are both independent learners and collaborative, team-players.

Dr Malcolm Knowles, author of The Making of an Adult Educator, is considered by many to be the father of adult education in the US. He says, "We must become able not only to transform our institutions in response to changing situations and requirements, we must invent and develop institutions that are 'learning systems,' that is to say, systems capable of bringing about their own continuing transformation."

Peter Senge, Massachusetts Institute of Technology professor and author of The Fifth Discipline, suggests that learning organizations are set apart by their openness, systemic thinking and creativity. He calls their learning "generative," in that it emphasizes continuous experimentation and feedback in an ongoing examination of how they go about defining and solving problems.

Senge suggests that "the need for understanding how organizations learn and for accelerating that learning is greater today than ever before.... The old model, 'the top thinks and the local acts,' must now give way to integrating thinking and acting at all levels. While the challenge is great, so is the potential payoff." *

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

ACADEMIC SKILLS

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

PERSONAL MANAGEMENT SKILLS

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

TEAMWORK SKILLS

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Communicate

- Understand and speak the languages in which business is conducted
- · Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences.)

Learn

· Continue to learn for life

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours

- Self-esteem and confidence
- · Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- · Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Canadian employers need a person who can:

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance



This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario K1H 8M7. Telephone: (613) 526-3280, Facsimile: (613) 526-4857.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

The Corporate Council on Education is a catalyst to engage business and education in partnerships that foster learning excellence to ensure that Canada is competitive and successful in the global economy. Employability skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in schools, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities. The Council recognizes the need for employers to accommodate individual differences and to provide equal opportunities to women, native people, visible minorities and people with disabilities.

Employability Skills Profile

hen I first saw the Employability Skills Profile, I was struck by its value. Members of the Corporate Council on Education, top business people across Canada, worked on the framework. Mary Anne McLaughlin, from The Conference Board of Canada, crisscrossed the country interviewing hundreds of people to get a consensus on the details, and thousands more have examined its implications for schools

and colleges. The profile is, however, a business perspective and does not pretend to represent the many other goals of our education system.

The chart started me thinking, though, about how I impart teamwork and personal management skills and also why they are important in the organization where I work.

While the bottom line is often the biggest driver for teamwork skills, a small taste is all it takes to convert

continued after brochure

Developing a Culture of Leadership and Participation

Facilitation Skills Training Catalogue 1994

PARTICIPATION. It's *the* big word for the '90s. Suddenly, everyone's talking participation. But it's more than a passing fad for us. We've been developing, teaching and applying genuine participatory methods around the world for 35 years. We've experienced what works and what doesn't.

ICA has developed the Technology of Participation

ICA has developed the Technology of Participation (ToP). ToP is a process for encouraging effective participation within any group, organization or community.

Our courses teach the ToP methodology through a step-by-step, hands-on process. Course participants develop skills in:

- · participatory decision making
- problem solving and conflict resolution
- team-building and group visioning
- long-term strategic planning for organizations
- planning for community socio-economic development.

These skills foster group creativity, achieve group consensus and build team commitment. Participants leave confident in their facilitation skills and eager to implement effective participatory methods within their own organizations and communities.

If these are skills you need, then call us today.

ICA Canada



Group Facilitation

he Group Facilitation course will help you clarify discussions and achieve consensus within your group, organization or community. The methods you learn will enable you to:

- · facilitate groups more effectively and confidently
- · develop group decision making skills
- help groups focus around a topic
- · make meetings more productive
- help create a sense of teamwork.

Participants regularly include

- Staff supervisors
- Executive directors
- Volunteer co-ordinators
- Community workers
- Private consultants
- Board members
- Educators
- Managers

In two intense eight-hour days, you will learn

The Discussion Method which

- provides a structure for clear, ordered dialogue and reflection
- moves discussion from the surface to the depth of a topic
- encourages a diversity of perspectives.

The Workshop Method which

- engages the participation of each group member
- focusses the group's consensus towards effecting change
- builds an effective team partnership to act on the change.

Skills Applications include

- improving employee and staff-management relations
- resolving conflicts effectively and equitably
- assessing reports, presentations, meetings, conferences
- · leading dialogue around a touchy issue
- utilizing fully the groups' creativity to maximize productivity.

Prerequisite: None

Cost:

\$250 + \$17.50 GST Members **\$275 + \$18.75 GST** Non-members

Dates in 1994:

Dec. 9-10, 1993	May 17-18	October 11-12
January 25-26	June 14-15	November 15-16
February 15-16	July 14-15	December 6-7
March 22-23	August 23-24	
April 19-20	September 13-14	

Dates for Regina in 1994:

Special 3-day Group Facilitation and Planning courses offered through University of Regina Extension Department:

April 11-13 October 24-26 Call (306) 779-4815 for information.

Facilitated Planning

The Facilitated Planning course is for people involved in a participatory planning process for an organization or community. The methods you learn will allow you to help the group define its vision and work through to practical immediate actions.

Our process is designed to

- create a shared group vision
- identify issues blocking vision accomplishment
- · focus ideas for new directions
- organize a specific, practical plan of action.

Participants regularly include

- Board members
- Civil servants
- School principals
- Planning committee members
- Managers
- Private consultants
- Senior administrators
- Management students

The course aims to give you the skills you need as a leader to facilitate participation in planning strategies.

The process maximizes creative and innovative thinking resulting in effective actions that make a lasting impact.

The process is unique in that it allows you to work with and achieve consensus among participants of diverse cultural, economic and political backgrounds.

Prerequisite: Group Facilitation

Cost:

\$250 + \$17.50 GST Members \$275 + \$18.75 GST Non-members

Dates in 1994:

December 16-17, 1993 February 17-18 April 21-22 June 16-17 August 25-26 October 13-14 December 8-9



Team Building

his is a course for Team Leaders...leaders who are concerned about team performance and want to improve it... leaders who want to create an environment that fosters creativity and exploration...leaders who want to motivate and energize teams and sustain positive team momentum.

In this Team Building course leaders learn practical methods and techniques for improving teamwork and making it more effective.

You will learn how to

- plan and facilitate team meetings
- orchestrate a team event or project
- build and sustain team motivation
- · create special team celebrations
- handle difficulties between people in teams

Applications include

- enhancing teamwork on the job
- developing effective taskforces & committees
- · motivating and sustaining coalitions and partnerships

If you are a Team Leader, within your organization or community...or if you are searching for skills to build strong, effective, cohesive teams, then this is the course for you.

Prerequisite: Group Facilitation

Cost

\$250 + \$17.50 GST Members **\$275 + \$18.75 GST** Non-members

Dates in 1994:

January 20-21 April 25-26 December 12-13

Particularly intriguing about the Group Facilitation Course is that such a conceptually sensible method can have a profound impact on improving group processes.

Zdzislaw John Gladki, Director of Policy and Strategic Planning City of Toronto – Planning & Development Department

Participation Paradigm

he skills a good facilitator brings to the table are not simply mechanical. True facilitation cannot be reduced to merely a number of sequential steps.

The successful facilitator combines an effective methodology with personal style, years of experience and a deep understanding of the reasons behind participation...the *how's* and *why's* of participation.

This is especially true of ICA facilitators, rooted as they are in a unique philosophy...a unique understanding of how society operates and the role of participation in society.

If you've taken an ICA course you've probably caught a glimpse of this philosophy. Perhaps you were intrigued by such seemingly simple and yet surprisingly powerful methods. Perhaps you were curious about their sources.

This course will explore your questions about the roots of ICA methods.

The course will

- acquaint you with the thinking behind the methods
- focus on the dynamics of group participation
- teach you to respond to group issues as they arise
- help you understand the style of a successful facilitator.

As a result, you will find your effectiveness as a facilitator improve. Your ability to apply ICA methods in different situations while maintaining their integrity and power will grow. And, you will find yourself transforming mechanical skills into artistic expression.

Prerequisite: Group Facilitation

Cost

\$250 + \$17.50 GST Members **\$275 + \$18.75 GST** Non-members

Dates in 1994:

December 14-15, 1993 March 24-25 November 17-18



Community Development

The key to community development lies in people working together to meet the changing social and economic needs of the community. As a result, residents feel a sense of ownership and responsibility for their community. This course will teach you skills to enable communities to plan for and implement their own long-term comprehensive development.

Participants regularly include

- Community development project representatives
- · Community development planners and consultants
- Project impact assessment consultants
- · Urban/rural planning students and teachers
- City council members

The Process

- ensures inclusive grassroots participation in the design of projects
- results in comprehensive development—social, economic and cultural
- creates a culture of empowerment instead of one of helplessness
- motivates groups to action.

No money, no jobs, no community pride, no citizen involvement—these are some of the blocks to development that communities are able to successfully overcome after our strategic planning process.

For thirty-five years ICA has been implementing this process in communities around the world, resulting in long-term, locally motivated change.

Prerequisite: None

Cost

\$250 + \$17.50 GST Members \$275 + \$18.75 GST Non-members

Dates in 1994:

January 27-28 May 19-20 September 15-16

I now have an effective framework for reaching consensus, achieving clarity of purpose, and planning.

Mary McMillan Co-ordinator Durham Behaviour Management Services

The Art and Science of Participal

A Summer Experience

his is an intensive six day program designed for people who are serious about working in a participatory manner. It will dramatically improve your ability to facilitate groups effectively in your organization and community.

You will develop a familiarity and mastery of the ICA's ToP methods, allowing you to apply and adapt them in a wide variety of real-life applications.

Participants may include

- Community leaders and planners
- Chairpersons and board members
- Educators
- Executive Directors
- · Private consultants
- · In-house facilitators
- Managers
- Supervisors

Elements of the course include

- an exploration of the philosophy behind ICA facilitation methods. Effective implementation of ICA facilitation methods requires a depth understanding of the reasons behind the methods and the emphasis on participation.
- extensive practice in designing consultations and meetings.
 You will have the opportunity to discuss real-life situations and work with other participants in designing consultation processes.
- an opportunity for you to facilitate a group planning process, followed by discussion with other participants as well as ICA trainers on your style, effectiveness, areas of strength and areas for improvement.
- one-on-one tutoring by highly skilled ICA facilitators. The ICA trainer will be available to discuss with you how you can improve your facilitation skills and any other difficulties you may be having.
- experience of classic applications of the basic ToP methods
- choice of evening outings and events, integrated into the curriculum
- experience of a learning team.



tion

You will benefit by

- acquiring a deep understanding of the principles of facilitation
- learning how to design ways to use participation to solve problems
- being skilled in applying ToP methods
- learning how to create effective meetings
- experiencing a learning team
- using case studies brought by participants in practice sessions
- designing solutions for your own situations
- interacting and networking with people working in a similar style
- having access to individual tutoring through a low studentteacher ratio

Bring your own case studies for practice and feedback — i.e. client situations or work situations for which you would like to try participatory methods to create solutions.

Prerequisite: Group Facilitation. Facilitated Planning would be an asset.

Cost (Toronto):

\$995 ICA Members, paid in full before June 1, 1994 \$1095 after June 1

\$1095 Non-Members, paid in full before June 1, 1994 **\$1195** after June 1.

Course fee includes materials, one copy of Winning Through Participation

Dates in Toronto in 1994:

July 18-23

Dates in Regina in 1994:

August 16-20

Call University of Regina Extension Department for information on cost and location. Phone (306) 779-4815

The ToP Process far exceeds any facilitation tools I have learned to date.

Dan White General Manager Otonabee Region Conservation Authority

Facilitator Support Services

ICA Canada continues to design a variety of support services for our members. These services are offered to you to ensure the effective application of the ToP methods.

These services can be designed to meet the needs of you individually or for a group of trained facilitators in your workplace or community.

Support services include

- regular facilitator forums
- on-site facilitator guilds
- telephone help in designing workshops and discussions
- trained facilitators to team facilitate a workshop with you
- developing Learning Circles focused on participatory group facilitation

Please call us to discuss any of these options or other services you may require.



Universes of Change

Trends Analysis Seminar

mbivalence and confusion. They are the sources of many of our anxieties. With so many conflicting claims on our time and resources, we find ourselves uncertain about what is worth our support.

With society changing so rapidly, the possibility of making intelligent decisions about our lives, our careers, and about the nature of our participation in society becomes ever more difficult.

We can help you clear away some of that confusion.

At the forefront of social transformation for the last 30 years, the ICA has developed methods for mapping society and analyzing social trends...methods for observing the changes around you and understanding their interrelationships.

Using some of the most sophisticated and comprehensive analytic screens available, the Universes of Change trends analysis seminar will teach you to spot trends in society and distinguish the passing fads from the truly relevant emerging societal patterns.

You will learn

- how to spot trends
- how to interpret trends
- how to use trends

This two day seminar will give you the skills to

- reframe your understanding of society
- analyze the roots of social problems
- determine positive and negative trends
- prioritize those trends worth your support

With the insights of this course, you will be able to make intelligent life decisions based on a depth understanding of this fast-changing society.

Prerequisite: None

Cost:

\$250 + \$17.50 GST Members **\$275 + \$18.75 GST** Non-members

Dates in 1994:

February 24-25 May 12-13 August 18-19 November 8-9

Imaginal Learning

elf-directed learning is the act of taking responsibility for your own learning...of understanding and developing your own unique learning patterns. A culture of participation – within society or within your workplace – requires active, creative self-learners.

The Imaginal Learning Workshop will help you become an active learner. An experienced facilitator will guide you through a dialogue to help you better understand how you learn most effectively.

As a practical focus for the day, bring to the workshop a "learning project" you are currently engaged in. A "learning project" is something which has challenged your learning abilities, in the workplace, in your home or in your community.

The one day workshop consists of four topics.

- In the Lifelong Learning session participants explore the nature of learning as a constant, minute-by-minute, cradleto-grave process and intelligence as a living, growing experience in a person's life. Participants search for new pathways for creative learning.
- In the Individual Learning Projects session, participants mindmap a "learning project" and in small groups, illuminate breakthroughs and struggles.
- In the Learning Patterns session participants question how they know, and focus on both internal and external learning processes.
- In the Individual Actions session, participants begin to design their next steps in their learning projects based on the insights from the day.

The Imaginal Learning Workshop can help you improve the way you learn. If you have encountered internal blocks to your learning, conscious or subconscious, and are reaching a point of frustration, then this workshop can help you.

Prerequisite: None

Cost:

\$125 + \$8.75 GST Members **\$150 + \$10.50 GST** Non-members

Dates in 1994:

December 8, 1993 March 24



Books and Tapes

Winning Through Participation

Winning Through Participation is the textbook for Technology of Participation (ToP) methods. Winning Through Participation summarizes the methods ICA teaches in workshops. Through case studies and theory, it discusses step-by-step procedures for designing and facilitating effective workshops. The book is valuable both as an introduction to ToP methods and as a means to reinforce workshop skills. Winning Through Participation teaches skills in:

Planning • Decision Making • Problem Solving • Team Building

Cost: \$29.95 plus \$2.10 GST and \$3.50 Postage

Technology of Participation Video

This video shows you how to clarify discussions and achieve consensus within a team setting. You will learn how to facilitate groups more effectively and confidently, help a team focus on a topic, and make meetings and workshops more productive. It shows the theory and step-by-step procedures for designing and facilitating effective workshops. The video is valuable as an introduction to ToP methods and as a refresher for Group Facilitation participants. Animated VHS video, 24 minutes.

Cost: \$24.95 plus \$1.75 GST and \$3.50 Postage

Participation Works:

Business Cases from Around the World

Through twelve case studies, this book illustrates how creating a participative work environment has enabled companies to expand market share, redirect goals to emerging customer needs and increase productivity and performance. Written by ICA-trained consultants who have worked in varied international corporate settings, contributors discuss how they addressed critical issues, designed ways for management and employees to find common ground to deal with corporate crisis and effected the change process.

Cost in Canada: \$34.95 plus \$2.45 GST and \$2.50 Postage For US orders please call 1-800-767-1501

Methods for Active Participation

Experiences in Rural Development from East & Central Africa

This is a down to earth account of the processes of rural development pioneered by the ICA. MAP is unique in its practical techniques for engaging marginalised members of a community in the planning and implementation of relevant projects according to local priorities. There is a single, central message with MAP: that rural people can be agents of their own development and need not wait for the initiatives of outside experts or donors.

Cost in Canada: \$14.95 plus \$1.05 GST and \$3.50 Postage

What Participants Say

Thank you again for contributing effectively to our training curriculum aimed at developing the interpersonal skills of both staff and management.

Mary-Jane Jarvis Haig, Director Development Support Information Services Hudson's Bay Company

ICA methods are refreshingly effective and honest, dealing as they do with people's real feelings about real problems as a means to build real solutions.

Jean-Marc Daigle and Donna Havinga, Partners Ecological Outlook Consulting

I've learned a new way of relating to issues that could be beneficial in groups of any size or in personal decision making.

Nancy Gelleta Substance Abuse Counsellor Kenora Youth Addictions Healing Centre

Understanding the common sense approach of the ToP methods and their application in virtually all communication can only lead to improved facilitator confidence.

Pierre Belanger Ministry of Labour Office of the Worker Advisor

I am leaving with an overall structure for action and a number of practical strategies to assist in the work of my organization.

Jim Martin Director Dogrib Divisional Board of Education



Registration Form

ORGANIZATION		
ADDRESS		
ADDRESS		
CITY		
PROVINCE		
POSTAL CODE		
HOME PHONE		
WORK PHONE		
WORKSHOP REGISTRATION	DATE	COST
Group Facilitation		
Facilitated Planning		
Team Building		
Participation Paradigm		
Community Development		
Art & Science of Participation		
Universes of Change		
Imaginal Learning		
Winning Through Participation	(book)	
Technology of Participation (vid	leo)	
Participation Works (book)		
Methods for Active Participation	n (book)	
ICA MEMBERSHIP I wish to become a Member of I (\$10.00 goes toward <i>Edges</i> subs Please do not apply GST to Men Membership entitles me to redu	nhership of \$50.	tes.
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Signature		

Toronto, Ontario Canada

M4E 1R3 Telephone: (416) 691-2316 Fax: (416) 691-2491

The Instructors

DUNCAN HOLMES is the Executive Director of ICA Canada. For over 20 years Duncan has helped organizations and communities plan and manage change. His current emphasis is on developing and delivering workshops that enable quality participation in community development planning and implementation.

JO NELSON is a skilled facilitator and trainer specializing in enabling people with diverse perspectives to communicate effectively. Jo has focused on enabling consensus formation, enhancing group motivation and training in facilitation skills.

WAYNE NELSON has worked with organizations and communities in six nations to plan and implement projects. Wayne specializes in designing and facilitating group processes that enable people to form their own practical and innovative action plans.

JEANETTE STANFIELD, a learning design specialist, draws on 25 years of practical research into empowering self-image and human growth. She has taught 2,500 people of all ages and cultures and studied innovations in educational theory and practice.

BILL STAPLES has implemented development projects all across Canada and specializes in team building, documentation, fundraising and strategic thinking.

BRIAN STANFIELD is a curriculum design consultant and teacher. He was the Dean of ICA's Global Academy for many years. He has taught thousands of people the theory and practice of participatory skills and human development.

ICA Membership

Membership benefits from The Canadian Institute of Cultural Affairs include:

- Reduced rates for workshops and special events
- A host of Facilitator Support Services
- Consultative support for your personal facilitation projects
- A year's subscription to Edges: New Planetary Patterns, ICA Canada's international magazine of leading edge thinking.

Membership dues are \$50 annually.

Other Services

- On site training
- Training schedules in other cities: Ottawa, Regina, Kenora,
- Participatory, organizational strategy planning
- Comprehensive, locally designed community development planning



577 Kingston Road Toronto, Ontario Telephone: (416) 691-2316 many people to the team approach. When people work together to solve problems on the production line or in the office, rather than waiting for an outside troubleshooter, they reduce down time and produce immediate gains for the organization. Teamwork allows faster implementation of shifts in goals and priorities, with dramatic results in the profitability of a production unit.

Sandra Robinson, until recently the Vice President of Human Resources at Alberta Government Telephones, told me how team training became standard practice for her company's 8,000 employees. During the second day of a three-day seminar, teams of participants were instructed to build a model boat out of paper, wire and other materials. After proudly presenting their boat to the instructors, they were told that they hadn't built it to specifications—it was not the boat the client had asked for. So they had to begin again. They had to listen carefully to each other as they tried to piece together the verbal instructions they had been given hours earlier. This forced the team to listen to each other and work together.

For me, an important teamwork skill is leading groups in brainstorming to solve problems. All you need is a large piece of paper on a wall, a marker, and the openness to write down whatever anyone says. From my experience, the most creative solutions come at the very end of a long brainstorm session, as team members move beyond the immediate, obvious answers and begin to put two and two together to make 22.

There are personal dimensions to teamwork skills that come from practice—for example, the discipline of non-judgmental listening. Ideas, opinions and comments from other people are very often not heard correctly, or are misinterpreted or taken as personal slights. A simple response such as, "That's intriguing. Tell me more," often helps another person gather their thoughts and communicate more completely and effectively. You should start with the assumption that other people's comments are intended to help the group, not hinder it, even though

they may seem critical when you first hear them.

Another team skill is the ability to get maximum participation in a group discussion. If you ensure that no one "hogs" the floor, and everyone has a chance to speak from their own perspective, the group can then often make a better decision together. A simple exercise is to ask each person, "What piece of the larger puzzle do you have any personal experience or knowledge about?"

It is sometimes helpful to discuss how your company or team culture is different or unique from others. This has the effect of reminding team members that there are other ways to do things and sometimes helps them find a better way for their situation.

The Employability Skills Profile indicates that personal management skills are also vital. Since job skills and roles within companies are shifting around more and more in response to outside economic pressures, employers want employees who are aware of their own personal capacities and can handle shifting work loads and stresses. They want people who can go with the flow without "losing it" when the situation demands a new response.

In many cases personal management skills are developed from child-hood and are well established before an employer meets a new employee. Since positive attitudes and behaviours are not always reinforced in childhood, certain adult experiences can strengthen them.

For instance, it is helpful to surround yourself with people who are supportive and who believe in you, but at the same time are willing to give you a prod or a push when needed. Don't spend a lot of time with those who drain you psychologically or sap your motivation, even if you feel comfortable with them.

Take on small tasks and complete them. Finish those dishes. Read that book to the end. Paint that room. The feelings of satisfaction from a completed task will begin to reroute the wiring in your brain. Learn to complete things in the time you have set yourself. Develop a realistic sense so that you

LIFE PURPOSE: The heart of the matter

There is no part of the Employability Skills Profile which is more important than the other. It all works together. But there is something behind it all that is vitally important. A person can't simply have the academic skills, the personal management skills and the team building skills and expect to be employable. In the business world, we need people who want to learn, who want to change with the times and who want to help solve the problems of their clients. A life purpose is the most important thing in allowing a person to want to learn and to change. A life purpose drives a person to learn what is needed and to change as is needed.

It has to do with how one sees oneself in relation to the world...a reactor or an initiator. It has less to do with the actual business you work for, but rather the meaning you attach to your work. If you love what you do...then even mundane work has meaning. And when it has meaning, it is done well. It's all a matter of self-story. Is a day care worker watching kids...or preparing the next generation? Is a farmer piling up rocks...or caring for the land. ❖

—JIM GANNON, Corporate Council on Education and Vice-President, Royal Bank of Canada

can set responsible deadlines for projects. While all this is going on, you can dream as big as you like, and even ponder your personal role in world affairs. Take inexpensive or free courses that help you organize your time, your thoughts and your money. These activities help you give value to your own thoughts and other personal resources.

Regarding academic skills, I have noticed that many of my friends over forty are taking courses again in college or university and others are studying on their own. Developing mental disciplines is always in order.

Even though the profile is overtly about being employable, its underlying message is for us all to consciously become life long learners.

—BILL STAPLES



Howard Gardner's

Multiple Intelligences

Hot wiring
the brain
for living,
working
and
learning.

BRIAN STANFIELD

he current interest in the theory of multiple intelligences derives largely from Howard Gardner's ground-breaking work, Frames of Mind, published in 1983. Mr Gardner describes seven such intelligences, or "ways of knowing," but is quick to add that there may be many more. In addition, each intelligence has sub-components. All of us possess these intelligences and all of us can use them productively. We tend to differ from one another in our particular combinations of intelligence and in the ways in which we most comfortably deploy them.

His theory catalysed a radical reawakening in the classroom. Since every person has all seven intelligences, socalled "slow learners" were suddenly recognized as slow perhaps only in the two intelligences most used in the classroom, linguistic and logi-

cal-mathematical.
Enlightened teachers immediately took steps to find out which intelligence each student excelled in, allowing each to learn in his or her own unique way, without the stigma of being "slow" or "exceptional."

Howard Gardner's vision is that teachers will come to realize that "any topic worth mastering —from Newton's laws of mechanics to perspectival drawing to an understanding of political revolutions—can be presented more effectively if the theory of multiple intelligences is drawn on pedagogically." For example, kinesthetically inclined students may learn basic math better by touching their fingers than by memorizing multiplication tables verbally.

When students determine which intelligences they have already cultivated, they can take steps to learn any subject

through those intelligences. Unfortunately, the down side is that this tends to categorize people according to an intelligence or "learning style." It is easy to jump to the conclusion that if you are heavily endowed with spatial and logical mathematical intelligence, you might direct yourself into the field of architecture, and cultivate and rely on basically that intelligence, or that since you have exceptional intrapersonal and interpersonal intelligences that you should become a psychiatrist. These conclusions don't take into account the larger picture.

Consider the findings of Dr. Barbara Clark from the State University of Los Angeles. Dr Clark's important discoveries, based on extensive brain research, show that you can stimulate the brain to increase your creativity. Her research shows that when you solve a problem or learn by exercising underused intelligences, or several intelligences at once, the level of electrical activity within the brain jumps dramatically. Unused synapses fire madly, looking for connections, and creativity is enhanced. "Hot-wiring" between areas of intelligence within the brain is the new way to exercise the mind, learn the fastest, and get the most out of life.

Enhancing all your intelligences can also improve your usefulness in your work life. Imagine you are a trained economist using your mathematical logical intelligence to ply your trade. If harsh political winds blow, the population might act contrary to your logical model and you might be left out in the cold, wondering where your calculations went wrong. By applying your interpersonal intelligence, used extensively in politics, to your economic model, you might have predicted the shift. While some people call this "using your intuition," it is, in

fact, bringing another intelligence to bear on the problem.

Perhaps you are a teacher relying on your linguistic and interpersonal skills to communicate effectively to students. If, however, you are asked to serve on a committee to organize parent teacher meetings, you might need to flex your visual spatial intelligence, if you don't want to end up with hundreds of parents milling about in a big room with nowhere to focus their attention, except on you.

In today's economy you have to be flexible and able to deal creatively with all sorts of situations. Crossing or combining various intelligences is at the root of creativity. It costs nothing to do, and can be fun as well. Try solving a furniture arrangement problem by imagining the emotional state of the furniture. Work on an office communication dilemma by play-acting with primary and pastel colours, assigning them to the various players. Draw your impression of some music that you really like. Hot-wiring the brain might prepare you for situations you never imagined.

These intelligences, or frames of mind, have another application—each intelligence can be the gateway to making a living or a clue to a future avocation. With help, individuals can become aware of their unique profile of intelligences and find ways to combine those strengths in choosing their line of work. Vocational counsellors who have been trained to understand multiple intelligences have a powerful tool with which to help their clients. �

Optimizing Learning: Integrative Education Model in the Classroom by Dr. Barbara Clark. Frames of Mind by Howard Gardner. New York: Basic Books Inc., 1983.

Multiple Intelligences: The Theory in Practice by Howard Gardner. New York: Basic Books Inc., 1993

Intelligence	Process Components	Related Skills	Related Occupations (sample of occupations heavily using the intelligence
Linguistic	Sensitivity to the meaning order, sound, relationship and use of words	i, reading s writing lecturing storytelling poetry writing	poet novelist translator screen writer journalist
Musical	Ability to recognize, create and reproduce pitch, rhythm and timbre and appreciate how they fit together	tone recognition tune creation music reproduction instrument playing singing whistling a tune	musician conductor composer singer choirleader
Logical- Mathematical	Logical reasoning, either inductive or deductive Discerning patterns and abstract relations Precise calculations	analyzing scientific method making connections making inferences making predictions conceptualizing	physician scientist accountant inventory analyst ecologist
Visual- Spatial	Accurate visual perception Ability to recognize transformations Making graphic likenesses and discerning similarities	drawing using geometry finding your way thinking in images playing chess reading a map	urban planner architect sculptor designer craftsworker surveyor sailor surgeon
Bodily- Kinesthetic	Controlling bodily motions Handling objects with skill Physical coordination Skilled use of the body to solve problems or fashion products	object manipulation coordination balancing running gymnastics	mime actor dancer athlete inventor mechanic surgeon craftsperson
trapersonal	Accessing inner feelings; Self management; Increasing accurate self awareness; Accessing creativity; Pursuing personal growth	reflection mindfulness self-consciousness self-actualization self-transcendence self-acceptance	psychologist therapist journey guide mentor shaman guru
	reelings, motivations and intents of others; Appreciating others' aperspectives; Creating synergy	reading moods noting mood shifts empathizing acknowledging others offluencing to action sensing needs eading hidden desires	teacher, waitress parent marketer facilitator social worker salesperson politician, clinician, religious leader

Enternriss Learning

How can our education system teach economic self-reliance

to a generation accustomed to jobs, jobs, jobs?

DALE SHUTTLEWORTH

e have had a schooling system which has stressed an abstract, analytical approach to learning through the teaching of reading and mathematics and has not emphasized the more hands-on, concrete abilities of many of our young people.

Large companies are not in the business of creating jobs anymore. Ford in the 1920s created jobs and prosperity, but businesses today are seen as leaders if they are good at downsizing and keeping their core groups small. They want to keep upskilling their narrow core group. However, we in the education system keep looking to traditional

Dale Shuttleworth is an internationally respected educator whose most recent book is Enterprise Learning in Action: Education and Economic Renewal for the 21st Century, published by Routledge in London and New York City. It deals with the issue of the changing nature of employment and its impact on both those with limited schooling and those discarded from the new economy.

employers to receive our output, when in fact, they no longer can. In the City of York where I work, part of Metro Toronto, we have lost an enormous number of jobs from traditional companies that have moved or gone bankrupt. CCM Bicycles, a big employer since1917, went bankrupt in1983. The Cooper factory which made sports equipment was sold and moved away. Bauhaus, one of the largest furniture factories in North America relocated to Mississippi. CIL, which had a large paint factory, no longer makes paint here.

In Canada and around the world, two populations have been most seriously affected by the changing nature of employment: young people with limited educational attainments, and an older group, especially in manufacturing or primary resource harvesting, who have been discarded from their traditional industrial-age employment.

In countries belonging to the

Organization for Economic Cooperation and Development, the average school leaving rate is 46 percent. Very few young people go on to tertiary education. In the past, some would have become apprentices, but apprenticeships have declined. Whether or not these young people finish secondary school, they attempt some form of employment, and find that many of the jobs are no longer there. Or they find themselves in competition for semi-skilled jobs with better educated people. All these young people are now part of the "discarded" for whom there is no safety net. Those heading into tertiary education find their chances declining because professional or managerial jobs are not available, or discover that they cannot continue on in university because of rising costs or fewer available places.

At the other side of the scale are those who are fifty-plus or, in some cases, forty-plus who are the castoffs of the restructuring that's going on at all levels including the civil and public service and in manufacturing.

The job situation and the schooling situation can look very bleak; and the hard truth of the matter is that we can't look around and say "Someone is going to save us." Even Kodak just announced they were going to have 10,000 less on their payroll. No one is going to save us. It just isn't going to happen. We have to change our whole outlook and way of thinking and become more realistic.

Just look at Atlantic Canada, involved up to now in natural-resource harvesting. It has watched the cod stocks deplete. It has watched its whole future shift very dramatically. In that setting it is is very easy to see. A mine closes and everything changes. Here, in Toronto, the impact of the change is more difficult to see because of the urban context. People say, "Well a plant has just closed and we don't have it anymore, but maybe we can move down the road to the next employer." But by the time you get there they've closed down as well.

What we have to do now is to prepare young people and also the "discards" of the industrial age for a world in which they must be more self-reliant. They

are going to have to be involved in smaller-scale economic units. They are going to have to work together to find ways to cooperate. We do, of course, have to help them develop skills in English and mathematics and technology, but we also have to create a sense that they may have to create their own enterprises. There isn't going to be someone there to offer them a job for life. Adults, and most educators, have not yet made that mental shift. Young people understand it a lot better than the traditionalists in the education industry, but the rest of us have to make it an issue and try to come to grips with it.

For a long time the United Kingdom has recognized that they would have to

> The way forward lies in partnerships and collaboration.

enter the world of small business and enterprise because they no longer have the engineering works, the ships and the mines. They had to face this well before us in North America. Now, the public schools teach the skills to tackle problems, to take initiative, to be flexible and work in teams, to take part in small-scale business and community enterprise for economic and industrial understanding. Two voluntary organizations got together and created something called Enterprise Education in the national curriculum. They stress five key aspects: 1) self-determined learning, 2) enterprising skills development, 3) teamwork, 4) access to resources and 5) accountability. No one gets these skills by sitting in a classroom; you have to get out and become involved in a hands-on way.

This is going to be difficult because we have had a schooling system which has stressed abstract, analytical learning through teaching reading and mathematics and has not emphasized the more hands-on, concrete abilities of many of our young people. Naturally,

people who are very good at the abstract, who read very well, do well in school, carry through and do very well in the print environment. They are seen and reinforced as they go along. The others who do not do as well in academic pursuits have been given a type of obsolete vocational education that belonged to the industrial age. The end result is that maybe 20 percent of the kids, not only in Canada, but in the rest of the world, are the achievers; they have positions they can fit into; they are rewarded and get wealthy. But 60-80 percent don't go on, don't have the opportunity to fit in and get a sense of security, because the whole field is shifting. Their schooling has not given them the personal skills or the sense of self-reliance that allows them to go out and create their own enterprises or to work collectively with others.

In Macomb County, outside of Detroit, there is a program called Enterprise High. It has been around since 1982 so it is not a flash in the pan. It started out with 25 students in an abandoned elementary school, which was available because of declining enrolment. It has now evolved into 10 centres with 500 students. Half their time goes to various academic subjects, and half is spent on developing their own businesses. The skills they acquire, whether academic or vocational, complement their business ventures. It doesn't really matter if some of the enterprises end up being like Apple, which began in a garage, or if some of them fail. Enterprise High gives you a kind of cutting edge reality, where you learn that you can't depend on someone else but have to create your own future. We all have to come to grips with the psychological aspects of economic self-reliance. It is a major shift from what we knew before.

As a primary example, back in the 1950s in the Emilia Romagna region of Italy around Bologna and Modena, they recognized that the large automotive industries were cutting back production and dislocating people. At the same time those who were active in the union movement were also being put out of work. So what did they do? They collaborated. They collectively put together the resources of the municipality, of the craft groups, guilds and unions, and, along with government help, created artisan villages. People were housed on the second and third floors, while the workshops were on the ground floor. These small craft-related enterprises then became connected electronically to form a network. This helped to make that region one of the most productive areas in the world. Their designs rival the best internationally. And they were able to make use of the spatial and affective relationships that Howard Gardner refers to, better than some of us. Even a region which relies on large manufacturing firms can create an ethos and system of small enterprises that people can personally identify

But North America has gone down a different route. It has an education structure that says, "We are the preparation system. Believe in us, and we'll do the job." In the meantime, it is both out of touch and out of synch with future reality. It is no wonder young people are frustrated that they don't have any plan. When our education system is a mere holding tank for an economy that can no longer produce employment, then the function of schooling has become custodial rather than enlightening.

The way forward lies in partnerships and collaboration. In Canada, the traditional partnerships over the last decade were through industry education councils, where school boards got together with large employers. The idea was that employers would help with money and resources, but would also receive the school's resources—the young or retrained people. Today it does not make a lot of sense to start a collaboration with someone who has just laid off a lot of employees, because they will not be able to offer anything to the young people when they get out of school.

A local partnership that I am very familiar with is the Learning Enrichment Foundation in the City of York, an immigrant community within metropolitan Toronto. The Learning Enrichment Foundation is a new-age

economic vehicle that is part of the voluntary sector. It has worked in partnership with the Board of Education to develop, from the bottom up, a variety of training programs that suited the needs of the City of York. Instead of, for example, starting a relationship with Kodak, and then having Kodak say after five years, "We are not hiring anymore," we worked with the new engine of the economy—the small-enterprise sector. Since 1981, the Learning Enrichment Foundation has grown in annual revenue from \$20,000 to a projected \$20,000,000 in 1993-94. It has become a major employer helping the kinds of people who, in the City of York, have the most difficulty becoming part of the economy; immigrants and school-leavers.

Most of what we know about community economic development on this continent has tended to involve unemployed workers setting up businesses. There has not been much concentration in this field with youth. There has to be a continuum, with young people coming in, learning and practising enterprise skills; but also the "discards" of the industrial process coming in to be part of the renewal.

New Dawn Enterprises in Sydney, Nova Scotia is an example of this. When Sydney Steel was on its last legs, unemployed miners and steel workers had to go elsewhere to find meaningful employment and self-respect. New Dawn fit the needs in that community. It is a community development corporation that started housing projects for senior citizens and a variety of other enterprises.

The experience of being up against the wall is very real in non-urban areas. Sometimes change will only occur when the place has bottomed out. In large urban areas we don't necessarily have mine closures. Instead, we talk about sophisticated movements of people. But in the current recession, there will be no return to more jobs, as there was after the last recession. The more quickly we realize this and the more quickly we experience the "bottoming out," the faster we will move on to enterprise education and economic renewal. •

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Trauma and Healing



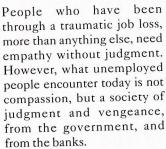






BRANDE GENTRAY

Brande Gentray is President of The Gentray Group Inc. In the '70s, he worked for a welfare office in British Columbia as a counselor to people who had lost everything. Later he trained people in Entry-Re-entry programs but found that for every 25 people who were accepted, 500 were refused admittance from lack of space. After substantial research, he developed The Job Search Success Kit for the 90s. This set of manuals and tapes is an inexpensive way to get going and keep on the jobhunting trail. His address is 6815 Trans-Canada Highway, Box 30012, Pointe Claire, PQ, H9R 5P6. Tel. (514) 458-1222, fax (514) 458-1514. Toronto tel. (416) 932-0068. This article is a composite description of the personal journeys of thousands of people who have lost their



With the first whiff of a potential job loss, the confusion and bewilderment begin.





Along with doubting your own

capacities, you involuntarily

begin to condemn and criti-

cize others, to bolster your

growing loss of positive self-

image. This is the beginning

of a process which is destruc-

tive to your own self-esteem

and perception. Blame starts,

then cruelty to yourself be-

gins—this is a dangerous sign.

You look for a place to direct

your blame and energy, and

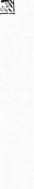












It can get much worse before it gets better.



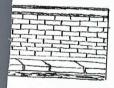














since you are so vulnerable, violence is close to the surface. This can occur even before you lose your job.

When you are laid off, you first go into a stage of total denial of the seriousness of the situation. Maybe you decide to take a long holiday, or go on a retreat. You are looking for meaning in life, and, since your job is gone, you think that some reflective time away will help. This happens in spite of the best advice of friends, relatives and spouses, who are urging you either to start your job search or create some other

structure for your economic well-being.

As the seriousness of the situation becomes apparent, your next step may well be confrontational. You become abrasive to yourself or those about you, or else you withdraw into yourself. Some people have been known to go on extreme fasts. The exterior abrasiveness may take the form of sitting at home alone, venting your anger and belligerence by throwing beer cans at the wall. At this stage, most emotions are escalated and there are primary and sec-

ondary victims. You might take your anger and frustration out on your spouse or your family and friends. Drinking problems can be amplified and family breakups can occur. People at this stage really need someone to talk to, and your immediate family can be your saving grace. For someone who is alone in a big city, the experience is terrifying, and can devolve into throwing rocks through win-

Reality now steps in with brutal force. Reality is not some personal awareness, but an outside force as concrete as a brick. The bill collector calls. Old friends ask you to deliver on commitments. Society begins to inflict pain on you and you go through intense shame. You look for scapegoats and find it in personal, racist or sexist slurs. Everybody who wants to help you work out a new deal for your future want you to be rational, but your state of mind will not let you work rationally. Just how badly society picks on you can directly affect your rate of burnout. If you do not take care, you could become a lifer on welfare or end up as a street person with no ability to cope

with normal society.

This, however, is also the time when you can begin rebuilding your life.

Rebuilding your future requires morale, purpose and will. If you are down and almost out, you need good reasons to not give up. Those reasons can be many and varied but often are rooted in being a local hero to your family; being a role model to your children, a good provider to your spouse, making your parents proud, or simply being viewed as a good person by your acquaintances. Fear can also be a motivator.

Once you have found a gut-level reason to begin anew, it becomes important to build leadership skills so you can take charge of your life. You might look for outside help in determining what skills you really have. You might look for help to find out where you can fit in. This is the time when going to Canada Employment Centres and welfare offices can be traumatic. You are looking for real help, but what you get in your average eight-minute interview with your counselor, is accountability: "You have to be out looking for work." Or

Job Loss: Trauma and Healing

continued from previous page

judgment: "You do not qualify for this type of job."

What makes it even worse is that the judgment might well be delivered by counselors who have never looked for work in their entire life-once they got their stable, guaranteed position. A judgment like this directed toward a highly qualified lawyer or a trained dentist from another country can have a devastating effect on, for instance, a married man who is suddenly questioning whether he is even fit to be a father. At this stage it is very important to support whatever choices he is making. There are training and lifeskills programs that a person can take at this point, some run by the private or not-for-profit sector and some by the government.

After some self-esteem building has helped create a positive attitude, you now have the wherewithal to gain practical skills necessary for a new line of work. What will determine success after this point is sheer tenacity. Once the skills have been formed and you have a goal on the horizon, a new status quo regarding life meaning is established, and a new identity can set in. *

Out of the Depths

ward-winning artist Reza Sepahdari was driven from his home in Iran in 1986 because of his unpopular views about promoting peace. His wife, who had moved to the United States, decided to marry someone else and asked Reza for a divorce. Reza, who had immigrated to Canada, was devastated

because he would not be able to see his little daughter. This terrible news caused him to collapse and he became deeply depressed. As a refugee in Canada he had no money, job, family, love or future. He had painful memories and was very tired.

But there was even more shocking news, this time from Iran-his mother was killed in a car accident. Reza had been his widowed mother's dearest son and had promised to visit her after becoming a landed immigrant. Now Reza had lost everything, and could not even return to Iran for the funeral.

Said Reza: "There were only two choices for me, to die or to keep on living." He finally chose to live, telling himself that his daughter's future depended on him. He decided that he would devote his life to other people by sharing his artistic talent. He gathered some students and gave them private tutorials on basic techniques of sketching human anatomy, and he found a short-term job in Toronto as a graphic designer and illustrator. He arranged group exhibitions in aid of Iranian earthquake victims and other charities.

Reza soon realized the importance of expanding his horizons and decided to



apply his artistic knowledge to the technological world. He took courses at the Ontario College of Art in communication design and typography, and then applied to Sheridan College for studies in computer graphics where he excelled in stateof-the-art animation classes. He participated in group exhibitions in Guelph and Toronto and helped design the Iranian Community

Association's magazine and weekly newspaper. In spite of his great difficulty with English, he showed his worth as an industrious, enthusiastic worker, even though he slept no more than four hours a night, had some difficulty in breathing, and had to deal with severe financial problems.

Reza is now providing graphic animations for CTV news and looks forward to creating children's films. He has recently remarried and he and Paricheh are very happy. "I see my life," he says, "as an example to immigrants from Iran and other places who come to Canada. I can tell them that, when they are faced with difficult situations, they never have to give up, but can decide to do something important with their lives."

Good advice for anyone! *

-Bill Staples

Reza's artwork was featured on our last cover. He also created a poster for Edges magazine. His work often illustrates the Zoroastrian dualistic view of the universe in which Hormozd, the spirit of good, is locked in eternal combat with Ahriman, the spirit of evil. Into this combat human beings are plunged with complete freedom of choice.

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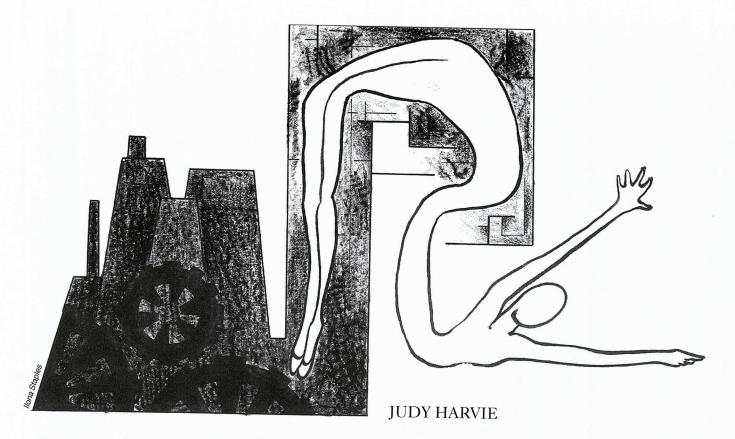
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NEW BEGINNINGS

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ndings bring with them confusion and interrupted identity. New beginnings require letting go, allowing wide open dreaming of new paths and images. When we take action, we experience the new and commit to change, to a redefinition of ourselves.

We are living through the end of an era. Everywhere in our lives, our work, our environment, our communications, and our education we see the revisioning, the reshaping and the restructuring.

How do we best cope with all this change? What stages must we go through and what special skills do we need to successfully navigate the rapids of change?

Personal change resulting in real growth and development is a never-ending process, but we can identify four phases of transition, each requiring special skills. These stages are: (1) disorientation, (2) redefinition, (3) focusing, and (4) taking action.

Here then are some guidelines to help us know where

we are in the process and what skills and activities will steer and support us successfully through the next phase.

Disorientation: Usually our first reactions to change which is beyond our control-job loss, family breakup, or severe illness-are emotional. We feel angry, hurt, shocked and confused. We are not sure what is going on, but we do know how we feel.

In order to move through this period of perceived chaos, we need to develop skills which will help us meet our physical, emotional and social needs. Coping skills include physical exercise, massage, visioning, relaxation, meditation and keeping a journal; as well as forming a social support network of family, friends and sometimes professional therapists. Using these skills and support, we can acknowledge, accept and diffuse our negative emotions, allowing us to move on safely to phase two-the redefinition of who we are.

Redefinition: During personal redefinition, we have to learn to expand our sense of our own identity, to define ourselves according to our inner powers. Instead of thinking "we are what we do," we need to learn to think about who we are and how we express ourselves in our talents, interests and values.

If we concentrate on what we enjoy, the work we would like to do, the kind of partner(s) we would choose, the new learning we wish to pursue as expressions of who we are, we shift the emphasis from how we think others define us to how we define ourselves, restoring our power and clarifying our vision.

Focus: Then we are ready to undertake further analysis of our talents and decide where and how we can best use them and where there are gaps we need to make up by learning new skills.

Focussing and sorting out our priorities using the support networks, structures and activities we put in place in phase one leads us to set new objectives and clarify our ideas of where we are going. Analytical and long-range planning skills are paramount to a successful outcome of this phase.

Taking Action: Once we commit to action and begin testing our assumptions by trying new types of work, learning new skills, and meeting new people, we are on our way to taking greater control of our destinations. We begin to tune our actions to a rhythm and balance that reflects who we are.

Many skills are required in this exploratory action phase of change—skills which are absolutely necessary, in my opinion, for functioning well today in the worlds of work, social community and education. Among those are the applied communication skills: writing, public speaking, computing and participating.

One of the most important skills many of us have to learn and use daily is networking. I

define networking as "the process of negotiating the exchange of information by reaching out to new connections, sharing knowledge and information, and simultaneously making oneself known." A second major skill is "selling," or convincing others of our talents and the contributions we can make. To do this well, we need the assertiveness to stand up and speak out about who we are and what we believe we can do.

Ongoing Process: A growing body of skills is now required because of the pervasiveness of electronic technology for communicating. These include the conceptual skills of abstraction, experimentation, creativity and systems thinking. A global society knit together by electronics and world markets needs to learn the skills of holistic collaboration so we can investigate, identify and solve issues of common concern.

We have arrived at a very

exciting time, a time when "learning is the new labour" and teachers and students collaborate using 21st century tools such as freeform software. New beginnings hold the wonder and the promise of redefinition, renewal and rebirth. We are actually developing the skills to recreate and reconfigure the realities of our very consciousness.

Judy Harvie played a critical role in pioneering re-employment counselling in Canada in the 1970s with two of the country's largest management consulting firms. Since 1983, as a founding partner, director and former president of Life Management Centre Ltd.—now L.M.C. International Ltd., Judy has assisted hundreds of individuals and organizations through transition. Currently as a consultant, an initial member of the World Millennium Network and a director of non-profit organizations in the arts, change management and training, Judy continues to contribute to the creation of a positive future.



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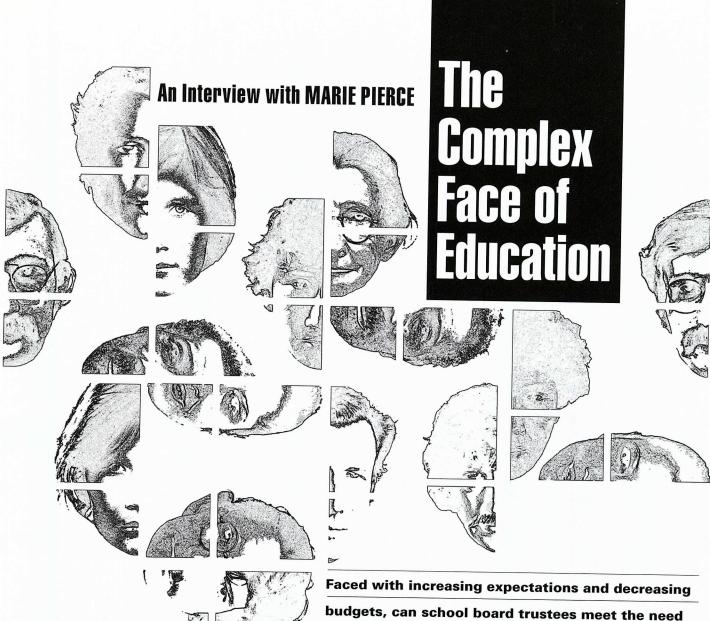
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budgets, can school board trustees meet the need for more life, technical and vocational skills?

The future of Canadian education depends on the willingness to adopt broad-based integrated curricula that emphasize not only knowledge, but skills. This more generic kind of education cannot happen unless partnerships between schools, parents, citizens, business, unions and communities are stitched together. Marie Pierce is Executive Director of the Canadian School Boards Association, which represents more than 8,000 trustees of school boards across Canada.

A major consideration in educational circles today is what kids need to learn. What's your view of this thorny question?

Too much of the debate on what children need to learn has focused on what I would call the "either/or view" of education in which the goals of education and the ways in which students are taught are expressed in absolutes. Some examples of these views include: schools should teach the basics vs. teach kids how

to learn; schools should meet the needs of the learner vs. the needs of a rapidly changing, technologically oriented society; teaching should be child centered vs. reflect rigid standards; schools should teach academic subjects vs. vocational education; schools should encourage competition vs. foster teamwork.

In addition to the debate about what kids need to learn, there is also the reality that schools have been asked to take on more and more responsibilities that go beyond their strictly "educative" function. Not only have we expanded in terms of what we do, we have expanded in terms of who we serve. Schools have taken on what have traditionally been social and health functions such as breakfast programs, psychological testing and speech pathology programs to name a few. The groups served by the education system have broadened beyond the traditional school aged children to include preschool children, adults, exceptional learners and diverse populations.

I would argue that the primary functions of schools are teaching and learning; developing within learners the knowledge, skills and attitudes that lead to a successful transition to adulthood. Things are never absolute and I would argue that when one discusses what students are expected to learn, a balanced approach is required. There is the need to balance the dual responsibilities of the education system to meet the needs of the learner and the needs of a rapidly changing, technological society. There is the need to reconcile the demand, on the one hand for greater equity, flexibility and individualized responses with the demand, on the other, for uniform standards, benchmarks and common educational experiences. Courses of study must be flexible, responsive and adaptive to specific needs and abilities of the learner and at the same time recognize the role that education plays in enhancing the social, economic and cultural life of Canada. There is the need to balance the needs of students intending to attend university with those who will be going directly from school to the work environment.

Although schools cannot ignore the needs of vulnerable children, they have limited capacity to provide the services that would be helpful to children at risk for social, emotional or behavioral problems. These services should be integrated at the community level; the school system cannot assume total responsibility for meeting these needs.

Is education today still too academically based?

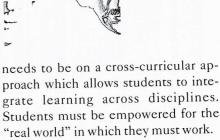
We've been saying for years that we need people with technical skills, but things have not really changed in our high schools. Yes, we are still too academically based, but there is a growing recognition that schools have not adequately addressed the needs of those students who do not go on to university.

When you ask most parents what they want their children to be, doctors or lawyers are the most common responses. That's because they are perceived as the "ideal" professions. However, the reality is, that, as a country, we need more individuals skilled in the trades and technologies. There is the need for a fundamental public attitude change towards vocational/technological education. Vocational training is not training for those "who can't cut it academically."

We must provide opportunities to ensure that our brightest students see vocational/technical areas as legitimate and important professions to pursue. Given the pace of technological change, all students must be exposed to broad-based technological education. We need people who are comfortable in the new technologies but who can also integrate issues, who have the flexibility to be retrained and are willing to take risks.

This is not to argue that vocational/technical programs will not have high standards or do not require a sound academic base. In a number of schools, there has been a move away from trade specific vocational education to a more broad based approach to technological/vocational learning. Students must be taught how to learn, to organize, plan, be flexible and adapt to changing circumstances. Course specific information is required, but the emphasis

We have to involve taxpayers, teachers, business groups and labour groups in the education of our young people.



What happened to the old vocational programs in schools?

Two things happened, the drying up of funds and a questioning of the role of schools in providing narrow trade specific programs.

When the federal government was willing to provide a great deal of funding for vocational schools, there was a major expansion of these programs across the country. When the money was withdrawn and schools had to provide the resources for these programs, they were unable to ensure that the programs were kept viable and "up to date" with developments in specific fields.

Not only was it financially impossible for schools to provide "state of the art" equipment, but it was recognized that it was probably not the role of the

school to train individuals for a specific trade.

Instead, vocational education in schools is now being approached in a broader fashion. In Ontario, technological education is being introduced as a fundamental part of the whole elementary and secondary curriculum. The emphasis is on generic, broad-based skills as opposed to trade specific skills. This approach to vocational training requires individuals who are able to integrate knowledge and be flexible in their approach.

What responsibility do schools have for getting students vocationally prepared?

Schools can provide opportunities for broad-based technological/vocational education in many ways. One of the fastest growing programs provided by schools is in the area of cooperative education where schools arrange work experience with a variety of business and community based organizations. Students become familiar with the work environment which requires more than just knowledge but also a set of specific skills and attitudes and experience working with other people.

A number of school boards have expanded their programs to include cooperative programs for adults, especially women returning to outside work after working in the home for a number of years. They need more than simply the skills; they need self-confidence and familiarity with the work environment.

Do schools recognize the need to prepare kids for a new electronic economy?

Schools are attempting to provide opportunities for students to become familiar and comfortable with the new technologies, particularly computer and communication literacy. Unfortunately, limited resources restrict the availability of equipment and technical expertise. The need for adequate teacher in-service in this area is slowly being addressed.

But the goal of the education system cannot be restricted to preparing future workers. Schools need to provide students with the knowledge, skills and attitudes to enable them to become productive citizens and to find work.

But schools must also provide an environment which inculcates a lifelong love of learning and provides for personal enjoyment and development.

What schools are trying to achieve is a balanced approach to education. We must respond to the diverse needs of students, whether they be young children or adults returning to school for a high school diploma. For example, English as a second language is an area in which schools have had to become heavily involved. But schools must not only recognize the need to teach immigrant and refugee children a new language and culture, we must instill a respect for our multicultural reality in non-immigrant children as well.

The number of stakeholders in education has dramatically increased. How are schools responding?

We can't ask or expect schools to be responsible for everything. We can't ask them to fulfill the role of educator, parent and social worker. What is needed are partnerships with shared responsibilities and accountabilities. Schools and school boards have recognized the need for working with others in providing a quality educational opportunity for our diverse student population. One of the difficulties that schools face is getting all parents involved, not just specialized interest groups. Parental involvement and interest in their children's schooling is one of the biggest indicators of school success. Schools recognize this and have been working quite hard over the years to facilitate parental involvement.

But these partnerships must extend beyond the parents of children in the schools and into the community. The majority of taxpayers no longer have children in the school system. We have to involve taxpayers, teachers, business groups and labour groups as well in the education of our young people. What is required is a process to ensure that true partnerships develop and function. We need collaborative models which can be adapted to suit the various needs of differing communities. Without this, education cannot make the changes that are required to ensure the best possible education for every learner.

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- develop teams and leaders who will work toward common goals
- use collaborative methods to resolve complex problems in cooperative ways
- · build community through participation
- encourage learning partnerships between schools and communities.

Debbie Kosemetzky, B.A., M.E.S. Madelyn Webb, M.B.A.



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The Chikhal School: A Bro In Education I Aboriginal Chi

Mariam and I hadn't L for a long time. Our rec there was a wonderful v recovering a country and ple we love so much. With three young children, we s month exploring the west coast all the way down to Cape Comorin where the Arabian Sea, the Bay of Bengal and the Indian Ocean meet.

Our most powerful experience happened right at the end, just as we were about to depart for home. In fact, we almost missed it. Friends who live in a large rural town near Bombay insisted that we accompany them to a school in a nearby village. They said that something truly remarkable is taking place ... and that we would understand as soon as we arrived.

We took an auto rickshaw over bumpy country roads and arrived at a neat two-story school nestled in a clump of trees on the edge of a village called Chikhale (pronounced 'chick-a-lee)'. As we toured the classrooms and facilities we fluctuated back and forth between broad smiles and lumps in throats. In retrospect, I'm afraid my mouth hung open in amazement a good deal of the time.

I want to tell you more. But first I'd better fill in some background information.

First, who are we that we would know enough about rural education in India to comment on this topic? Mariam was born and raised in India near the city of Aurangabad. She worked for



The new Principal of this rural high school agreed to come to the school only if it could be part of the New Approaches to Formal Education, a partnership between ICA Canada and ICA India.

many years as a village-level development officer with emphasis on preschool and primary education. We met in India where I was stationed for five years, also working in socio-economic village development programs. If we haven't been in a hundred rural schools in India, we haven't been in any.

Intimately we know those dingy one- and two-room schools where generations of dust have turned once whitewashed walls to oppressing variations of grey and black. Where there are no teaching aids, no furniture, no decor on the walls, and not so much as a ball for the children to play with. Where the sole teacher is so poorly trained and demoralized that he or she routinely disappears for weeks on end. Where most of the local children do not even attend because they are needed to earn a few pennies a day in back-breaking labour. Where those who do attend know only an antiquated teaching style

which relies on the transference of huge volumes of textbook information motivated only by an abiding fear of rigidly administered examinations. And these are the schools for the mainstream rural population—for those who have a caste. Tribal Aboriginal children (Adivasis) do not have a school at all.

The Chikhale Ashram School is a primary school for 250 of the brightest-eyed children you can imagine. These are Adivasi children from 36 isolated tribal hutments spotted across 30 kilometres of "outback" between Chikhale and the sharp escarpment known as the Western Ghat. Although this area is within easy reach of the great economic capital of Bombay, its people are amongst the poorest on earth, beset with all the problems of Aboriginal people everywhere.

The Chikhale Ashram School, initiated four years ago, is run by an indigenous not-for-profit organization called ICA: India which

specializes in education and development for India's poorest people. What has been accomplished is nothing less than a miracle. To us, the Chikhale Ashram School represents a breakthrough in education for Aboriginal children. Well, what did we see?

We saw clean, brightly painted classrooms with lots of teaching aids on the walls and powerful pictures of India's noblest heroes—Gandhi, Moulana Azad, Dr. Ambedkar. We saw children keenly and confidently involved in a participative teaching process which takes the inculcation of self-worth as its essentiai starting point. We saw disciplined, committed, superbly trained teachers who also extend their services to 12 primary schools and 10 preschools in the vicinity. We saw children sitting in neat rows in a not-very-large hall vigorously singing the poetry of the great Rabindrinath Tagore set to music, prior to receiving one of three nutritious meals each day. We saw children happily playing soccer. And, perhaps most amazing of all, we saw tribal parents who had walked for miles to visit their children. At first they had come drunk and in filthy rags. But the teachers said, "No! Visiting your children is worthy of your best." So, there they were, clean and sober, and with that very same pride in their eyes which any parent can immediately recognize in the eyes of another.

Maybe these are small miracles. You have to appreciate the context of desolation and pain to realize the full impact.

Astoundingly, after only four years, the Chikhale Ashram School is recognized as the sec-

On the Edge

ond top-rated Adivasi school in the State of Maharashtra (population: 75 million). In fact, the toprated school is the government's own model school which has been in existence for many years. As an "official" endeavour of the government, it is always toprated as much by statute as by merit.

I've noticed over the years that when something as authentic as this takes place, it always catalyses lots of activity around it ... sometimes even small revolutions. What we did not realize when we visited the Chikhale Ashram School was that we were seeing only the wonderful tip of an equally wonderful iceberg. Here is a taste of what this school has spawned....

- The Chikhale Ashram School is recognized as the model primary schoo! for the Konkan Region of Maharashtra State. The government has asked ICA: India to extend the school's program all the way to the eighth standard (grade), and to start two additional model primary schools for Adivasi children in the region. The winning of official bureaucratic support like this is almost unheard of.
- A joint ICA-government strategy is countering the key contradiction of weak educational foundations at the pre-primary and primary levels. ICA is implementing a three-year series of intensive seven-day teacher training modules which has already involved the teachers of 120 preschools and 125 primary schools. These are not one-shot events. Each teacher is involved in a module once a year. Teacher Action Teams are formed which meet regularly for peer support and further training. And, to get



Training modules make such a difference that teachers travel 40 km. to the model school whenever there is a training program. Here the Head Mistress explains the programs of the Model High School.

right to the root of the problem, ICA catalyses the Teacher Action Teams to hold special parent involvement days for all 250 schools, and regular series of training modules are being carried out by ICA in the nine teacher training colleges of the region.

 The high-school level is also being tackled. Dahivili High School in Raighad District has been selected as the model high school, and is in the process of receiving 100 days of ICA training for both teachers and students over a three-year period. Emanating from here is a similar series of training modules which encompasses teachers and students of eight high schools and 45 industrial training institutes. (At the high school level, there is a series for teachers and another series for students.) The same

pattern of Teacher Action Teams and parent involvement is followed.

- Amazingly, ICA: India has also been officially encouraged to hold training events each year for those whose position of authority influences educationa! policy, curriculum and organizational structure. This focuses primarily on Trustees of local School Management Committees. District Education Officers and officials of the State Council for Educational Reseach and Training.
- · All of this training and catalysis is regularly focused in 10-day Advanced Methods Academies involving participants of earlier training. These events pull together in a residential setting a cross-section of representatives from the pre-primary, primary and high school levels, from teacher training faculties, from School Management Committees and from the government education ministry.

To us who know this situation well, these are not small miracles. This is a huge miraclewith untold implications for the development of human potential and wellbeing. We did, indeed, agree with our friends' assessment that "something truly remarkable is taking place.'

-Stan Gibson

Stan Gibson is a professional fundraiser and trainer who lives in Mississauga. He spent 20 years working as a volunteer in community and village development in Canada, the United Kingdom and India. He and Mariam were so impressed by their visit that they have decided to spearhead a volunteer fundraising drive.

A Request for Support

Our friends who took us to visit Chikhale made a deal with us. If we agreed with their "truly remarkable" assessment, we were to bring the message of this school's promise to Canada.

Obviously all of this takes money. Not nearly as much money as you'd likely expect, but money nonetheless. I am proud to say that the only outside support so far has come from Canada, from many Canadian families, from churches and religious orders, and from the Canadian International Development Agency (CIDA).

CIDA is prepared to give more, but can only do so on a matching basis with private funds. The match is a very attractive three dollars from CIDA for every private dollar given.

Mariam and I know that things are not great in Canada. But we also know that many of us can still find a few dollars for a good investment. Can you think of a better investment than this one which serves the poorest of the poor in such a creative and strategic way, and which also triggers a three-for-one match? That's hard to beat!

To send donations for a CIDA match, mail to: ICA Canada, 577 Kingston Rd, Toronto, Ontario, Canada M4E 1R3. Donations are tax deductible. ICA Canada has been working with this critically important program for the past three years.

Education on to

Over 900 employees & General Motors plant in C Ontario, have been given the portunity to develop career go. and choose training programs which do not have to be job-related. The employees are a mix of men and women, from all age groups. Although the following statistics are but a snapshot of an early stage in an innovative program, they are an interesting survey of what workers are willing to spend time and effort learning (based on 733 requests for courses):

Computer (Basic,

Intermediate& Advanced) 71%
Trades-to-Technology 8
Finance/Economics/Business 6
Health-related & Environment 4
Real Estate 2
Liberal Arts 2
Social Sciences 2
Communications and Public Relations 2

Public Relations Miscellaneous (Law, Gunsmithing)

.elong unusual unions, vernments and ംh of which claims workers' interests at although the concept is sin. ple enough, a lot of credit has to go to Robert Isabelle for creating a program that cuts across all the rhetoric and really helps individual workers. In the case of the collaboration between General Motors, the Canadian Auto Workers Union, Employment and Immigration Canada and many education providers, the Joint **Employability Program called** EDGE helps individual workers think through their learning and skills goals and directs them to sources of training. Joint Employability Programs are also underway with unemployed people in the Acadian Peninsula of New Brunswick and with Island Telephone in Prince Edward

Island. It is hopefully going into a major expansion phase across the country.

The EDGE Program just goes to show how workers can benefit when unions, companies, governments and education decide to cooperate. Robert Isabelle and Associates can be reached at (514) 762-1772.

The Project Approach

Close your eyes and imagine
Denver, Colorado. What do you
see? The Rocky Mountains, the
Denver Broncos, World Youth
Day, gang violence, Denver's
brown cloud. What other images
does the city give you? What ethnicities are represented? What is
the history of the city and how
does that affect the present and
the future? What would you like
to learn more about? How will
your experience of learning affect
your future involvement in community activities?

These are some of the many questions that students at the Fred N. Thomas Career Education Centre (CEC) may explore each year as part of an academic semester-long project. The CEC is an extended campus for students in the Denver Public Schools offering thirty career programs and an academic program. The latter is limited to 100 students who have completed at least one semester of a career program. Students at the Centre conduct an interdisciplinary proiect each semester which integrates the four core academic subjects and the students' vocational or career program in a process of problem solving.

Last year, the students studied the impact of several major economic initiatives in Denver through such projects as: "Are We Indebting the Future?" and "Our Global Neighborhood." Other projects have focused on federal wilderness legislation, Third World nations, water conservation, the 1988 and 1992 presidential elections, Denver's air pollution, and high school drop-out prevention.

How does the process work? Once the semester's topic is determined, presentations on the topic are given monthly. At midsemester, students devote two weeks to a topic-related community project. They become active problem-solvers and community activists who seek out solutions and initiate activities; they volunteer in community agencies; they demonstrate knowledge gained. As an example, during a multicultural roots project, the students worked in teams representing ethnic groups and identified "universals" commonly found in all cultures. This project culminated with a town meeting on an issue critical to Denver. In the town meeting, each team represented the perspective of the ethnic group they researched.

Creativity ran high.
Photography students documented events and law students used their knowledge to review important court cases related to the subject. Those in restaurant arts provided foods from different cultures. Those taking commercial art portrayed events visually.
Dance and theatre students roleplayed the cultures, while the early childhood education program pro-



3

A training workshop for EDGE counsellors and leaders at the GM plant, Oshawa, Dec. 92. An educational network was set up in Oshawa by the EDGE program.

On the Edge

vided a laboratory to study the interactions of young children from differing cultural groups. It is always fascinating to notice how the career programs bring another dimension to each project and demonstrate the intertwining of career and social issues.

On the final day, students wrote three-page evaluations reflecting their own personal learning, as well as that of each member of the team. Wrote one student: "It was fun to be on the media team-we had a lot of power and I think we used it wiselv." From another: "I found out that when one student in the team doesn't produce, the rest of the team has more difficulty."

The project approach is based upon an Imaginal Education curriculum developed by the Institute of Cultural Affairs. The concept of "image" comes from Dr. Kenneth Boulding's book, The Image, published in 1961. Boulding asserts that a self image is built up as a result of all one's past experiences and the stream of messages transmitted by life and people. When one's image is changed, said Boulding, behaviour patterns also change: "the meaning of the message is the change which it produces in the image."

In Boulding's description, one of three things can happen when a message hits an image: the image can remain static; the image can change in some welldefined way that might be described as enhancement. Or there can be a revolutionary change in the image. In this case, a message causes radical reformulation of the image of self in

been great. Frequently in discussions, students will reference past projects and the knowledge gained. A study of past graduates even indicates that students who participated in the projects had

Above: View of Denver from the Fred N. Thomas CEC. Right: Students meet to plan projects.

Some Student Learnings

...about jail: "It costs a lot to execute people."

...about health care: "Patients at Denver General Hospital pay \$600 a night and that does not include medical care." "Denver General will help anyone and they may never see the money from that person but they will save their life anyway."

...about the newspaper: "People don't like to hear the truth." ...about themselves: "final approval for just about everything comes from the people."

the world. This is witnessed by others as a change in behaviour. From the viewpoint of Imaginal Education, students' images, whether of their city, or of the policies and groups within its structures, or of the world of work, or of themselves, have everything to do with how, as adults, they will feel about themselves and relate to society. "I learned I am a good leader," is a typical student comment after working on a project.

In addition to shifting students' images related to the special project topic each semester, activities are designed to help students shift images of self, school and community. Project work is planned to change a student's personal image from unsuccessful learner to successful learner; from disengaged high school student to effective problem solver; from learner of facts to creator of ideas, processes and solutions. Project work tends to change images of school from a place to play to a place to work; to a place where involvement is rewarded and where passivity may result in failure; from a fact dispensary to a community resource centre.

So, what's the yield from this project approach? Because students have been actively involved and have had an opportunity to construct personal meaning, students' knowledge retention has

significantly greater voting percentage in the 1988 US general election than other young adults of the same age.

We believe that the project approach provides a meaningful framework for students by integrating community, school and career skills. The joy of working and learning is at the heart of it. ❖

Carol Ann Snodgrass is public relations specialist, and OliveAnn Slotta is the math teacher, for the academic program at the Fred N. Thomas Career Education Centre, Denver Public Schools, 2650 Eliot Street, Denver Colorado, 80211 USA. OliveAnn worked with ICA consultants Burna and David Dunn in 1986 to design this Project Approach for implementation by her teaching team. She received the Disney American Teacher Award for Math in 1991.

CTF



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The Canadian Teachers' Federation which represents 240,000 teachers across Canada is pleased to support the efforts of Edges magazine in its educational initiatives.

The Federation is bringing together educators, business and community leaders, government officials, students and parents in a dialogue on sharing responsibility and accountability for developing an improved educational system.

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Sunday, April 17 to Tuesday, April 19, 1994 HYATT REGENCY, VANCOUVER

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- *strengthen the links between education and the world of work
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- •act as a catalyst for organizations with an active involvement in education
- •reward and recognize excellence and foster partnerships and collaboration among business and education

Exchange information with national leaders and practitioners from business, education, government, labour and community groups. Take part in building support for change and developing action plans that will help create the education system we all need.

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The Institute of Cultural Affairs is a private voluntary organization concerned with human development in organizations and communities around the world. ICA has 30 years of experience in participative processes, planning, problem solving, training and curriculum development for business, government, non-profits and com-

munity groups. ICA has 54 offices worldwide and holds consultative status with the United Nations.

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Taking a Learning Project all the Way

his is a story about two women, Sandra and Maria, one from Guatemala and the other from Venezuela. One was in her twenties, the other in her thirties. They could not speak English very well, so they signed up to take a course in English as a second language. The teacher said, "Why don't you learn and practice English doing what you finally want to know the English for? What would you like to do once you have learned the English?"

Sandra and Maria thought carefully about this and finally said, "We would like to start a cultural enrichment program for Guatemalan and Venezuelan children. We would like to work with teachers in order to help them understand what Hispanic youth are all about."

The ESL teacher recommended that they write a proposal for a cultural enrichment program. They would be able to learn English by doing something they were really interested in. But the two women said that they had never written proposals before, and didn't know how to do it. "Then," said the teacher, "since you may have to write the proposal many times, you might as well learn how to do word processing."

Sandra and Maria learned to type on a computer and began to write their proposal for a cultural enrichment program. They talked and wrote about the richness and the wealth of the culture of Central and South America in excellent English.

After their work was done they realized that they had learned English and that they had also created an excellent proposal for a real cultural enrichment centre. I was delighted when these two young women came to me and asked for help in actually implementing the proposal. I directed them to York Community Services because there they would get the legal, social and health expertise they needed. Sandra and Maria visited the Executive Director of York Community Services, who said, "Let's write a letter to the Minister, Barbara McDougall. I hear that she's interested in cultural affairs." So Sandra and Maria drafted a letter and signed it along with the Executive Director, Joe Milling, and me.

Barbara McDougall had just been shifted to External Affairs, so two months later a letter came back to Sandra and Maria telling them that they should look for support from the York Region Canada Employment Centre. The women were disappointed, of course, but they did some homework and found that there was some money in a program called "Stay in School." The York Region CEC liked their proposal and hired Sandra and Maria to start the cultural enrichment program. They spent the next six months getting schools involved—which was their original idea.

They visited many schools persuading the teachers to hold cultural events. They brought artisans, dance troupes and other cultural ambassadors to do the programs. While this was going on, they practiced and learned a lot of English, even though the purpose of the programs was to help other people understand the Spanish culture.

Some people in the federal government became aware of their work and were very impressed. They approached me in February and then went to Sandra and Maria and said, "We would like to do a cultural program for black youth. Could you do it? But it needs to be done by the end of March." That deadline gave them hardly any lead time at all. But they immediately set about it.

For two and a half weeks they recruited people and then held a seminar in a church basement with 150 people representing 50 service organizations, many of them youth. The young people organized the event, held the event, and gave speeches like you wouldn't believe. We all had a great time and sat around eating rotis and other West Indian food. It was all done by the youth. The adult service providers at the conference were shamed because they had to ask themselves, "What are we doing here? These youth are able to run things by themselves. Why do they need us?" Some of the service providers cried, because it was a very emotional affair.

This tremendous event caused me to think deeply. I began to realize that many adults create a dependency in the youth—the adults create programs which they believe they must run for the youth. But after this event, I believe that I will never do a youth program again unless the youth run it themselves.

And I owe this realization to Sandra and Maria. • —Dale Shuttleworth

Dale Shuttleworth is Superintendant of Community Services for the Board of Education in the City of York, Ontario. Quality Éducation education. de qualité.

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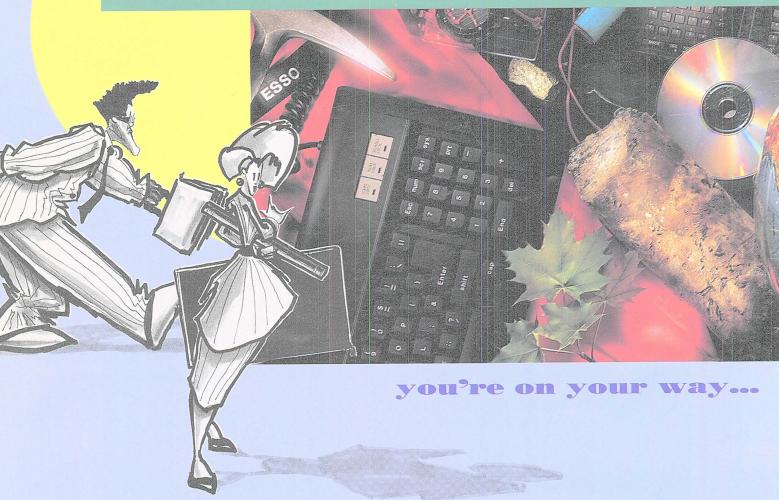
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