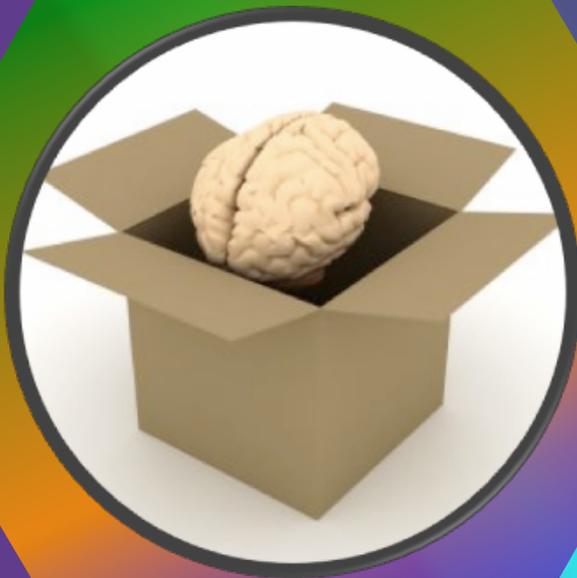




From Training to



Individual and



Facilitating



Systemic Learning

3 Days + 2 Month On-Line Forum

LEARNING ARCHITECTS

Via Action Learning and Action Research

Facilitated by Learning Architects:

Eugene Fernandez - Elysebeth Leigh - Bob Dick

Why this program:

Organisations operate increasingly in a more complex, and dynamic world. Learning is a key capability and core differentiator for organisational success.

Learning and human capability specialists need to:

- Design processes that are both elegant and practical.
- Build capacity to encourage individual learning between people and recognise and build on collective learning.
- Understand and span a number of frames from within it, outside it, as well as the structure that holds it together.
- Enable integral and systemic strategies whereby the rate of organisational learning is greater than the rate of change.
- Build resilient organisations that are agile, respond quickly to the unanticipated and seize opportunities.
- Enable the organisation to become more courageous.
- Better enable reflective thinking and strategic capacity building.
- Take on mindsets that deal with emergence and complexity.

What's involved:

Framework:

Utilising an Action Learning and Action Research framework* the program will draw from the expertise of the facilitators and include an emergent process of co-discovery and co-design where participants and facilitators learn with and through each other. It is our aim to role model what we expect to apply within organisations.

Pre & Post Follow-up

Pre and post follow up discussion with each participant.

The Pre program discussion will help towards identifying personal goals, and prepare for the learning journey ahead. The Post program discussion will provide an opportunity to elaborate on the implementation of the learning objectives and discuss strategies to further embed the learning.

Who should attend:

Directors involved in Training and Education
Learning and Development and Organisational Development Practitioners
Heads of Leadership and Executive Development
Chief Learning Officers
Human Resource Staff with responsibility for Training

Topics and Themes:

Role of a Learning Architect

Learning/Education/Training Theory & Practices

Courageous Leadership & Courageous Organisations

Resilience & Agility

*Action Research Project -
(Work in small groups on a topic of current importance or interest)*

Modes of Learning & Training Interventions

Organisational Development & Dynamics

Neuro-Learning, Reflective Processes & Thinking

Integrative & Systemic Strategies

*Iterative Learning Journey using- DOOR Methodology
(Designing, Operating, Observing & Reflecting)*

* Action Learning and Action Research are collaborative processes of learning and reflecting on what we do. They combine both action and reflection in an iterative process where each informs the other. Action Research goes one step further, it adopts a broader, critical lens that looks at and challenges the conscious and unconscious norms and paradigms we operate under. These learnings and insights are documented and shared with others.

Benefits to the Senior Practitioner [potential attendee]

Every element of this program is designed and constructed to enable you to become a professionally oriented designer of learning environments. You will remain abreast of current research and practices and actively participate in a co-creative journey of learning. Through the Action Research process, of which you will gain expertise, you will research, learn from, and apply strategies that move a significant organisational issue forward. In future, the environments you design will respond flexibly and swiftly to current and potential needs of your employer, participating staff and the clients and environments of which they are all part.

Benefits to the Organisation

The Learning Architects program will: Significantly enable the Learning and Organisational Development function to maximise the capability and potential of its people; provide the frameworks to ensure that learning forms part of an integrated and systemic strategy ensuring that organisational learning is greater than the rate of change; focus on designing and enabling a resilient organisation that is agile, responds quickly to the unanticipated and seizes opportunities.

Benefits to the Decision Maker

If you are a senior executive or CEO you might ask yourself this - what could your employees do to assist you and your organisation to be more effective? For example, suppose your managers exercised more initiative and leadership in the pursuit of your vision. Suppose all employees cooperated more across organisational boundaries. Suppose they learned more effectively from their experience. If they had such capabilities, would that free up your time to be more strategic? Would that amplify your own abilities and experience? The Learning Architects program is designed to achieve such outcomes.

Resilience

Turbulent times

can be times of opportunity. Those organisations that have - ahead of time - developed resilience are best placed to make the most of whatever happens, including the unexpected. Resilient organisations anticipate the likely future. They develop the agility to adjust quickly to what hasn't been anticipated. They learn to absorb shocks that would harm a lesser organisation. They move quickly to recover from setbacks and to seize opportunities. We think you will agree that, in times of change, these are valuable capabilities for all organisations. That's why Resilience is one of the emphases of the Learning Architects program

Integrative Learning

The old adage of

cleaning the fish and throwing it back in the polluted pond holds true for many training interventions. Integrative Learning ensures that you prepare the environs and clean the pond for the fish to flourish and grow within it. Integrative Learning sees the organisation as a living organism, where each function and aspect is part of a whole, each influences and is influenced by the other. Integrative organisations work effectively and thrive with complexity, chaos and change. That's why Integrative Learning is one of the emphases of the Learning Architects program

Courageous Learning

It is not enough

to know something. Taking action on what you know often means taking risks which in turn requires calculating the benefits of doing so. Preparation, practice, rehearsal and analysis are all component parts of Courageous Learning. Courageous Learning involves identifying the risks of making the change, weighing the benefits, planning and attending to the rehearsal time required to ensure that the risks are moderated. Courageous Learning is one of the emphases of the Learning Architects program

LEARNING ARCHITECTS



Bob Dick

Bob Dick is an independent scholar, an occasional academic, a consultant and facilitator in the fields of participative community and organisational change, and a concerned citizen.

For the past 40 years he has helped people (and himself) improve their own performance and satisfaction, and that of their organisations and communities.

As educator, consultant and facilitator, Bob has used action research, action learning and participative methods in communities, organisations and university classrooms. In his work Bob draws theories and processes from a variety of fields, including social psychology, systems thinking, complexity theory, and others. His methods are experiential and engaging.

Bob has published a number of books on facilitation, change, conflict management, participatory methods and values.

His experience spans public, private and various non-government organisations. Much of his current work has involved the use of action learning programs to bring about organisational change, leadership development, and the enhancement of organisational resilience.



Eugene has extensive experience in the application of action research/learning within organisations. His current research focuses on assisting senior managers in developing and implementing deeper thinking and reflection processes to deal with complexity, uncertainty and change.

His clients have included organisations in sectors as varied as: Communications Financial services, FMCG, Health, Insurance, IT, Media, Pharmaceutical, Research, Social Advocacy, Travel, and Government organisations Internationally.

Over 4000 managers have actively participated in his developmental interventions.



Dr Elysabeth Leigh

EdD, M Ed, BA, Dip Ed, G.D.E. FRSA

Elysabeth is both an academic and a business professional, now working as an independent consultant in education. Her expertise lies in assisting organisations to design and use simulations for learning, improving communication skills and strategies to enhance the interdependence of managers, teams and work units. She designs and leads development programs using workplace based action learning projects. These focus attention on taking action to find, define, analyse and propose suitable ways to resolve troubling problems.

By doing so participants learn more about their own strengths and capabilities, contribute directly to bottom line benefits and build expertise as solution finders.

Elysabeth is a well respected author in Simulations and Learning, she has published three books, with another three due for publication. She is both a keynote presenter at international conferences and heads up committees, hosting conferences and workshops in simulation and learning in Europe, Russia, The Middle-East and Australia-Asia.

Eugene Fernandez. EdD (in progress)

MPhil (Dist), Dip Bus, Dip T&A, FIMCA, MAICD

Has over 25 years experience spanning various roles, including: Managing Director of Metanoa, Program Director for Melbourne Business School and Australian Graduate School of Management, Associate of Macquarie Graduate School of Management and various Management roles in OD and Diversity. He also lectured in Masters programs on Change and OD at The University of Sydney Business School

Eugene's specific expertise lies in integrating strategy, systems thinking, organisational dynamics and leadership, enabling interventions that include a whole organisation framework resulting in deeper and more sustainable learning and growth.



Registration Form and Tax Invoice

Learning Architects

Attendee Information:

Preferred name (First name) _____ Surname (Family or second name) _____
Position _____
Organisation _____
Postal address _____ Postcode _____
Tel _____ Fax _____
Email _____

Terms and conditions:

Program fees are due and payable on receipt of the application. Payment methods are detailed below. Programs are frequently oversubscribed and places can be guaranteed only on receipt of payment. As Metanoa incurs substantial administrative costs prior to the commencement of a program, the following policy applies to variations in enrollment to the program. Please note that variations must be notified in writing. The participant also agrees to follow the rules and regulations of the conference venue.

Substitutions, Deferrals and Withdrawals:

Notification

Prior to Commencement	One to Four weeks	Within One week
Substitutions	No Administration Charge	Substitution - 20% Charge
Deferrals	\$ 900 Administration Charge	50% Credited, 50% Forfeited
Withdrawals	50% Refund 50% Forfeited	No Refund

Acceptance of terms and conditions (to be signed by the person authorising payment)

I understand and agree to the above terms and conditions. Upon acceptance of this application, I/my organisation will become liable for the program fee and will be bound by the terms and conditions.

Signature _____ Date _____
Preferred name (First name) _____ Surname (Family or second name) _____
Position _____
Organisation _____
Postal address _____ Postcode _____
Tel () _____ Fax () _____
Email _____

Payment Details:

Program fees = AUD\$3,300 + GST = AUD = \$3630.00 or \$3000 + GST = AUD \$3300.00 per person for two or more participants from the one organisation. Includes all program materials, lunch, morning and afternoon refreshments.

Early bird \$2800.00 + GST = AUD \$3080.00.

Three (3) days plus 2 month on-line forum

The program will be held at (To be advised)

Cheque enclosed (payable to Metanoa)

Electronic Funds Transfer from bank account to:

A/C Name: Metanoa

Bank: Commonwealth Bank Rockdale, NSW, Australia 2207.

BSB: 062-235

Acc: 1023-2627

Send this form:

Please send this form via:

fax: 61 2 9588 9181

post: PO Box 353 Bexley, NSW, Australia 2207

email (scan first): wendy.metanoa@bigpond.com

If you have any questions, please contact:

Eugene Fernandez 0423 669 531

eugene.metanoa@bigpond.com

or

Wendy Short- 61 2 9553 4141

wendy.metanoa@bigpond.com

Privacy Clause: Your registration information is being collected for the purposes of processing your registration or enquiry. It will also be added to the Metanoa database to keep you informed of other events and information.