

I M A G E

AN ACTION RESEARCH JOURNAL
ON
PERSONAL AND ORGANISATIONAL TRANSFORMATION

THE INSTITUTE OF CULTURAL AFFAIRS and LENS INTERNATIONAL

IMAGE

AN ACTION RESEARCH JOURNAL ON PERSONAL AND ORGANISATIONAL TRANSFORMATION

The Action Research Journal is written to communicate designs, formats and ideas of transformational processes which promote the human factor in private and public sectors. It is published by the Corporate Services Division of The Institute of Cultural Affairs: India for distribution through the Asia Network of ICA and LENS International organisations. These include ICA: India (Bombay, Calcutta, Chikhale and Pune), LENS Services Pvt. Ltd. (New Delhi), LENS International Malaysia Sdn. Bhd., ICA: Australia, ICA: Taiwan, ICA Associates (Hong Kong) and LENS International Japan.

The Action Research Journal will draw on a variety of sources including other ICA world-wide offices and affiliated professional consulting organisations to provide a spectrum of practical tools and constructs that facilitate individual and organisational transformation. We welcome comments and articles from our readership.

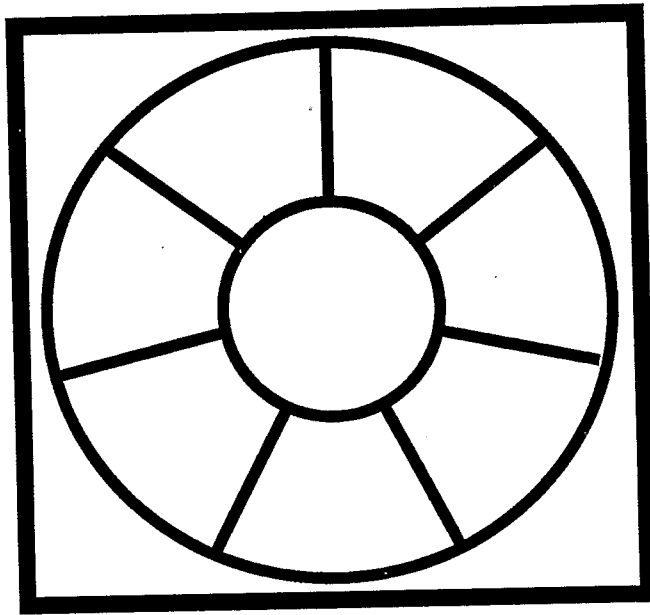
ISSUE SEVEN JANUARY 1990

"THE LEARNING COMMUNITY"

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JOURNAL OVERVIEW



*The symbol for this issue of **IMAGE** is taken from the article on the **Seven Intelligences** and represents the multiple Intelligences available to all of us that can be developed and used for the transformation of ourselves and our organisations.*

In October of 1989, a group of HRD personnel, consultants and educators from India, England and the United States met in Goa, India to explore **Business as a Learning Community**. Many discussion groups and workshops were held on topics of how business organisations could transform into learning organisations. Mythology and Business, Developmental Leadership, Building Organisation Culture for Learning, Teamwork, Action Planning, Leadership, Synthesis Between Western and Eastern Concepts for Transformation, The Chakras as Learning Centres are some of the topics discussed by the 31 participants. This issue of the **IMAGE** is a continuation of this exploration of **A Learning Community**.

Perhaps Harrison Owen, consultant from the United States and one of the conference's organisers, said it best when he stated; "The issue is not how to invent learning organisations in businesses, but to grasp that businesses are already learning communities needing development."

There is a crisis in business today stemming from the fact that most secondary schools and colleges are passing students through their systems who are unable to contribute effectively within the business environment. Many businesses and

business leaders are seriously raising the question of what their role can, and should be, in producing the kind of people who can think, act and adapt to the conditions that are facing all business today. To compound the issue, graduate programmes are producing MBA's that know the details of business and marketing case studies, but seem to be unable to handle the human development side of corporate life. And it is this side, the capacity to lead and develop the minds of employees, that is going to be needed in the 90's.

But the issue is even more complex. Rapid technological changes are making many workers' skills obsolete. Fewer and fewer workers are needed to do the "muscle" work. More and more, workers need to be equipped to do "thinking" work, to learn new skills, interact with larger systems and use their critical intelligence to solve problems. Where does an organisation get the skill to bring this kind of change inside its operation? How does it proceed? The job is far larger than finding a consultant to assist in the change. It is a challenge that must be attacked and experimented with on a scale beyond business's traditional scope. New alliances need to be forged between the government, business, education and voluntary organisations. Clearly we need **A Learning Community** in the broadest sense of the word.

The ICA and its affiliate organisations are committed to this task. Across the world we are working in the broad area of education, for individuals, organisations and the business community. Experiments are underway in designing an intensive university level programme in Phoenix, Arizona called **The Earthwise Curriculum. Training Inc.**, a thirteen week programme for basic office skills and personal confidence for the hard-core unemployed, has been acclaimed as one of the most innovative and successful programmes of its kind and is now operating on three continents. Human capacities programmes with Dr. Jean Houston and Peggy Nash Rubin have been sponsored in India, Canada, U.S., Latin America, Europe, Hong Kong and Australia.

Development Education is taking many forms, from a five month programme in Brussels, Belgium to guided development organisation interchanges between Egypt and India sponsored by The Near East Foundation. We have used our learnings on multiple village development in Kenya to build a case study simulator called **The Machakos Game**. And in Asia, the LENS International/ICA network is conducting an Academy for Asian businessmen on transformation technologies. The ICA in Japan has been taking Japanese women to the U.S. for cross cultural studies. ICA: Taiwan is actively networking ecology organisations for effective interchange and

education. ICA: Hong Kong is conducting programmes for young managers to prepare for the new China reality. In Seattle, **The Residential Learning Centre** is a three year rite of passage educational approach with youth and adults in a co-learning experience to develop life-long learning skills.

The ICA is fortunate to have among its friends and colleagues many of the leading minds in the field of education, learning and transformation. They have encouraged us to share our methods of facilitation and our action research learning process results. We are pleased to be called "The People of the Question". We believe that it is only through a perpetual probing and questioning of the depth issues facing the Planet that we will evolve into a **Learning Community**.

This Issue

This issue of **IMAGE** is a continuation of the exploration of transformation, primarily for the business community, in the area of learning and education. We are indebted to those who have written edge articles on the subject and have drawn on a few for this issue. In addition, we continue to share some of our thoughts on this subject in the hope that it will in some way give courage to those who share the vision of business as a **Learning Community**.

Dr. Willis Harmon is President of the Institute of Noetic Sciences at Sausalito, California. His latest book, Global Mind Change is an excellent commentary on the revolution in human consciousness and how this paradigm shift will affect every aspect of our social existence. He compares our times with the monumental shift in perspective and values that occurred with Copernicus. He challenges business to rethink its fundamental precepts of existence. In the article **The Learning Society**, Dr. Harmon previsions the transition from societies with premises of economic growth and corporate profit to tomorrow's societies maximising the self-actualisation of every citizen.

Harrison Owen has been called "the Guru of Metaphysical Management" by Dr. Ronnie Lessem, author of Global Management Principles. Owen is a consultant who recognises the role of "Spirit" in the journey of transformation for organisations and has developed this abstract concept into an excellent understanding of how spirit is at the heart of all effective organisation. We are printing an article he wrote called **The Business of Business is Learning**. He examines the emerging global operating theaters of business operation from the perspective of a constant learning system where planning and learning become a continuous synonymous process.

For most of us intelligence is seen as a potential measured primarily by IQ. But **Howard Gardner**, in his book Frames of Mind, challenges that concept. He develops a case for every person being equipped from birth with **Seven Intelligences**. We all have these multiple capacities for learning but our education systems have focused primarily on Linguistic Intelligence and Logical-Mathematical Intelligence have left the remaining five underdeveloped. In this article, we have taken excerpts from his chapters on the seven intelligences and described how each one functions and can be developed.

Corning Inc.-A Case Study, is an abstract of an article from the U.S. publication Training, by **Jack Gordon**, called In Search of Lifelong Learning. Several years ago, the executives at Corning Inc. awoke to the fact that they were losing to global competition, principally the Japanese, and therefore launched a comprehensive company-wide programme to improve every aspect of their operations. This article details some of that process and illustrates what it means to take seriously the commitment to lifelong learning within a company.

Our Methods section describes the four **Learning Styles** that characterise different individual approaches to learning concepts and skills. It is a helpful screen that can be utilised to design multiple modes of learning within an organisation.

In our work with organisations in India, we have noted that "learning" requires a lot of "unlearning". Our ICA: India staff, shares some of these learnings in the article **The Discovery Process**.

Finally, we have a page describing an upcoming programme sponsored by LENS International and the ICA called **The Business Academy**. This programme is for a limited number of people who have been working with us in the transformation process from businesses across Asia. Following the Academy will be on-going modules on transformation technologies in each of the participating countries. We hope to feature some of the results in the next issue of **IMAGE**.

THE LEARNING SOCIETY - Willis Harmon

What comes after production-focused society? What is the central purpose of advanced societies when it no longer makes sense for that central purpose to be economic production? The answer becomes apparent from the emerging value emphases and beliefs about the nature of human beings. It is to advance human growth and development to the fullest extent. The Athenian model

of Paideia applies. The primary function of society is to promote learning in the broadest possible definition. The motivations implicit in the emerging belief-and-values structure fit with this; they do not fit with mindless consumption, material acquisition and endless economic growth.

In the "learning society" the occupational focus of most people is learning and developing in the broadest sense. This focus includes a wide diversity of activities, such as formal education, research, exploration, self-discovery and participating in the community of concerned citizens to choose a better future. These activities contribute to human betterment and fulfillment. They are humane, non-polluting and non-stultifying. They can absorb unlimited numbers of persons not required for other sorts of work.

"Learning society" implies reversal of a number of aspects of the long-term industrialisation trend. It almost certainly involves something like the "intermediate technology" or "appropriate technology" concepts of E.F. Schumacher and others. These terms refer to technology that is resource conserving, environmentally benign, frugal in the use of energy, relatively labour intensive, and understandable and usable at the individual or community level. Such technology tends to complement a strong ecological ethic; strong identification with natural, fellow human beings, and future generations; a lifestyle characterised by voluntary frugality ("doing more with less"); appreciation of the simple life and simple virtues; and the kind of work that fosters these attitudes.

REDEFINITION OF WORK: Thus there is involved a redefinition of work. Our present conceptions about work were formed in an era when the primary societal function of work was the production of necessary or desired goods and services, and in which one could foresee no end to the social desirability of increasing the economic productivity of the individual labourer through technological advance. Yet today, as we have seen, these assumptions lead to a fundamental dilemma.

On the one hand, if labour productivity in a country does not continually increase, the industry in that country tends to become non-competitive in the international market. On the other hand, if productivity does increase, the economic product must increase (by definition) to maintain the same number of jobs. As various resource, environmental, political and social constraints tend to limit economic growth, chronic unemployment becomes an intrinsic characteristic of the future.

Underemployment, the failure to utilise the individual's full potentiality, is also characteristic of the extrapolated future. Many of the jobs in industrial society are boring and stultifying. Rising educational levels mean that there will not be job opportunities to match the expectations that traditionally have been associated with acquiring academic degrees.

If it were really true that human beings basically seek to escape from work, then industrial society might be considered a great success, since it has made possible the elimination of so much work that humans once had to do.

But both from observation of worker behaviour and from the findings of psychological research, there is ample evidence that people seek meaningful activity and relationships. Humans thrive not on mindless pleasure, but on challenge. Thus although full employment is no longer needed from a production standpoint, full participation is essential from a social standpoint.

The social-roles function of work is enhanced when work is done in the environment of the home, community and small corporation. Thus we would expect the "learning society" to be more decentralised. Many production and service activities would be removed from the mainline economy; a significant amount of production would be in the household and the community. (The household economy is already far from negligible. Were its exchanges counted in such economic indicators as the GNP, it would be about one-third the size of the official economy.)

A traditional function of work has been to facilitate equitable distribution of income and wealth.

However, the logic of linking income with labour-contribution to economic production becomes less convincing as the degree of automation of production increases. We are seeing a decrease in the relative importance of income as compared with opportunity for meaningful activity and relationships.

INFORMAL ECONOMY

Furthermore, the informal economy is increasingly being favoured, and income distribution is far less of an issue in a society where much of the exchange takes place outside the formal economy, such as through barter and trade or even gifts. Thus the puzzle of how to achieve fair distribution of overall societal income when only a fraction of the population has jobs in the mainstream economy may be less difficult to solve than might appear at first thought.

One aspect of the change is a partial divorcing of income distribution from jobs in the mainstream economy. Among the alternative ways of achieving income distribution that appear on the whole to be

good for people are such grants as scholarships, research fellowships and assorted forms of patronage. These may come from the private sector as well as the public sector

and perhaps preferable primarily so. Some amount of government transfer payments would undoubtedly be necessary to take care of the most needy cases.

Again I feel impelled to say that we are not attempting here to theorise about some idealised society, but rather to report some of the observed changes that appear, when considered together, to amount to a fundamental shift in the direction of social evolution.

THE NEW BUSINESS OF BUSINESS: If there is anything at all to the proposition that a fundamental transformation is already underway, we should see signs in the business community. For one thing, business is all-pervasive in modern society, and reflects any major change in any portion of it. Moreover, business is extremely sensitive to changes in its environment, and tends to respond to them promptly. The modern business corporation is probably the most adaptive institution humankind has ever devised.

There are indeed indications of a new concept of management in business, and a new concept of the corporations. They show up most clearly in the executive development seminars that have appeared in growing numbers in the past decade. A central learning of these courses and workshops is the untapped power of creating and holding a vision of a desired individual or collective goal.

SENSE OF PURPOSE

Another basic premise is that all persons can find, in their deep inner experience, a sense of purpose - of wanting to contribute to the whole. The emerging concept of management involves creating an organisation in which a preeminent objective is to do together something which is in alignment with every member's sense of purpose.

Profit is relegated to the role of a control signal, not an end goal. Management is less a matter of using power to direct resources toward

achievement of a goal set by top management, and more a matter of empowering people in the organisation to use their own creativity, both in setting and achieving goals. The central function

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of the corporation is less a matter of rewarding those who have invested money in the firm and more a matter of actualising the potentialities of those who are investing their lives. Corporate excellence is not efficient management toward maximising short-term return, but the ability to attract and hold the most creative people.

There are many questions yet to be answered regarding the future of the large corporation and the world business system as a whole, but these new concepts in executive development are surely one of the indicators to be given attention.

DISPLACEMENT OF ECONOMIC RATIONALITY: Economic rationality has assumed a place in modern industrial society that is unwarranted. There is no *a priori* reason to assume that economic logic will lead to socially desirable decisions. For example, it is economically rational to discount the future at some rate related to prevailing interest rates. But in a social sense that is equivalent to building into the

decision-guiding structure the proposition that the well-being of future generations doesn't count.

The economy is the dominant institution in modern society; the performance of the economy is judged on the rate of consumption of goods and services - materials, energy, fresh water, topsoil, livable space, endangered species, wilderness. We are inclined to forget how recent was the value shift by which we all became no longer ashamed to be called "consumers."

THE FRUGAL FUTURE

Two generations ago frugality was still a virtue and hedonistic consumption was a vice. Then in only a few years (perhaps as an unconscious response to the fear of return to the Great Depression after World War II) consumption became a virtue and frugality was understood to be bad for the economy. If the mass consumption societies were to become frugal again their economies would collapse. Yet the entropic handwriting on the wall is clear; Frugal we must become.

We have remarked above on the paradox of work. Modern

society has rightly considered employment (i.e. constructive and satisfying social roles) to be essential to the well-being of all its citizens. Yet capitalist societies have also considered

employment to be a mere byproduct of economic production, the amount of which is a function of various economic variables. (Some socialist societies, on the other hand, attempt so to manipulate the economy as to create full employment opportunity, but they often pay a high price in featherbedding, inefficient make-work, low morale, and such social consequences as alcoholism.)

This peculiarity of the preeminence of economic rationality is a characteristic of our bureaucratic age. Decisions of the highest import are defended, if not decided on the basis of economic analysis; furthermore this is on the whole considered to be rational behaviour. To a visitor from another civilisation, viewing us for the first time, this elevation of economic institutions and economic rationality to such a pinnacle position would appear

as the utmost craziness. Throughout history that pinnacle position in the durable societies has been reserved for the repositories of such wisdom as was deemed worthy of guiding the great decisions - usually for institutions of religion or of the highest knowledge.

It is difficult for us to look at this fundamental issue without prejudice, so steeped are we in the cultural concept that economic rationality "naturally" dominates. For generations it has been an unspoken sign of progress to have an ever-increasing fraction of human activities of all sorts accounted for in the mainstream economy; to have economic logic displace philosophical discourse or even political expediency as the prevailing rationality for guiding momentous decisions; to incorporate the most profound human considerations into an economic cost-benefit analysis as mere "externalities".

There are now indications that this fetish relationship with economic rationality is approaching an end point. The value emphases of the emerging culture are not well reflected in the economic and financial control signals that have received major attention in the past. A social rationality of some sort

will tend to carry more weight than economic rationality as these changes proceed further.

REDEFINITION OF DEVELOPMENT:

As these changes proceed, there will be a departure from the equation of development with "modernisation" and

economic development. Development will be defined differently for different cultures and different societies. Human and cultural development will be central factors in these definitions, with economic development demoted to the status of means rather than end.

Up to now it has been extremely difficult for a society or a nation to pursue a development path different from the path dictated by the mainstream world economic system. Several factors will make diverse development paths more feasible in the future.

One of these factors is the increasing evident conclusion that the past ways of development do not, in the end, lead to a viable future for the world. The highly industrialised countries are going to have to find some development path for themselves that,

The central function of the corporation is less a matter of rewarding those who have invested money in the firm and more a matter of actualising the potentialities of those who are investing their lives. Corporate excellence is not efficient management toward maximising short-term return, but the ability to attract and hold the most creative people.

without necessarily sacrificing quality of life, does not make such voracious demands upon the resource base, and effect such gross insults to the ecological and life-support systems of the planet.

A second important factor is the growing sense of a crisis in meaning in the developed world. Somewhat as individual

riches are not always found to produce a happy life, so the allurements of affluent industrial society fail to provide the kind of shared meanings that make a society cohesive and inspire mutual loyalty.

Then too there is the growing sense in traditional societies, as noted above, that "modernisation" does not necessarily bring about the development that is best for them in human terms. This concern is reflected in the industrialised countries in a growing appreciation of the value to the world that arises through having a diverse ecology of cultures.

IMPORTANCE OF TIMELINESS: While it is important to see as clearly as possible the long-term resolution of development-related problems, it is equally important to understand the constraints that will be operating during the transition period. It is not improbable that this period will see some sort of partial breakdown of the world economic system. This could be triggered by any number of factors, but the oppressive debt structure is a likely candidate.

Such signs of fundamental change tend to be threatening to many people, particularly if they lack understanding of its cause. Response to

perceived threat is likely to lead to non-constructive actions.

There are two common forms of such response. One is an attempt to "turn back the clock", and return to an

imagined time when family and community values were strong, consensus was easily come by, and in general, things "worked". The other involves an irrational strengthening of faith in the old ways of dealing with problems - through new technology and new centralised management approaches.

Nothing could be more crucial to this time of transition than sharing interpretations of why the transformation is necessary or appears to be happening. There is no conversation more critical today than that around the question - What is viable global development? What is a "world that works for everyone"?

As this dialogue leads to deep understanding of this major evolutionary change in direction, there can result an easing of anxiety and a lessening of the likelihood of large-scale human misery attendant to the transition. Men of action have often given the advice, "Don't just talk; get out and do something". Perhaps the best advice for the short term is, "Don't just do something get out there and talk".

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THE BUSINESS OF BUSINESS

Introduction

Present events, to say nothing of events now visible on the horizon, have radically altered the conditions under which business will be done. It is a new game with new rules which demand new approaches. The alternatives are not thinkable, unless going out of business is an option.

Not only are the conditions new, but the time available for adaptation is diminishing on the same exponential curve which describes the advance of technology. Under the circumstances, life long learning is no longer a pleasant fringe benefit to be enjoyed by the few. It is the critical difference between success and failure.

There was a time, when the prime business of business was to make a profit and a product. There is now a prior, 'prime business' which is to become an effective learning community. Not that profit and product are no longer important, but without continuing learning, they will no longer be possible. Hence the strange thought; the business of business is learning - and all else will follow.

The Stage is Set

With the approach of 1992 and the creation of the new European Market, business as it used to be is in for one more radical adjustment. In one instant, trade barriers will fall, and a new market place with 350 million folks will be inaugurated. The nature and impact of this change is waiting to be made clear, but at this juncture, it is only apparent that virtually every trading relationship and business practice will be up for re-consideration. Not that everything will pass away, but for sure the context will be different. And that means that both the issues and opportunities will come in different packages. On a very much larger scale, the situation is rather like that experienced by AT&T on the morning of January the 1st, 1984. Prior to that date, AT&T was the phone company. Afterwards it was set on a course that might include almost anything but its old business. For businesses in Europe, the old balkanized relationships, outmoded as they may have been, were nevertheless known and for that reason, comfortable. They will be replaced. What comes next has never been known, and in a very real sense cannot be dealt with in advance. January the 1st, 1992 will create a whole new business reality.

Even as Europe moves toward that magical moment when everything in principle changes, the United States and Canada have embarked on a similar path with the critical date infinitely closer.

Somewhere around the first of January 1989, the trade barriers between the two nations in large part ceased to exist. There are fears and concerns on both sides, but it appears that the die is cast, and that a new and enlarged market of North America will be in existence. Not quite as large as its European counterpart, the consequences will nevertheless be similar.

Further to the east, the Pacific Rim nations, headed by Japan Inc. and closely followed by Korea and Taiwan, continue in a dynamic path of growth and development. There is no indication that they are intending to follow the path of common market creation, but it may well be that they have no particular need of doing that. To a remarkable extent, they already dominate the world economy, if not in total value traded, then at least in perception. Scarcely a day goes by in either North America or Europe when the Japanese and their colleagues are not held up as the best available "bete noire" upon which to blame virtually anything that does not seem to be going correctly in the local economic picture. From the point of view of the western world, the Asian nations bordering the Pacific appear as an almost monolithic concern.

Completing the tour around the globe requires acknowledging the emerging sounds of a new spirit coming from the Eastern Block Countries. Trading under the code names of "perestroika" and "glasnost", it is evident that something quite different is coming into being. Some may see this as the final gasp of a dying system which has effectively strangled itself in a tangle of bureaucratic constraints, but "last gasp" or "fresh breath", it is clear that the winds of change are blowing.

Of course, there is one more piece in the emerging global stew; China. Neither "eastern block" nor Pacific Rim, China stands alone. The self imposed isolation of the past 30 years is coming to an end, and a major global question arises; What will happen when 1 billion Chinese turn on and join the global market? Despite their presently impoverished state (as such states are currently measured) it remains true that the resources, (physical, intellectual and spiritual) of that people are truly staggering. It is almost impossible to imagine the potential impact of a full and intentional Chinese entry onto the global stage.

For the moment, it appears that each portion of the world is fixated upon its own changing environment. In Europe, all the talk is of 1992, while on the North American continent, the conversation is of the imminent fall of the trade barriers separating the U.S. and Canada. Presumably, the Russians and others in the Eastern block are fully consumed with the new local realities, and the Pacific Rim countries are too

IS LEARNING - Harrison Owen

busy doing business to talk about much else. China, as usual, is keeping its own counsel. This fixation with the local, while understandable, screens some very important clues to the future.

As the various parts of the world move towards their own new working relationships, we will undoubtedly experience a period of local consolidation as each becomes accustomed to the new order created. But the net impact of the new working relationships will be seen less in terms of their local impact than the total synergistic effect. We are, after all, all residents of the same planet. Thus, if the impact of 1992 appears awesome for the European participants, the effect will be no less awesome for all other elements of the global community - as common Europe interacts with common North America, and both in term with the Pacific Rim and the Nations of the Eastern Block. Throw in the giant question mark of the Peoples' Republic of China, and the stew becomes profoundly rich and unknowable.

New Rules

There is much in our common global history which suggests that the new inter-relationships will be but a logical extrapolation from what we have always known. Instead of having 130 plus nation states all defending their boundaries and simultaneously engaged in attempts to breach the boundaries of others thereby to gain a trading advantage, we will now only have four or five entities all engaged in the same sort of thing. The premise here is that while the size of the players may change, the nature of the game will remain very much the same. In a word, the old rules will still be in effect, but the field of play much enlarged.

We believe this premise to be a fond hope; understandable but basically flawed. That the premise exists is truly understandable, for when all else changes, it would be comforting to know that the basic rules remain inviolate. Bigger for sure, but still comprehensible.

There are many confounding factors which render the hope for unchanged rules both fond and futile. We mention only two; the multinational (global) corporations and the electronic revolution.

Global Business

The multinational corporations have already removed the nation state from its previous role as the only player in the global economic environment. This is not to suggest that the several nation states have no significant roles to play, but no longer do the states context the corporations, but rather the reverse. Put rather more clearly, it used to be the

case that a particular business was German, French or American, which did business in the global community as a "representative" of that country. In many ways, this situation was merely a holdover from colonial days, when, for example, the English Crown was represented in the New World, not only by the resident High Commissioner (colonial governor), but also by the Hudson Bay Trading Company, which held its charter from the crown. In that case, it was the country which provided the context (identity) for the corporation.

Things have now changed. For a large multinational, operating simultaneously in many countries of the world, it may still be true that it is an "American company", but at a deeper level it is a global institution with its own identity, quite independent of the nation of origin or the nations in which it happens to be doing business. The center of identity lies no longer with the country but with the company, which now provides the context of operations.

Obviously, there is a spectrum of effect, with some companies still maintaining strong national ties. Rolls Royce, for example, is unmistakably British. Other corporations, however, are no longer even multinational, they are in effect global. Electrolux is thought by many Americans to be an American Company, although in fact it has its roots in Sweden. Major oil companies, typically, are far along the road to global identity. Shell Oil, was from the beginning a British/Dutch effort, although its many national manifestations appear quite indigenous. From the point of view of the American consumer, Shell is just one more gas station. From Shell's point of view, it is a global network having a broad range of national embodiments.

The difference may only be perception, but perception is often reality. And in the case of the emerging global economic community, how we think about things may end up being determinative. There are many, of course, who see the rise and power of the multinational corporation as a threat. And of course, it may be threatening to the nation state, but there is some reason to believe that the nation state itself is problematical for the emerging global community. Without debating the merits of either of these positions, we take it as a fact that the global corporation is a reality now, and suggest that the passage from national, to multinational, to global can only continue.

From the point of view of a global business, the difference in doing business in 140 nation states or in 5 large economic arenas, is, to a certain extent, only a question of size and complexity. The basic sense of identity and essential rules of the game remain the same. What this means to the developing economic centers (Europe, North America, Pacific

Rim, etc) is that they are already, like it or not, contexted by the global corporations, and not the other way around. While there is no guarantee that the nationalistic chauvinism exhibited by the several nation states may not simply be enlarged to encompass the new economic groupings, the point remains that global economic structures already exist. In effect, the rules have already changed. Still to be determined is the nature and scope of the new rules.

The Electronic Revolution

The electronic revolution adds another dimension to the emerging global environment. Since the advent of workable computers at the close of World War II, we have all had the sneaking suspicion that things would never be the same again. The doom sayers predicted a world monitored by big brother, and the optimists foresaw instant communication and harmony. Neither turned out to be right, but the world certainly is different. For a long time that difference was quietly masked in the backroom DP Centers, where little men in white coats guarded the sanctuary. Now it seems the computers have escaped their keepers, and we all know by experience what we have long suspected. The world isn't what it used to be.

Should any doubt have remained, the events of October 19, 1988 stand as a watershed. On one level, the 24 hours surrounding that date enclosed a global financial disaster of previously unimaginable proportions. The US market lost 25% of its assessed value, and other markets registered declines of twice that amount. The US loss of one half a trillion dollars is an almost unthinkable amount, representing just about half of the total US federal budget. Putting it directly, we lost in one afternoon as much as the whole US Federal Government spends in 6 months. Hardly peanuts.

Yet the curious thing is that, for all the noise and smoke, very little

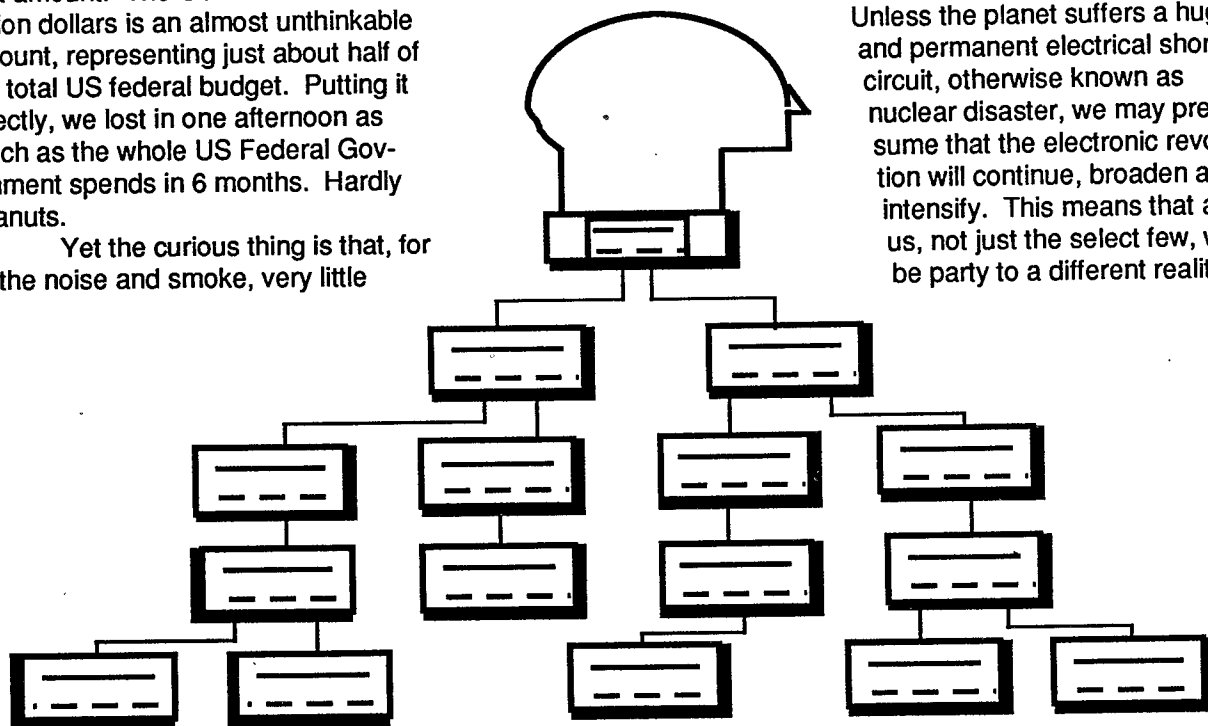
seems to have happened. Except for stockbrokers and investors playing way out on the margins, most everything else came through in good shape. Should we then call October 19th a non-event? In financial terms possibly, but as a global learning experience, it was a mega-buster.

In 24 hours, anybody who had access to any part of the public media witnessed the electronic revolution first hand. As our small globe turned before the sun, one market place after another signed on to the great computer conference in the sky, did its business and retired from the field of battle, but the electronic market place never stopped. New York, London, Tokyo each made their appearance and disappeared, but the real market rolled on.

For those invested in the certainty of time and a place, the events of the day were shattering, for suddenly it became apparent that the comings and goings on Wall Street, for example, were but part of the show which had meaning only as a piece of the larger electronic fabric. Indeed if one were to boldly ask "where and when was the market?" the inescapable answer is, that the market was whenever and wherever anybody wanted it. You certainly didn't have to be in London, Tokyo, or New York, given a phone line, a personal computer, and access was provided. So where, really, is the market? Obviously, in the "Great Electronic Connection in the Sky".

A shocking day, all in all, for the financial markets of the world. Not only did they take a beating monetarily; even worse, they discovered their own irrelevance. But for the rest of us, the news and the learnings can be useful.

Unless the planet suffers a huge and permanent electrical short circuit, otherwise known as nuclear disaster, we may presume that the electronic revolution will continue, broaden and intensify. This means that all of us, not just the select few, will be party to a different reality,



the electronic connection, in which time and space no longer mean what they used to. One might ask, Is this real? To which the only reasonable answer appears to be; well it was certainly real enough to vanish a half a trillion dollars (to say nothing of additional Yen, Marks and Francs) on a single day.

The Bottom Line-- The Business of Business Is Learning

The implications for our emerging Super Markets, and all those who choose to do business therein, are profound. Should anyone think that the new economic entities were simply expanded versions of the old nation states, playing by the same rules on a larger turf, that hope must quickly be put away. For just as these new markets are contexted and spanned by pre-existing global businesses, so also are they enmeshed and indissolubly linked by the electronic revolution. The global electronic village is the reality, but what we do in the village market place remains to be seen.

Commenting on the "volatile and competitive business conditions" is scarcely news. But the moment is truly unique both in terms of impact and complexity. Things have always been changing. And more recently, the rate of change has been faster rather than slower. But we now confront several hard dates upon which the shape and function of the market place will predictably change in totally unpredictable ways. Even if one were to fathom exactly what might transpire in Europe, the synergism of effect between Europe and the rest of the world renders that knowledge suspect, if not useless. We know it is going to be different, but how different is the question.

Businesses born in calmer days developed a variety of stratagem and methods to ensure their success, all of which were some variant of the age old management dictum concerning "making the plan, managing to the plan, and meeting the plan". The presumption was that if all three of these bases were covered, success was probably ensured, and at the very least, blame was escaped. At the moment, it is clear that plans made today are usually bypassed before the sun has set. And of course, managing to irrelevant plans becomes an exercise in futility, while meeting those same plans is a prescription for failure, to say nothing of despair.

Under the old rubrics, planning was something that could be accomplished on a yearly basis, and doing it more often was precluded by the amount of time it took. But, given the old pace of the world, a yearly plan, albeit imperfect, seemed adequate. By the same token, education and training, otherwise known as learning, could also be handled on a "once

done", or "occasionally done" basis. Lifetime learning meant something rather different than it does in some circles at the moment. It was presumed that a quantum of knowledge was good for the duration. One simply had to up-grade it now and then.

Those calmer days have now definitively gone. Planning must become a continuous process, and learning is no longer good for a lifetime. And at the institutional level, planning and learning are synonymous, with the operative word being learning. To the extent that planning involves an acknowledgment of the past, a recognition of the present, and a projection to the future, it is no more nor less than the organizational learning environment, the place, if you will, where learning can take place. But planning done only as a rational, linear process will not fill the bill.

In the "old days", there was validity to the thought that planning could operate by the simple formula that past + present = future. One simply took past performance plus present realities (incremented by some reasonable percentage), to arrive at future goals. However, when the world is changing as radically and discontinuously as it seems to be doing at the moment, a linear extrapolation from the past, through the present, into the future, is more than likely to bring the business to the point of failure.

Past production of buggy whips, incremented by present surplus production capacity, used to define next year's production and sales goals, will not change the fact that the world no longer needs buggy whips. The issue is no longer just "more and better", it is more often a question of "different", indeed radically different. Capitalizing on that difference is the basis of continued profitability at best, and simple survival at the least. Recognizing and/or creating a "difference that makes a difference" (to quote Gregory Bateson) is not only the road to success, it is also the essence of learning.

No longer can this learning environment be convened on an annual basis; it must constantly be in session. With the advent of the Super Markets, not to mention everything else that is going on in the world, planning as learning and learning as planning must become a constant and continuing phenomenon. By the same token, these two activities, which once assumed a position at the periphery of organizational life, now assume a more central place. Indeed, it appears that they are the very core: Profits and products, essential as they may be, are only possible, on an ongoing basis, when the competitive position of the business is constantly aligned with the emerging world, which is what planning and learning are all about. In a word, the business of business is learning.

SEVEN INTELLIGENCES - Howard Gardner

The time may be at hand for some clarification about the structure of human intellectual competence. Howard Gardner, the author of the book, FRAMES OF MIND: The Theory of Multiple Intelligences, argues that there is persuasive evidence for the existence of several relatively autonomous human intellectual competences. These are the "frames of mind" for which he entitles his book. He states that the exact nature and breadth of each intellectual "frame" has not so far been satisfactorily established, nor has the precise number of intelligences been fixed. But the conviction that there exist at least some intelligences, that these are relatively independent of one another, and that they can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures, seems to be increasingly difficult to deny. These are the intelligences he proposes for our consideration:

The Seven Intelligences

- I. Linguistic**
- II. Musical**
- III. Logical-Mathematical**
- IV. Spacial**
- V. Bodily-Kinesthetic**
- VI. Intrapersonal**
- VII. Interpersonal**

Previous efforts to establish independent intelligences have been unconvincing, chiefly because they rely on only one or, at the most, two lines of evidence. Separate "minds" or "faculties" have been posited solely on the basis of logical analysis, solely on the history of educational disciplines, solely on the results of intelligence testing, or solely on the insights obtained from brain study. These solitary efforts have rarely yielded the same list of competences and have thereby made a claim for multiple intelligences seem that much less tenable.

In formulating a brief on behalf of multiple intelligences, the author has reviewed evidence from a large and hitherto unrelated group of sources: studies of prodigies, gifted individuals, brain-damaged patients, *idiots savants*, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures. A preliminary list of candidate intelligences has been bolstered and partially validated by converging evidence from these diverse sources. The author states, "I have become convinced of the existence of an intelligence to the extent that it can be found in relative isolation in special populations (or absent in isolation in otherwise normal populations); to the extent that it may

become highly developed in specific individuals or in specific cultures; and to the extent that psychometricians, experimental researchers, and/or experts in particular disciplines can posit core abilities that, in effect, define the intelligence." Absence of some or all of these indices, of course, eliminates a candidate intelligence. In ordinary life, these intelligences typically work in harmony, and so their autonomy may be invisible. But when the appropriate observational lenses are donned, the peculiar nature of each intelligence emerges with sufficient clarity.

Further, the author seeks to expand the purviews of cognitive and developmental psychology, towards, in one direction, the biological and evolutionary roots of cognition, and in the other direction, toward cultural variations in cognitive competence. Visits to the 'lab' of the brain scientist and the 'field' of an exotic culture should become part of the training of individuals interested in cognition and development.

What of the educational implications of a theory of multiple intelligences? Should it not be possible to identify an individual's intellectual profile at an early age and then draw upon this knowledge to enhance that person's educational opportunities and options? One could channel individuals with unusual talents into special programmes, even as one could devise prosthetics and special enrichment programmes for individuals presenting an atypical or a dysfunctional profile of intellectual competences.

Additionally, how can a model of intellectual competences be fostered in various cultural settings? Only through concerted efforts will it be possible to determine whether theories of learning and teaching travel readily across national boundaries or must be continually refashioned in light of the particularities of each culture.

Perhaps the greatest challenge is to the policy makers and practitioners charged with the "development of other individuals." Training and heightening of intellect is certainly "in the international air": the World Bank's report on Human Development, the Club of Rome's essay on anticipatory learning, and the Venezuelan Project on Human Intelligence are but three recent visible examples. Too often practitioners involved in efforts of this sort have embraced flawed theories of intelligence or cognition and have, in the process, supported programmes that have accomplished little or even proved counterproductive. To aid such individuals the author has developed a framework that, building on the theory of multiple intelligences, can be applied to any educational situation. If the framework put forth in this book is adopted, it may at least discourage those interventions that seem doomed to failure and encourage those that have a chance for suc-

cess. The idea of multiple intelligences, while not a proven scientific fact, is an old one, and the author can scarcely claim any great originality for attempting to revive it once more. Even so, the notion of multiple intelligences is, at most, an idea that has recently regained the right to be discussed seriously.

In speaking of any of the seven "intelligences" it is important to stress that these intelligences are useful fictions for discussing the processes and abilities that (like all of life) are continuous with one another. Nature brooks no sharp discontinuities of the sort proposed in the following descriptions of "linguistic intelligence," or "interpersonal intelligence," etc. Our intelligences are being separately defined and described strictly in order to illuminate scientific issues and tackle pressing practical problems. They exist not as physically verifiable entities but only as potentially useful scientific constructs.

The author suggests that these are seven autonomous intelligences for our consideration.

LINGUISTIC INTELLIGENCE

It is true the white man can fly; he can speak across the ocean; in works of the body he is indeed greater than we, but he has no songs like ours, no poets to equal the island singers.

A GILBERT ISLANDER

When...writing...all the natural instincts are at work the way some people play a musical instrument without a lesson and, others, even as children, understand an engine.

LILLIAN HELLMAN

Linguistic competence is the intelligence that seems most widely and most democratically shared across the human species. Whereas the musician or the visual artist - not to mention the mathematician or the gymnast - exhibit abilities that seem remote from, and even mysterious to, the average person, the poet seems simply to have developed to a superlatively keen degree capacities that all normal individuals have within their grasp. In linguistic competence we are speaking of the following core operations:

- PHONOLOGY** the sound or musical interactions between words
- SYNTAX** the ordering of words and their inflections
- SEMANTICS** the meaning or connotations of words
- PRAGMATICS** the uses to which language is put

MUSICAL INTELLIGENCE

(Music is) the corporealization of the intelligence that is in sound. HOENE WRONSKY

There is relatively little dispute about the principal constituent elements of music, though experts will differ on the precise definition of each aspect. Most central are:

PITCH (or melody) and

RHYTHM sounds emitted at certain auditory frequencies and grouped according to a prescribed system.

Pitch is more central in certain cultures - for example, those Oriental societies that make use of tiny quarter-tone intervals; while rhythm is comparatively emphasized in sub-Saharan Africa, where the rhythmic ratios can reach a dizzying metrical complexity. Part of the organization of music is horizontal - the relations among the pitches as they unfold over time; and part is vertical, the effects produced when two or more sounds are emitted at the same time, giving rise to a harmonic or a dissonant sound. Next in importance only to pitch and rhythm is:

TIMBRE the characteristic qualities of a tone.

Many experts have gone on to place the affective aspects of music close to its core. Roger Sessions writes, "music is controlled movement of sound in time...It is made by humans who want it, enjoy it, and even love it."

LOGICAL-MATHEMATICAL INTELLIGENCE

The first man who noted the analogy between a group of seven fishes and a group of seven days made a notable advance in the history of thought. He was the first man who entertained a concept belonging to the science of pure mathematics.

ALFRED NORTH WHITEHEAD

In contrast to linguistic and musical capacities, the competence of "logical-mathematical intelligence" does not have its origins in the auditory-oral sphere. Instead, this form of thought can be traced to a confrontation with the world of objects. For it is in confronting objects, in ordering and reordering them, and in assessing their quantity, that the young child gains his or her initial and most fundamental knowledge about the logical-mathematical realm. By a sequence, the individual becomes more able to appreciate the actions that one can perform upon objects, the relations that one obtains among those actions, the statements (or propositions) that one can make about actual or potential actions, and the relationships among those statements. The key components in logical-mathematical

intelligence are:

- 1 - discovery of number**
- 2 - interiorised transformation of actions conducted mentally**
- 3 - significance of relations among actions**
- 4 - hypothetical statements to explore relationships and implications**

Although mathematics and logic have had different histories, in modern times they have moved closer together. Beginning with observations and objects in the material world, the individual moves toward increasingly abstract formal systems, whose interconnections become matters of logic rather than empirical observation. The mathematician ends up working within a world of invented objects and concepts which may have no direct parallel in everyday reality, even as the logician's primary interests fall on the relationships among statements rather than on the relation of those statements to the world of empirical fact. It is primarily the scientist who retains the direct tie to the world of practice. He must come up with statements, models, and theories which, in addition to being logically consistent and susceptible to mathematical treatment, must also bear a justifiable and continuing relationship to facts which have been discovered about the world.

SPACIAL INTELLIGENCE

Central to spacial intelligence are the capacities to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to re-create aspects of one's visual experience, even in the absence of relevant physical stimuli. One can be asked to produce forms or simply to manipulate those that have been provided. In summary, it entails a number of loosely related capacities:

- 1 - the ability to recognise instances of the same element**
- 2 - to transform or to recognise a transformation of one element into another**
- 3 - to conjure up mental imagery and then to transform that imagery**
- 4 - to produce a graphic likeness of spacial information**

Two other uses of spacial capacities prove more abstract and elusive. One involves sensitivity to the various lines of force that enter into a visual or spacial display. This refers to the feelings of tension, balance, and composition that characterise a painting, work of sculpture, and many natural elements as well. A final facet of spacial intelligence grows out of

the resemblances that may exist across two seemingly disparate forms, or, for that matter, across two seemingly remote domains of experience. It is that metaphoric ability to discern similarities across diverse domains, for example Freud's notion of the unconscious as submerged like an iceberg or John Dalton's view of the atom as a tiny solar system.

BODILY-KINESTHETIC INTELLIGENCE

The core characteristics of this intelligence are:

- 1 - the ability to use one's body in highly differentiated and skilled ways, for expression as well as goal-directed purposes, and**
- 2 - to work skillfully with objects, both those that involve the fine motor movements of one's fingers and hands and those that exploit gross motor movements of the body.**

Skills for those who have keen mastery over the motions of their bodies, such as dancers and swimmers, or who are able to manipulate objects with finesse, such as artisans, ballplayers and instrumentalists, include a well-honed sense of timing, points of repose or shift, where one phase of the behavior is at an end, and some calibration is necessary before the second one comes into play; a sense of direction, a clear goal to which the sequence has been heading, and a point of no return, where further input of signals no longer produces a result because the final phase of the sequence has already been activated.

Over the years the highly skilled performer has evolved a family of procedures for translating intention into action and therefore the mastery of possible alternatives, the ability to enact the sequence most effective for present purposes, in which the expert looks as though he has all the time in the world to do what he wants.

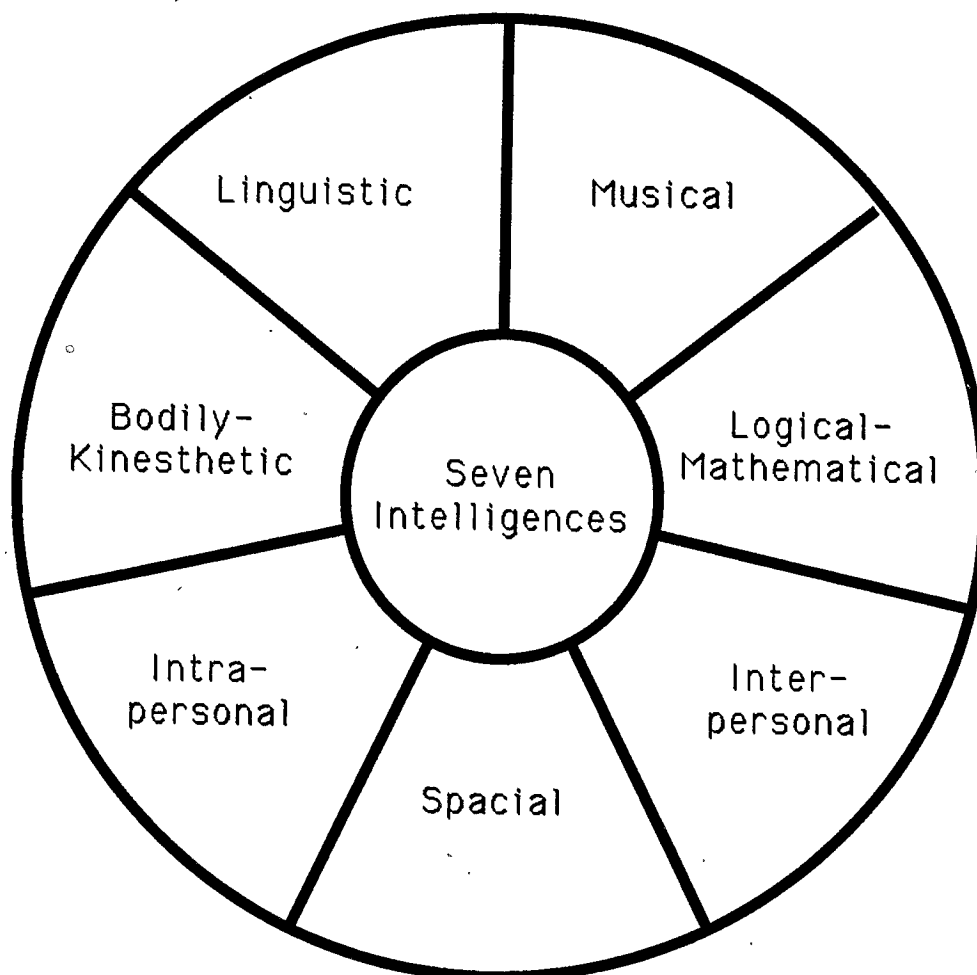
A description of use of the body as a form of intelligence may at first jar. There has been a radical disjunction in our recent cultural tradition between the activities of reasoning, on the one hand, and the activities of the manifestly physical part of our nature, as epitomised by our bodies, on the other. This divorce between the 'mental' and the 'physical' has not infrequently been coupled with a notion that what we do with our bodies is somehow less privileged, less special, than those problem-solving routines carried out through the use of language, logic, or some other relatively abstract symbolic system. It is worthy to note that psychologists in recent years have discerned and stressed a close link between the use of the body and the deployment of other cognitive powers.

INTRAPERSONAL INTELLIGENCE

Intrapersonal intelligence has to do with the development of personal knowledge, the internal aspects of a person. The core capacity here is access to one's own feeling life - one's range of affects or emotions: the capacity instantly to make discriminations among these feelings, and, eventually to label them, give them symbolic codes, and to draw upon them as a means of understanding and guiding one's behavior. In its primitive form, the intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain. At its most advanced level, it allows one to detect and to symbolise complex and highly differentiated sets of feelings.

INTERPERSONAL INTELLIGENCE

The other personal intelligence turns outward, to other individuals. Interpersonal intelligence has to do with our relations to other persons. The core capacity here is the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions. Examined in its most elementary form, the interpersonal intelligence entails the capacity of the young child to discriminate among the individuals around him and to detect their various moods. In an advanced form, interpersonal knowledge permits a skilled adult to read the intentions and desires - even when these have been hidden - of many other individuals and to act upon this knowledge.



CORNING Inc. - A CASE STUDY-Jack Gordon

When lifelong learning advocates want to make their point, they look to an organisation like Corning Inc., formerly Corning Glass Works. If you're searching for a prototypical old-guard American company shaken to its roots by the winds of change, this is it.

Several years ago, the executives at corporate headquarters in Corning, NY, awoke to find that "Japanese companies were beating our brains out in markets we'd dominated for decades," says Joel Ramich, corporate manager for quality.

In 1983, Corning embarked on a total-quality campaign - what Ramich describes as a "modified Phil Crosby approach." The goal: Corning will meet every customer's requirements 100 percent of the time. The strategy: dramatic improvements in *everything*.

This involves sweeping changes in processes, philosophies and culture. For example, Ramich says, the company used to think of productivity in terms of standard cost-accounting systems. "If the standard selection rate (i.e., the percentage of defect-free products emerging from a production process) was 85 percent, and we hit 85 percent, that was great. We had no conception of continuous improvement as the most cost-effective way to go. We figured if we got the rate to 99 percent, we'd lose money. We were dead wrong."

How do you accomplish fundamental change in an organisation? Until quite recently, the answer was widely thought to lie in ever-increasing quantities of "state-of-the-art" technology. "But General Motors showed us by pouring billions down the tube with its Saturn plant that technological solutions aren't the answer," Ramich says. "People are."

So how do you use people to change organisations? "You can try fear or something else," Ramich says. "We chose education, education for everyone from the chairman to the floor sweepers." The company launched its own quality institute - in effect, a corporate college - which developed two- and three-day courses on the "four principles and 10 actions" upon which its total-quality campaign is based. More than 26,000 employees went through the courses.

Less than a year into this massive training effort, however, Corning decided it wasn't enough. "We realised we were only giving them information about what we wanted them to do," Ramich says. "We were just doing awareness training." The entire

corporation had been broken into about 150 quality-improvement teams, each responsible for making continuous improvements in its area. But while Corning had organised people into problem-solving teams, "we hadn't equipped them with problem-solving skills or meeting skills," Ramich says.

That line of thought led to Phase II of the training effort: mandatory, companywide courses in problem solving and decision making, communication and group dynamics, and statistics (for statistical process control).

The changes in organisational structure keep evolving, as do the demands on the workers. Employees may serve on permanent teams, similar to quality circles, as well as corrective action teams (CATS) that form to attack a specific problem, and dissolve once the problem is solved. Some factories have autonomous work teams. A recently opened plant in Blacksburg, Virginia, which makes components used in catalytic converters, has only three levels of management; it is essentially run by teams of workers, Ramich says.

The point of it all is to get every last person in the corporation thinking - and thinking effectively - about how Corning can get better at doing everything it does. Last year, Corning received 17,000 suggestions from its teams - and acted on 8,500 of them. Workers are asked to take on more and more re-

sponsibility, to understand in greater depth the processes by which the company operates, so that they can figure out ways to improve those processes.

"We've asked people to learn things we couldn't have imag-

ined asking from them five years ago," Ramich says. "We've unleashed talents and abilities we never tapped into before." "Today", he says, "average workers must expect as a matter of routine that they will be called into a meeting where their ideas will be solicited. A worker may even be asked to lead a team charged with improving some process".

Lest anyone miss the point that continuous education is the engine that pulls the train of continuous improvement. Corning set another goal in 1986. By 1991, 5 percent of all hours spent at work by all Corning employees (collectively) will be spent in training. Ramich figures the company average now is about 3.5 percent. Prior to 1983 it was less than 1 percent.

The argument for this kind of emphasis to continue is that the sorts of changes confronting us now won't subside in five years. The grinding shocks

"So how do you use people to change organisations? You can try fear or something else. We chose education, education from the chairman to the floor sweepers."

will keep coming, on and on, faster and faster, forever and ever - or at least for the foreseeable future. As George Washington University professor Peter Vaill neatly phrased it in his book, Managing as a Performing Art, we are in "permanent white water," with no placid pool in sight downriver.

But if life is changing that fast, is anything permanent, including white water? No doubt technology will keep advancing, but that doesn't seem to be our biggest training challenge anyway. What about the rest of it? Won't there come a time, not all that distant, when the organisations now flattening will be as flat as they're going to get? When all the decision-making authority that *will* be pushed down *has* been? When we have recovered our equilibrium vis-a-vis the Japanese?

Will the sort of upheavals we've seen in the '80's really go on indefinitely? What about Corning? Why must we conceive of the training occurring there now as permanent? Doesn't it relate more to a phase the company is going through? Granting that people unused to solving problems and working in teams must be taught to do so, how many times do they need to be taught? After you've taught them problem solving and communication and statistics, then what?

Ramich fields such questions with ease. "Continuous improvement means exactly that", he says. Corning's quality drive has already branched out in new directions. For instance, the idea of satisfying customer requirements 100 percent of the time implies not just product quality but service. Fundamental questions have arisen about what Corning's customers mean by "good service." CAT teams have been ordered to find out. To do so, they need some training.

Another branch leads to "process management": an attempt to structure and manage the various things the organisation does according to the needs of its processes (customer billing, for example) rather than the needs of various functions or departments. Billing is conceived not just as something the accounting department does, but as a process that involves the sales department and other functions as well. "Here's a case", Ramich says, "where you have to teach people to conceptualise processes in a whole new way before you can even begin trying to improve the processes, which will mean more training...There's no end in sight".

QUANTITY OR QUALITY?

But here's a tougher question. What are the implications of that goal stating that 5 percent of all working hours at Corning will be spent in training? What does it suggest about the assumptions that

drive employer-sponsored education?

This is a question that does concern Ramich, though he rejects those implications. "I'm from the school that says training is an important but limited resource," he says. "I've always been big on defining needs and being sure you're focusing on the right needs. But I don't see an inconsistency (with the 5-percent goal). Maybe we're just defining the need a little more broadly...Prevention, anticipation and planning suggest future needs, and we're training against those needs."

"Think of training, education and development in Leonard Madler's terms", Ramich suggests. "Training" is a low-risk, quick-return investment aimed at meeting immediate, pressing needs for new skills. "Education" is medium-risk, with a medium-range return. You don't expect to see specific, dramatic results as soon as the employee returns to the job. "Development" is a higher-risk investment you make in an employee with the expectation that it will pay off further down the road in important, but not specifically defined ways. Traditionally, Ramich says, "education and development have been mostly reserved for managers. Corning is just opening the doors to its workers".

Still, he is not blind to the dangers of a quota system. Fast-changing world or not, there are times when people simply aren't confronted by a compelling need to rush out and learn something. "There is a potential for abuse," Ramich admits. "We've got a few people already who are unable to find appropriate training to meet the 5-percent goal and are sort of casting around for something." In those cases, he says, course-selection criteria quickly start to revolve around issues such as whether the course sounds like fun, whether it is offered in a convenient or attractive place, and so on.

How continuous ought continuous education get?

Ramich says he doesn't know if Corning will - or should - maintain a fixed training quota after the 1991 goal is met. The quota was conceived, he says, "mainly as a vehicle we used to bring about the total-quality culture change. We felt that a bold statement and a commitment to a five-year target would allow people to see the sort of commitment to training we felt was necessary to achieve total quality. . . . The gamble is worth the potential for some misuse and a few inefficiencies that might result."

METHOD - LEARNING STYLES

"We now have the task of discovering and implementing forms of education, evocation and training that empower and elicit the tremendous potentials in these variations for thinking, feeling, sensing, learning, knowing - both within and among us. This is a necessity of the planetary culture".
Jean Houston, The Possible Human

To truly become a learning organisation means that the discovery process is infused into every dimension of the organisation's life, as learning in this manner enables real commitment for implementation of the learnings thereby gained. Individuals learn in different ways, predominantly through different senses, media, activities and experiences.

The Learning Style Profile Norms for the Learning Style Inventory (copyright 1976 by David A. Kolb), establishes one's prominent learning style pattern through a survey of nine sets of descriptions of how you learn best, to be ranked in order of preference. This is based on four preferences: 1) concrete experience - sensing and feeling; 2) reflective observation - watching, 3) active experimentation - doing, and 4) abstract conceptualisation - thinking. The scores are then plotted on a quadrant. A description of the four learning types is as follows (Excel, Inc. 1984).

TYPE ONE LEARNERS Perceive information concretely and process it reflectively. They integrate experience with the Self. They learn by listening and sharing ideas, are imaginative thinkers who believe in their own experience. They excel in viewing direct experience from many perspectives, value insight thinking and work for harmony. They need to be personally involved, are interested in people and culture. They are thoughtful people who enjoy observing others. They absorb reality and seem to take in the atmosphere almost like osmosis. They seek clarity, meaning and commitment. **As leaders they:** Thrive on developing good ideas and tackling problems, first by reflecting alone and then brainstorming with staff. They exercise authority with trust and participation, work for organisational solidarity, and need staff who are supportive and who share their sense of mission. **As teachers they:** Facilitate individual growth and help people become more self aware. They believe curricula should enhance one's ability to be authentic, see knowledge as enhancing personal insights, and encourage authenticity. They like discussions, group work and require realistic feedback about feelings. They are caring people who seek to engage their students in cooperative efforts, are aware of social forces affecting human development, and are able to focus on meaningful goals. They may become fearful under pressure and sometimes lack daring.

STRENGTH:	Innovation and ideas
FUNCTION BY:	Value clarification
GOALS:	To be involved in important issues and to bring harmony
CAREERS:	Counseling, personnel work, teaching, organisational development, humanities and social services.
FAVORITE QUESTION:	Why?

TYPE TWO LEARNERS Perceive information abstractly and process it reflectively. They form theory and concepts by integrating their observations into what is known and seek continuity. They need to know what the experts think and learn by thinking through ideas. They value sequential thinking and need details. They critique information and collect data, are thorough and industrious. They will re-examine the facts if situations perplex them. They enjoy traditional classrooms; schools are made for them. They are more interested in ideas than in people. They maximise certainty and are uncomfortable with subjective judgments. They seek attainment and personal effectiveness. **As leaders they:** Thrive on assimilating disparate facts into coherent theories, tackle problems with rationality and logic, and lead by principles and procedures. They exercise authority with assertive persuasion and by knowing the facts, and work to enhance their organisation as an embodiment of tradition and prestige. They need staff who are well organised, well put things down on paper, and follow through on agreed decisions. **As teachers they:** Transmit knowledge and try to be as accurate and knowledgeable as possible. They believe curricula should further understanding of significant information and should be presented systematically. They see knowledge as deepening comprehension. They encourage outstanding students, like facts and details, organisational and sequential thinking. They are traditional teachers who seek to imbue a love of precise knowledge and believe in the rational use of authority. They may have a dominating attitude that tends to discourage creativity.

STRENGTH:	Creating concepts and models
FUNCTION BY:	Thinking things through
GOALS:	Intellectual recognition
CAREERS:	Natural science, math, research and planning departments
FAVORITE QUESTION:	What?

TYPE THREE LEARNERS Perceive information abstractly and process it actively. They integrate theory and practice, learn by testing theories and applying common sense. They are pragmatists; they believe if it works, use it. They are down-to-earth problem solvers who resent being given answers. They do not stand on ceremony, but get right to the point. They have a limited tolerance for fuzzy ideas. They value strategic thinking, are skills oriented, like to experiment and tinker with things. They need to know how things work. They edit reality and cut right to the heart of things. Sometimes they seem bossy and impersonal. They seek utility and results. **As leaders they:** Thrive on plans and time lines, tackle problems by making unilateral decisions, lead by personal forcefulness, inspire quality, and exercise authority by reward/punishment (the fewer the rules, the better, but enforce them). They work hard to make their organisation productive and solvent and need staff who are task oriented and move quickly. **As teachers they:** Ensure productivity and competence, give students the skills they will need in life, and believe curricula should be geared to competencies and economic usefulness. They see knowledge as enabling students to be capable of making their own way and encourage practical applications like technical skills and hands-on activities. They are exacting in seeking quality and productivity. They believe the best way is determined scientifically and use measured rewards. They may tend to be inflexible and self-contained and lack teamwork skills.

STRENGTH:	Practical application of ideas
FUNCTION BY:	Factual data garnered from kinesthetic, hands-on experience
GOALS:	To bring their view of the present into line with future security
CAREERS:	Engineers, applied sciences
FAVORITE QUESTION:	How does this work?

TYPE FOUR LEARNERS Perceive information concretely and process it actively. They integrate experience and application, learn by trial and error and are believers in self-discovery. They are enthusiastic about new things, adaptable, and even relish change. They excel when flexibility is needed. They are often able to reach accurate conclusions in the absence of logical justification, are risk takers and are at ease with people. They enrich reality by taking what is and adding to it. They are sometimes seen as manipulative and pushy. They seek to influence. **As leaders they:** Thrive on crisis and challenge and tackle problems by looking for patterns and scanning possibilities. They lead by energising people, exercising authority by holding up visions of what might be, and working hard to enhance their organisation's reputation as a front runner. They need staff who can follow-up and implement details. **As teachers they:** Enable student self-discovery and help people act on their own visions. They believe curricula should be geared to learners' interests and inclinations and see knowledge as necessary for improving the larger society. They encourage experiential learning and like variety in instructional methods. They are dramatic teachers who seek to energise their students, attempt to create new forms, to stimulate life, and are able to draw new boundaries. They may tend to rashness and manipulation.

STRENGTH:	Action, getting things done
FUNCTION BY:	Acting and testing experience
GOALS:	To bring action to ideas
CAREERS:	Marketing, sales, action-oriented managerial jobs, education, social professions
FAVORITE QUESTION:	If?

To know your own preferred style and that of team members, enhances the effectiveness of a flexible learning organisation.

THE DISCOVERY PROCESS

A Zen master invited one of his students over to his house for afternoon tea. They talked for a while and then the time came for tea. The teacher poured the tea into the student's cup. Even after the cup was full, he continued to pour. The cup overflowed and the tea spilled out onto the floor.

Finally, the student said, "Master, you must stop pouring; the tea is overflowing - it's not going into the cup."

The teacher replied, "That's very observant of you. And the same is true with you. If you are to receive any of my teachings, you must first empty out what you have in your mental cup."

A Learning Organisation knows what it knows and does not know. One thing it knows is that some previous wisdom withers in the light of new conditions. One thing it does not know is what it may be welcoming as new wisdom tomorrow. It enters into a dynamic relationship with the future by:

- * Creating a parallel Unlearning Organisation
- * Providing Open Space
- * Modeling Reintegration of an Expanding Context
- * Instituting a Thriving on Chaos Process

CREATING A PARALLEL UNLEARNING ORGANISATION

So often we think only in terms of adding new data, acquiring new skills or expanding processing capacity. Rarely do we recognise the need to "empty the cup".

Unlearning is about examining all assumptions, getting beneath the superficial, seeing with fresh eyes and finding ways to discover the new or potential in a situation.

The assumptions of an organisation are imbedded in its belief and value system. These beliefs shape and sometimes distort perceptions of our external environments and internal relationships. They govern our behaviour. Some are obvious and can be easily examined and adjusted. Unconscious beliefs are less accessible and thereby more resistant to examination. Typically a person or an organisation will go through a great deal of its life with core beliefs essentially unchanged and unchallenged. When core beliefs are found to be untenable, shifts

produce agonizing stress.

What are some of the unchallenged beliefs of business? "The business of business is to make profits." "We have to beat the competition." "Success is having the lion's share of the market." "We have to grow." These are a few examples taught in business schools and held by most business organisations.

What if profits were seen as a result of successful business and not a goal?

What if we essentially ignored the competition and concentrated on providing an unexcelled product-service package to our customers?

What if success were defined by creating new markets in which opportunities are rapidly expanding?

What if an organisation undertook to unlearn "unuseful wisdom" every day in order to allow new useful wisdom to be considered?

PROVIDING OPEN SPACE

A belief system is open to the extent that new data can enter and affect existing beliefs and values. The role of the Explorer is helpful here, one who enters uncharted territory and is intensely aware of what is happening around him. An explorer does not know very much about what to expect in uncharted territory. Therefore he operates with "suspended judgment", allowing the situation and data to enter fully before applying tests of meaning. This is done in a company by continually asking questions and expanding its contexts.

Expanding contexts has to do with the "why" behind a situation. Every situation, by definition,

has a limited context and boundary beyond which matters are ignored. Unless these boundaries are self-conscious, they are invariably too small. For example, operational decisions are

often made with undue reference to short-term time boundaries to the exclusion of longer-term success scenarios.

The Japanese perpetually improve products and processes by encouraging everyone to ask questions about how something can be done better or differently. Whether it is value engineering or an improved procedure or system, everyone sees it as their responsibility to question the assumptions. Everything can be improved upon. Change happens little by little, constantly, producing

What if we essentially ignored the competition and concentrated on providing an unexcelled product-service package to our customers?

gradual evolution into the new.

Another method for providing open space is to constantly bring "new eyes" to view what is going on. "Why do it this way?" becomes not an annoying ignorance, but a way to constantly challenge the prevailing pattern. You may ask your customers to give feedback, even bring in non-experts to ask "naive questions" or get into the field and see things from the users end. For example, Marriott Hotel executives, including the president, shut down the head office one day every year and all go to local units and do front-line jobs. They return and re-examine their operating assumptions as well as look for insight for reimagining their potential services.

The edge teaches you more than the centre. The boundary is where the "unfolding" is taking place while the centre is where stability is created. In an evolving organism, change takes place at the "edge" of its existence where it is encountering the environment.

The edge teaches you more than the centre. The boundary is where the "unfolding" is taking place, while the centre is where stability is created. In an evolving organism, change takes place at the "edge" of its existence where it is encountering the environment. So with an organisation, it finds un-learning happening at the interfaces with its environment. At this point, centre-generated operating procedures and established policies may break down. An organisation which has provided open space for experimentation is prepared to flex to its "boundary learnings" giving expanded freedom to front-line people to be creative, then revising its centre structure as necessary. It may decide to keep policies and procedures to a basic minimum in order to leave the initiative with front-line people, re-imaging "centre people" and structures as support, with top management becoming the ultimate support structure.

MODELING REINTEGRATION OF AN EXPANDED CONTEXT

The learner decides to reopen perception screens, revalue relationships and goals. He draws on past experiences, but agrees to re-examination in exchange for the freedom to experiment with new approaches. When experiments work, the learner regrounds his images and story, reintegrates his stance toward himself, his colleagues, the company, even his nation and the world. Think how rapidly and wildly learning must proceed now in Russia and Eastern Europe with so many barriers down and previously immutable

political forms given up in the blink of an eye as unworkable. Learning is required both in deciding what must be discarded and upon what new foundational thinking building is to be based.

Every member of the organisation can become a constant learner, as well as a facilitator of the discovery process of others, not only of new context and work teams, but also a facilitator of spirit. Every organisation has stories of its beginnings, of its coming through difficulties, of its

overcoming obstacles, perhaps even of its recreating itself when external conditions changed. These stories are a source of power, spirit and energy which can be drawn upon to recreate the organisation again and

again. Learning also includes discarding true, but negative stories from the past which have persisted and serve to prevent discovery of new, more effective ways of being and doing.

In modeling reintegration, leaders are called upon to project a vision worthy of personal and corporate commitment, but further to embody that vision in their own being. Open space within that larger vision needs to be left for others in the organisation to provide their particular creativity and shape. These efforts merge into a discovery-development journey for the organisation and individuals who commit their efforts to it. Really great visions include expanded images of the organisation's unique contribution to a larger society.

When external conditions necessitate a sea change in the organisation, it is sometimes useful for an organisation to recreate its purpose, mission and values

All of us have within us an arranged universe out of which we live, including our beliefs, assumptions, values, prejudices, facts, etc. When disparity grows between our carefully arranged inner universe and our perception of external reality, reflective human beings sense something new is called for, something new is about happen, something new perhaps is "trying to be born." Sometimes, especially if one is open, an "aha" happens, when within our being a new gestalt takes place. We find our context expanded and are able to review relevant assumptions in light of new-found insights. A new screen is then created through which to understand society, the way our organisa-

tion might work, relationships with others, perhaps even a changed focus for our own lives.

These "aha's" can become a regular occurrence. They enhance and fuel the discovery process. An organisation can be structured to produce a stream of aha's. One way is to develop an atmosphere which produces, nurtures, rewards and implements creative new approaches when they arise.

When external conditions necessitate a sea change in the organisation, it is sometimes useful for an organisation to recreate its purpose, mission and values.

INSTITUTING A THRIVING ON CHAOS PROCESS

Though the need for unlearning and re-learning may be accepted, what guides an individual or group into a new context and useful directions? How is it possible to thrive on the chaos accompanying the fast-paced change of today?

Change has within it the means by which to discover creative approaches. Coping is not the intent. It is not thriving in spite of chaos, but actually thriving on chaos, managing one's response to change by discovering new ways to respond, thereby recreating ourselves and our organisations in line with what is viable in a constantly changing environment.

Contradictional analysis is one form of the discovery process useful to organisations in recreating themselves. In contradictional analysis, a missional group first builds a context from trends identified through a review of historical events during the period over which the organisation has developed. It then articulates a practical vision as clearly as it can, looking through the chaos to how the organisation would be if it were functioning in an ideal manner from the point of view of the futuristic perspective of its members. The third step is to name blocks, obstacles, issues and problems which may prevent realisation of the group's

practical vision. These obstacles are clustered intuitively by root cause to reveal "convergence points". In naming these points, the group discovers from its own past and intuited future experience, where power points for strategy lie. Fourthly, after having named contradictions the group agrees are key to the organisation's newly projected future, those

same contradictions are reimagined as windows to the future. The group is able to discover what new approaches and directions will overcome the named contradictions,

which in turn will allow the vision to come into being. The fifth step is to create (discover) tactics, action steps to concretise new directions.

For example, a major Indian company in response to the contradictions concerning quality, profitability and customer responsiveness, revealed a fragmented approach to the customer and in-house groups working in isolation. One new direction was to institute a participatory work culture. They discovered among themselves many ideas for how it might be implemented. Task forces which undertook exploratory actions began to discover in the implementation process what form would be useful for that company. In implementing a new direction, a creative tension is set up between implementation learnings and redefining the contradiction in terms more conducive to effective action.

What makes contradictional analysis effective is that members of a group discover for themselves what they need to do, and further decide how they are going to go about doing it. Facilitators can enable the process by bringing a process within which organisational members interact, decide and create a new accountability system. This is done through follow-up sessions in which task forces report accomplishments, blocks encountered and learnings which are utilised in further implementation.

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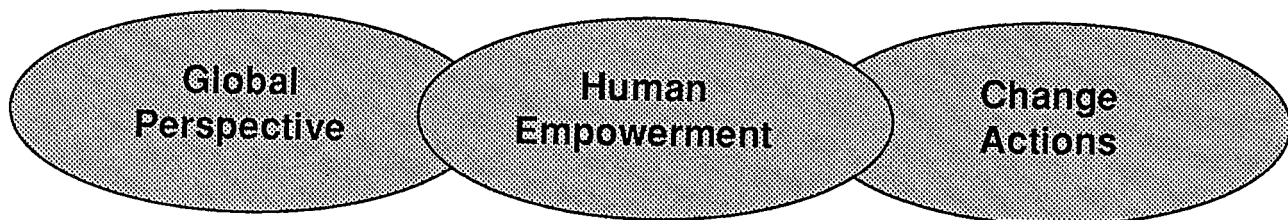
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Pune: 9 Shankarseth Road, Rachel Mahal - 1st Floor, Pune 411 042 INDIA

Calcutta: 3B Ahiripukur, 1st Lane, Calcutta 700 019 INDIA

LENS Services Pvt. Ltd.

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LENS International Malaysia Sdn. Bhd.

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