



Discovery^{Insights®}

Learning Library

Understanding Your Learning Style

Transforming Individuals

**Learning
Guide**

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Objectives

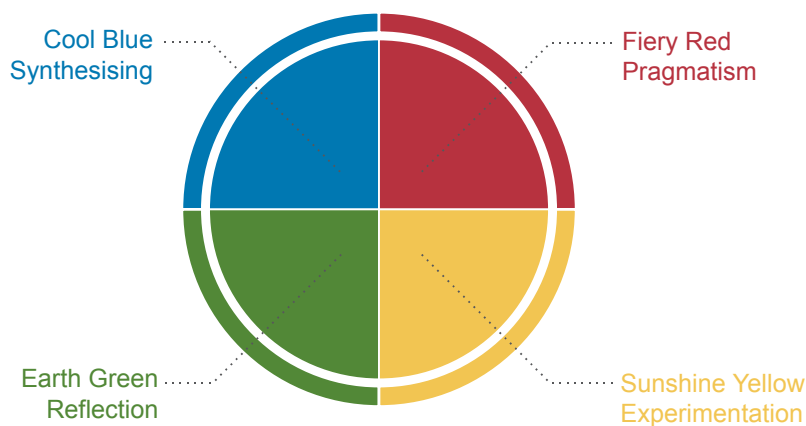
- To understand your preferred learning style
- To explore how to balance your learning needs against your preferred learning style
- To explore how you can “learn to learn” so as to accelerate your learning

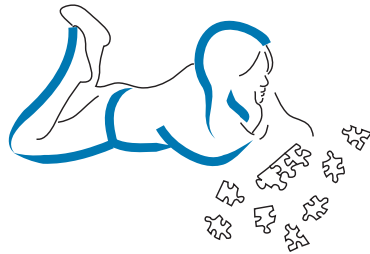
Overview

Experts in the field of learning such as David Kolb and Peter Senge have stated that most people don't actually know how to learn or they have a lack of awareness of the learning process. Traditional educational institutions have often only catered to certain learning styles. The recent awareness of learning styles in education and training, combined with today's expanding technology, is making many new and varied formats of learning experience possible. Which one is right for you?

Your preferred learning style and the environments or media you find most comfortable for learning is a function of your personality type. In this Learning Guide you will look at your learning preferences. Learning models will be explored, models that when fully applied will have you challenging your paradigms or mental models as part of your learning experiences.

Refer to the descriptions below, based on your colour energy preference.





Cool Blue Synthesising

Learning through abstract conceptualisation, thoughtful observation and analysis. Preferring to learn through use of inductive reasoning and the creation of theoretical models.

Earth Green Reflection

Learning through gathering information by experience, and then processing it reflectively. Preferring to uncover insights through investigating, pondering and reflecting.



Sunshine Yellow Experimentation

Having a “hands on” approach and enjoying participating in learning with others. Preferring to have concrete experiences that allow for active experimentation.

Fiery Red Pragmatism

Learning through the practical application of concepts and theories. Preferring to experiment with new ideas to find ways to make them work in the “real world”.



In this Learning Guide you will explore how to apply the following models to accelerate your learning: –

- Your unique Insights Learning Style – based on the Insights evaluator you completed
- Chris Argyris’s concepts of single-loop and double-loop learning
- David Kolb’s Learning Cycle model

As well, this Learning Guide explores the fact that, at times, our preferred learning style is not necessarily the most effective way of learning a new topic or skill. At these times we need to balance our particular learning needs against our preferred learning style.

1. Key Points

1.1 Learning Styles “One size fits all” – Wrong!

In recent years there has been a massive increase in the volume and variety of training resources available to you. For example, five years ago completing this Insights Discovery learning styles Learning Guide over the web was just a dream and ten years ago it was probably inconceivable.

There are many other resources that can support your learning, but how do you know which is best for your needs? How do you know that you're not going to waste your time and money on a learning experience that might not be the best for you?

Contrary to popular opinion, learning methods are not “one size fits all.” There are a number of factors that can affect whether or not a particular experience is right for you. The obvious factors are:

- cost
- the information covered and
- the time available for the training.

However, there is another factor that is equally important:

- your learning style.

As the number of learning modes available increases, you are now able to make your preferred learning style a key factor in your decisions.

What is ‘Learning Style’?

‘Learning style’ is an umbrella term referring to a variety of models and research on how people learn most effectively. When a person understands their learning style, they can then focus their time and energy on learning experiences that fit their style and needs. This increases the effectiveness of the learning and decreases the amount of time spent on the learning experience. It can also increase the enjoyment of the learning experience.

The Insights evaluator helps clarify your learning style preferences so you can also broaden your scope by both fully using your natural learning gifts, while simultaneously strengthening your under-utilised styles.

1.2 Your Four Colour Learning Styles

Based on your Insights Evaluator responses, your conscious colour energy preferences are displayed on the Insights Colour Dynamics page in your Discovery profile. From this information and the description of preferred learning styles (Cool Blue Synthesising, Earth Green Reflection, Sunshine Yellow Experimentation, Fiery Red Pragmatism) complete the following:

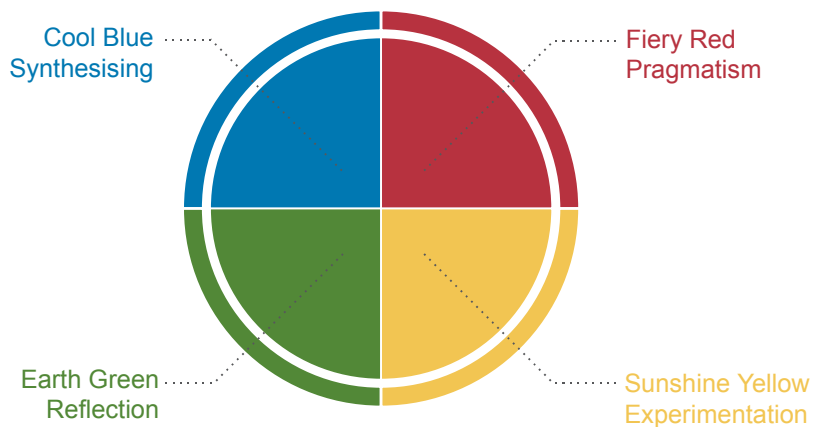
Your preferred learning style _____

Your secondary learning style _____

Your third learning style _____

Your least preferred learning style _____

How do you perceive your preferred learning style?



Cool Blue Synthesising

Cool Blue Synthesising involves thinking about things in detail before taking action. Here we take a thoughtful and detached approach to our learning. We will listen well and prefer to keep a low profile in group learning situations. We will prepare well for a learning experience and maybe be the only people to read pre-course material before an event or later read in full the text we are given at the end of a learning experience!

We like to:

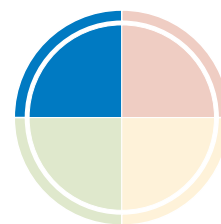
- Listen, analyse and conceptualise in a learning situation
- Be comfortable learning material is supported by quality research and is intellectually sound
- Draw our conclusions and make decisions in our own time
- Use the motto “think first, then speak” – we do not naturally share our thinking process out loud
- Prepare well for learning experiences

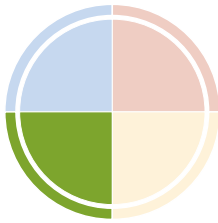
Learning Style

Learning Characteristics	Description
Abstract conceptualisation and thoughtful observation	Strong ability to create theoretical models
• Good at developing theory from observation and analysis • Perceive information abstractly, then process reflectively	Excels in inductive reasoning
	Compares alternatives
	Defines problems
	Establishes criteria
	Does not display emotions during the learning process
	Concerned with abstract concepts more than people

Best conditions for learning:

When presented with sound theories to consider





Earth Green Reflection

Earth Green Reflection involves having experiences and taking time to discern all the learning points. We like to use processes to support our learning and do not need to leap into action or to “the answer”. We will take our learning one step at a time in a systematic way.

We like to:

- Take time to reflect on what we have learnt from our experiences
- Process our learning in a step by step and systematic way
- Have a thought through learning framework in place

Learning Style

Learning Characteristics	Description
Concrete experience and reflective observation	Very open to experience
• Good at reflecting on experience - can “make sense” of learning experiences • Perceive information concretely, then process reflectively	Through reflection, will make imaginative connections and uncover deep insights Good at seeing things from different perspectives and others’ points of view Can view a situation from different angles Recognises problems, without the need to rush to a premature solution Investigates, ponders and reflects Senses opportunities Interested in people Broad cultural interests

Best conditions for learning:

When allowed to observe, gather a wide range of information through concrete experiences and then reflect.

Sunshine Yellow Experimentation

Sunshine Yellow Experimentation involves direct participation and action. When using this style we are enthusiastic about our participation and welcome new experiences with relish. We have little concern for analysing how things have worked in the past. Instead, we see how we can move from the here and now towards a future vision. We are willing to risk and have a go and – prefer to participate with others in the learning experience.

We like to:

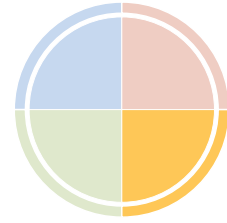
- Have a wide variety of different experiences
- Learn in group situations
- Think on our feet and share our process with the group as it unfolds
- Engage in lively, but short learning experiences
- Initiate exercises and learning ourselves
- To be involved and “enjoy the journey”

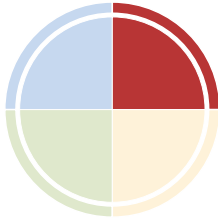
Learning Style

Learning Characteristics	Description
Concrete experience and active experimentation • Good at putting concepts and visions into action to create new experiences • Perceive information concretely, then process actively	Greatest strength is doing things -can see the vision and bring concepts to life Interested in action and results A risk taker Trial and error style Performs well when required to react to immediate circumstances Works best with a clear vision for their learning - supported by objectives Solves problems intuitively, rather than with logic

Best conditions for learning:

When allowed to gain “hands on” experience and learn with others





Fiery Red Pragmatism

Fiery Red Pragmatism involves taking action and seeing how things work in practice. We will experiment with new ideas as long as we can see a practical and down to earth application. We like to organise things in the external world and solve logistical problems. Learning using Fiery Red Pragmatism involves trying out what has been learnt and seeing if it gets the desired result.

We like to:

- engage in “real activities” – not role plays or fantasies
- be able to connect the learning points and activities directly to our work
- focus on the practical in the external world
- use processes and tools that are proven to work in the real world

Learning Style

Learning Characteristics	Description
Abstract conceptualisation, active experimentation and application • Good at taking action on the basis of theory • Perceive information abstractly, then process actively	Good at practical application of ideas Uses deductive reasoning Makes decisions Focuses efforts Does well when there is one answer Evaluates plans Selects from alternatives Does not display emotions during the learning process Can have limited range of interests

Best conditions for learning:

When provided with practical applications of concepts and theories that can be put to immediate use

Note: The Insights Learning Styles have been built on the work of Carl Jung and personality type theory. They have also incorporated the work of David Kolb.

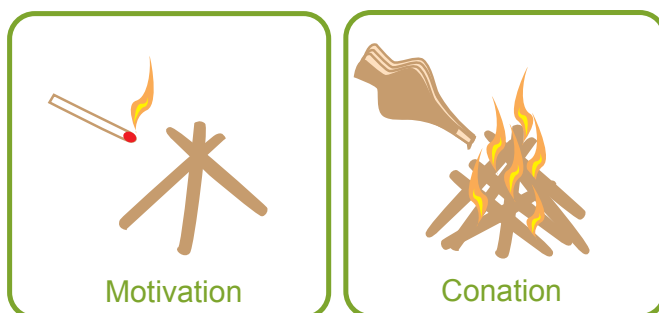
For a deeper understanding of Kolb's learning theory, please see David Kolb (1984) - Experiential learning: Experience as the source of learning and development.

1.3 Motivation and Conation

There is a concept in educational psychology called **‘conation’** and it is best understood in relation to motivation. When you want to learn a new topic, there is some type of motivation either internally or externally that gets you started on the learning path. Although your motivation causes you to start the learning experience, **‘conation’** is the internal sense of striving to complete a goal that enables you to complete and benefit from the learning experience. When a training experience meets your “conative needs”, it keeps you engaged and learning in a way that is appropriate **to you**.

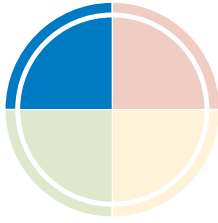
For example, people with a **Sunshine Yellow Experimentation** learning style love to learn in collaborative, social settings where they can talk to the other learners, their instructor and work together with everyone. The type of experience that would best meet their conative needs might be an open workshop with a high degree of collaborative exercises and experiences. On the opposite end of that spectrum are the people with a **Cool Blue Synthesising** learning style that prefer to learn at their own pace and sometimes prefer to learn on their own. An open workshop may not meet their conative needs, but perhaps a self-paced online tutorial would.

Think of motivation as the act of starting a campfire. Motivation is what gets the wood in the right place and gets the fire going. Conation is the act of keeping the fire going by adding wood and ensuring that it is properly stoked and maintained. If conation doesn’t happen, the fire will go out.



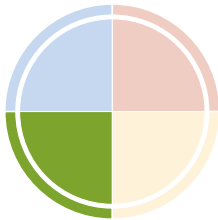
How many training experiences have you had where you were sufficiently motivated to learn a new topic, but because the training didn’t meet your conative needs, your “learning fire” went out?

Take a moment to note these thoughts in your journal and reflect on the experience.



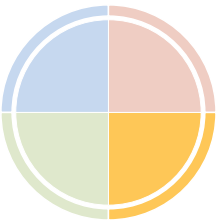
Conation and Cool Blue Synthesising

The Cool Blue Synthesising learning style is about the gathering and process of intellectual data. People using this style prefer trainings that provide data, theory, and research that allow them to come to their own conclusions about the information and what is necessary for them to understand and know. Their learning motto could be described as “Give me the details.” They enjoy learning on their own using reference materials and research for analysis. This style always likes to know the inner workings of a topic, or the “why’s” and “what for’s.” Learning is very much of an intellectual and analytical process for this learning style.



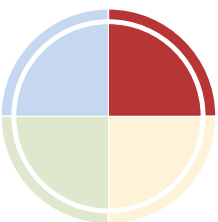
Conation and Earth Green Reflection

The Earth Green Reflection learning style is about the process of reflecting and reviewing. Their preference is that the training be structured and guided. Their learning motto could be described as “Give me time to review.” The Earth Green learning style prefers a training experience that allows them to sit back and observe and absorb the content. Their learning continues to the stage where they will reflect and review the information they’ve taken in and then mentally file it in the appropriate place of relevance. This style tends to prefer the more traditional agenda of learning with an introduction, content, and review.



Conation and Sunshine Yellow Experimentation

The Sunshine Yellow style is about collaborative and interactive learning. Their preference is that the training experience be experiential and social. Their learning motto could be described as “Get me involved.” The Sunshine Yellow learning style really prefers to learn with other people around them to communicate and collaborate with regarding the content and training. This style is very much about the experience. In other words, they learn best by getting into the experience of learning. They like to actually try out the topic being learned and really submerge themselves in the experience of it.



Conation and Fiery Red Pragmatism

The Fiery Red style is really about immediate and practical learning. Their preference is that the training is focused on usable content rather than theory and research. Their learning motto could be described as “Get to the point.” Their desire for step-by-step and actual “how to” information is much higher than their need for any agenda or structure. The Fiery Red style likes to be in control of their learning and hates to be slowed down by what they perceive as irrelevant information.

Conative opposites

Somebody who prefers a Sunshine Yellow learning style may have the most difficulty learning with a very Cool Blue training experience. For example, the Sunshine Yellow style's need for social interaction and collaboration will mean they will not have their conative needs met by a self-paced study book on a particular topic. However, the Cool Blue style will probably not have their needs met by a very collaborative instructor-led training class that includes lots of small group activity and simulation exercises. The same issue is present for the Earth Green and Fiery Red conative preferences.

By understanding your learning style, you can begin to evaluate which types of training experiences are most appropriate for your conative learning needs. The important thing to remember is that everyone can learn with every style, but we are more effective in our learning when the training experience meets our preferred conative needs.

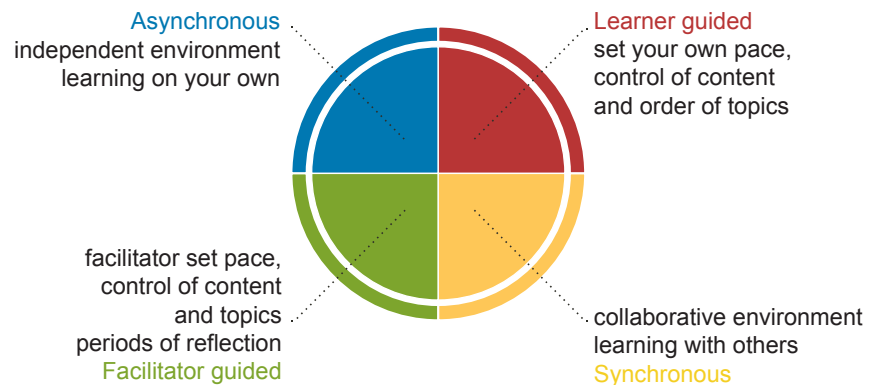
1.4 The Impact of Technology on Learning Styles and Conation

Imagine being in an instructor-led workshop, which is not meeting your conative needs. Although the content is appropriate, the way in which it's delivered is not stoking your fire. Due to our social conditioning, it's not very easy to just get up out of your seat and walk out of the classroom (those of you with Fiery Red Pragmatism as your top learning style may disagree!). Now imagine if that instructor-led experience was a web-based training experience. If a web-based training experience doesn't meet your conative needs, all you have to do is close the web browser it's running in.

When your training choices were limited to print and instructor-led training experiences, conation wasn't a big deal. The lack of available choices forced you to settle for a learning experience that might or might not have met your needs. However, as you are already experiencing with this online Discovery Learning Guide – there are a wide array of options available today you can now choose from a growing diversity of types of training experiences.

1.5 The Insights Axis of Interactivity

The Insights Axis of Interactivity focuses on two axis that address your preference for human interactivity and structure within your learning.



Asynchronous

When using Cool Blue Synthesising to learn we like an independent environment and the possibility of learning on our own.

Learner guided

When we use our Fiery Red Pragmatism to learn we want to guide the pace ourselves. We want to be in control of the content and order of topics that are covered

Synchronous

When we use our Sunshine Yellow Experimentation learning style we prefer collaborative environments where we can learn with others at the same time

Facilitator guided

When we Earth Green Reflection to learn we prefer a Facilitator to guide the pace, content and order of topics that are covered – building in periods of reflection.

The axis going from Cool Blue Synthesising to Sunshine Yellow Experimentation addresses your preference for human interactivity.

The more you see yourself having a Sunshine Yellow learning style, the more you will prefer synchronous learning experiences. The axis going from Fiery Red Pragmatism to Earth Green Reflection addresses your preference for who guides the pace and agenda of your learning experience. If you have more of a Fiery Red learning style you will prefer to work at your own pace and not be slowed down by following some preset agenda. If you have more of an Earth Green learning style you will prefer a learning experiences to be structured and guided in a more formal fashion.

1.6 Personally Reflect on Your Insights Learning Style

ACTION

Now reflect now and ask yourself:

- What experiences kept adding fuel to my “learning fire.”

Jot down your reflections and compare them with your most preferred through to your least preferred learning styles (Cool Blue Synthesising, Earth Green Reflection, Sunshine Yellow Experimentation, Fiery Red Pragmatism) as you listed them in section 3.2

Complete this exercise before continuing.

- What is my preferred conative approach? Write down a few words to describe it.
- What did I learn?
- How did I learn it?
- What was the learning process I went through?
- Which parts of the learning process did I enjoy and which did I find more difficult?
- What aspects of the learning did I put into practice and which I not implemented yet
- What feelings did the learning experience evoke?
- At what point in the learning process did I reflect on my experiences?
- At what point did I make logical sense of the learning experience?
- Was I confused and disorientated at any point in the learning?

ACTION

Compare them with your Insights Learning Styles.

Complete this exercise before continuing.

1.7 Get Feedback From Others on Your Learning Style

Find somebody who knows you well and preferably understands the Insights learning styles. You may wish to consider getting them to complete an Insights evaluator to record their perception of you. Where there are differences between your self-perception and their feedback, this is fruitful ground to explore.

Ask them – “which of the colourful learning styles do you see in me?” See if they too can rank the styles they have observed in you.

1.8 Strengthening Your Approach to Learning

Based on your combination of the four Insights learning styles, here are some suggested ideas for both building on your preferred learning style and strengthening your least preferred style.

These ideas are taken from one page of the comprehensive Insights Discovery Profile that provides a detailed analysis of your whole personality and preferences in all areas of your life. (If you would like to know more about this profile or obtain a comprehensive copy, please contact Insights).

Review the ideas from your Insights Discovery profile. Read about how to support your preferred learning style and about how you can stretch in your learning.

Does this fit with your own self-analysis of your learning experiences?

Which “stretch in learning” suggestions jump out at you? Are you prepared to take this information to heart and incorporate the suggestion(s) in new learning situations?

Ask yourself “With this knowledge – what will I do differently?”

Record these thoughts now in your journal before continuing.

Refer to your
Insights Discovery
Profile

Record your
thoughts in your
journal

1.9 The Eight Insights Learning Styles

Your understanding of your learning style can be deepened when we take the analysis from your Insights evaluator further. The four-quadrant colour preference model is in fact underpinned by eight different learning styles. We all have a unique combination of preferences for each of the eight styles.



Read the Learning Styles page in your Insights Discovery profile. Review your personal reading against each of the eight different learning styles.

Look at the radar graph and bar chart. Ask yourself:

Consider your bars in the Preferred, Comfortable, and Less Comfortable ranges. Does this fit with your own self-analysis of your learning style?

Ask yourself:

- With this knowledge – what will I do differently?
- How could I stretch my learning style?

Record your thoughts
in your journal.

Write down your thoughts in your journal before continuing.

1.10 Balancing Your Preferred Learning Style Vs Your Learning Need

A Definition of Learning

“Learning has occurred if an individual or group has internalised both insights and factual data and is able to apply this knowledge to do something they could not do before”

Learning can occur:

- Formally - Being ‘taught’ through activities such as lectures or through reading books.
- Informally – Through having experiences – this may happen unconsciously or it may be planned.

Many people associate ‘learning’ with the formal building of knowledge and acquiring of information. However, informal learning from experience is also equally important. Both formal and informal learning should be approached in a conscious and deliberate way.

So far we have explored your preferences for learning and your conative needs. However, sometimes satisfying your preference is not enough to meet your learning needs.

Kolb’s Learning Cycle

David Kolb’s Learning Cycle model is based on the idea that, at an individual or group level, in order to learn and change the way we do something, we must first reflect the task or experience, then conceptualise/theorise on the experience and finally implement and make changes to how we do things.

Kolb’s Learning Cycle consists of the following four stages:

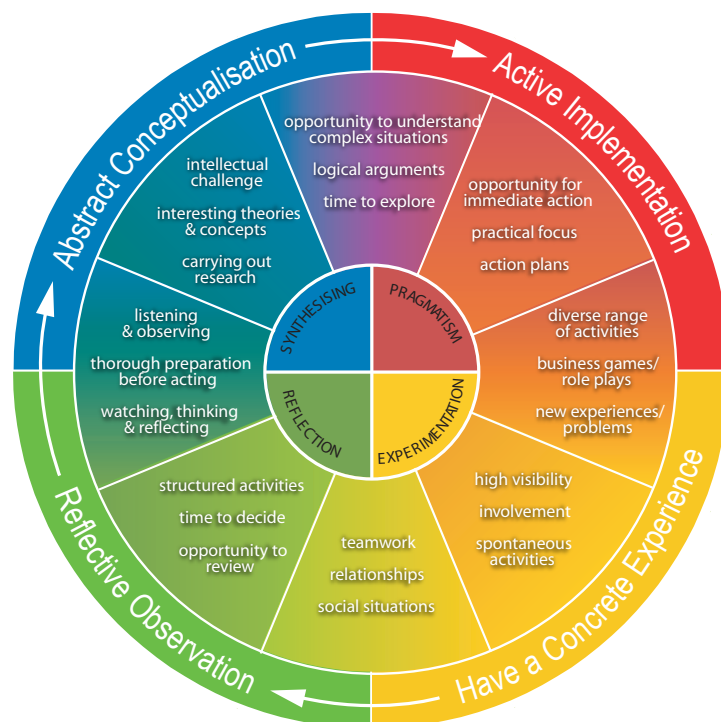
- 1 Concrete Experience** – The first stage is immersing oneself in the “doing” of an assignment or task.
- 2 Reflective Observation** – The second stage is stepping back and reviewing the experience. It involves noting, verbalising and discussing your perceptions - looking for subtle events in the experience.
- 3 Abstract Conceptualisation** – The third stage involves interpreting the events you noted and understanding the relationships between these events. Is it possible to explain or even re-frame the experience?
- 4 Active Implementation** – The fourth phase is about taking the new understanding and applying it to refining how the task could be handled more effectively or about making predictions about next steps.

“You are the weakest
link Goodbye”
– Anne Robinson

In order to learn, we must cycle through all four stages. If we miss any one stage out, our learning will be flawed. In fact, our learning will only be as good as the weakest link in this four-stage process.

1.11 Kolb's Learning Cycle and The Insights Learning Styles

1. Have a Concrete Experience – **immerse yourself in it**
2. Reflective Observation – **what did you notice?**
3. Abstract Conceptualisation – **what does it mean?**
4. Active Implementation – **what will you do differently/change and when?**



1.12 Why systematically Work Round Kolb's Learning Cycle?

Working around Kolb's learning cycle both consciously and deliberately requires focus and a dedication to learning. It also involves getting in touch with all four of your Insights Learning styles and making a conscious effort to use each of them at the appropriate stage.

- Consciously working Kolb's learning cycle will enable you to:
- learn intentionally – so you will know what you have learned
- purposefully pursue learning experiences even in mundane situations
- share with other people what you have learnt and how you learnt it
- reflect on the learning process and improve how you learn for next time
- share this knowledge on the learning process with other people
- transfer this knowledge on the learning process to other areas of your learning

What happens if we indulge in our preferences?

Kolb's four stages are all dependent on each other - no stage is useful by itself. However, many of us have a strong preference for using one particular Insights learning style and another that we systematically use less.

Over using the **Cool Blue Synthesising** learning style results in a need to conceptualise and draw intellectual conclusions without adequate reflection. Conclusions are often drawn too quickly and from a theoretically standpoint (not drawn from the real learning experiences).

Over using the **Earth Green Reflection** learning style can result in avoiding new experiences and avoiding synthesising conclusions until more information is gathered and pondered. At best this result in very slow learning and at worst it stifles potential change.

Over using the **Sunshine Yellow Experimentation** learning style may become “workshop junkies” and continually seek out new experiences. However, having experiences without then reflection or taking action to change means the learning is never consolidated.

Over using the **Fiery Red Pragmatism** learning style results in “quick wins” and “expediciencies” that may prove to be poor solutions in the long run. The most likely stage to bypass here is the review stage.



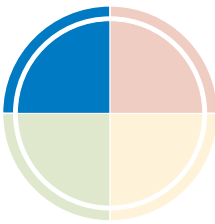
1.13 A Humorous Look at Balancing Your Preferred Learning Style Vs Your Learning Need

Sometimes the topic in front of us that we need to or want to learn is not best learned by our preferred learning style. As an example, learning how to play tennis as a beginner may be aided by reading a book or observing others play (the **Cool Blue Synthesising preference**). However, the most effective way, as a beginner, to learn to play tennis is active instruction by a qualified coach and experimentation through practising on the tennis court (the **Sunshine Yellow Experimentation preference**).

As David Kolb states with his learning cycle model, optimal success in learning is achieved when a person uses all four stages in the cycle. In choosing how to learn a particular topic or skill, we need to consider the best learning mode, not just our preferred learning style.

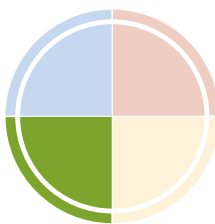
Some colourful examples

Cool Blue Synthesising



- **Example of a Learning Need**
- Somebody with a preference for Cool Blue synthesising wishes to learn how to ice skate.
- **Preferred Learning Style**
- Detached Analysis – by the book “Learning How To Skate” and observe others ice skating
- **Most Applicable Learning Mode**
- Interactive Participation – ask a friend who knows how to ice skate to give you a hand; lace up some skates and get out on the ice

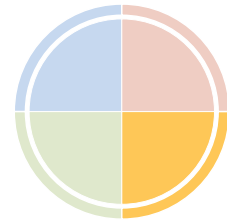
Earth Green Reflection



- **Example of a Learning Need**
- A friend has asked somebody with a preference for Earth Green reflection to watch their 6-month old baby while they make a trip to the market. Guess what – the youngster creates a very dirty diaper that is leaking and needs changing.
- **Preferred Learning Style**
- Considered Reflection – register for a course on “changing diapers”; observe the child’s parent change a diaper and then take some time to reflect on the procedure
- **Most Applicable Learning Mode**
- Practical Action – take immediate action and focus on the task at hand; re-package the child with the new clean diaper as you unpackaged the dirty one (and enjoy the experience)

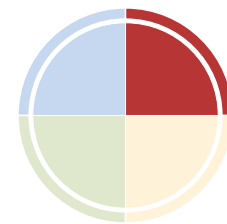
Sunshine Yellow Experimentation

- **Example of a Learning Need**
- Somebody with a preference for Sunshine Yellow Experimentation is instructed to do research on the effectiveness of a newly developed “shark repellent” cream
- **Preferred Learning Style**
- Interactive Participation – Throw on a swim suit, smear on some of the repellent cream, and jump in a pool with a shark
- **Most Applicable Learning Mode**
- Detached analysis – construct an experiment where an inanimate object covered with the repellent cream is introduced into a shark’s environment while observing from a safe distance; repeat with different objects and under different conditions testing and expanding on the theory behind the design of the repellent cream



Fiery Red Pragmatism

- **Example of a Learning Need**
- Somebody with a preference for Fiery Red wishes to acquire an automobile and is uncertain of what type of vehicle will best meet their needs.
- **Preferred Learning Style**
- Practical Action – Call up a local auto dealer and order their best all-purpose, high-end model with a red exterior
- **Most Applicable Learning Mode**
- Considered Reflection – Visit a number of dealers and test drive a number of different vehicles; review the manufacturer’s literature; talk to the salesperson about your particular life style; check the trade press on their views of different vehicles; allow some time to make your decision



1.14 Reviewing Your Lifelong Learning Plan

If you have been working with the Discovery Learning Guide entitled 'Lifelong Learning', you created a six month learning plan for enhancing the development of your personal mastery, self-esteem and relevance. Your work is listed below.

Note: If you have already completed this Learning Guide, now would be a good time to review it. If you have not subscribed for this Learning Guide, you may now wish to do so.

Refer to Discovery Learning Guide 'Lifelong Learning' – section 4.4 of your Insights Discovery Profile.

You also used the Insights G-WAVE process to define a lifelong learning goal for yourself.

Refer to Discovery Learning Guide 'Lifelong Learning' – section 4.7 of your Insights Discovery Profile.

An Exercise

How are you doing at following your plan and moving towards your learning goal? Please refer back through the Learning Models section just presented looking for new ideas to help you achieve your learning goal.

Could there be a personal paradigm or mental model that is hampering your progress?

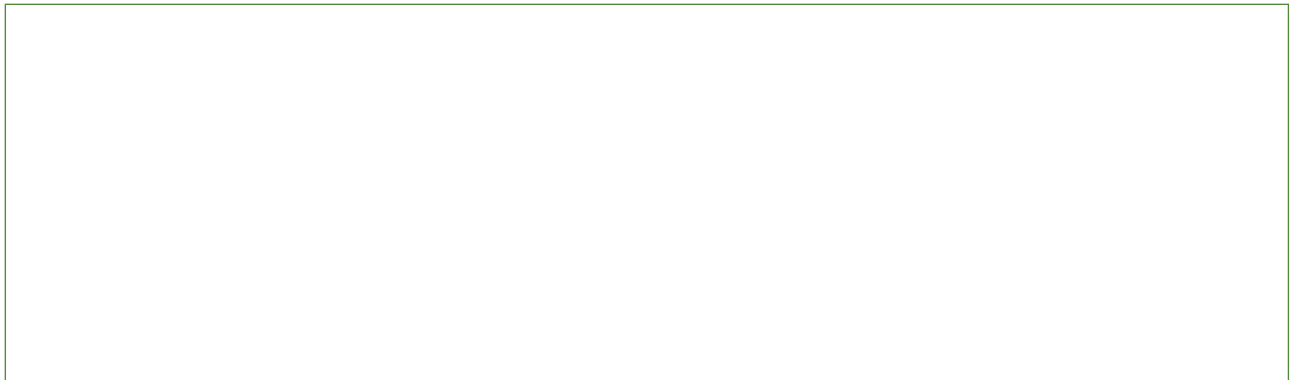
Refer to your Insights
Discovery Profile

Make any notes in
your journal

2. Learning Guide Exercise

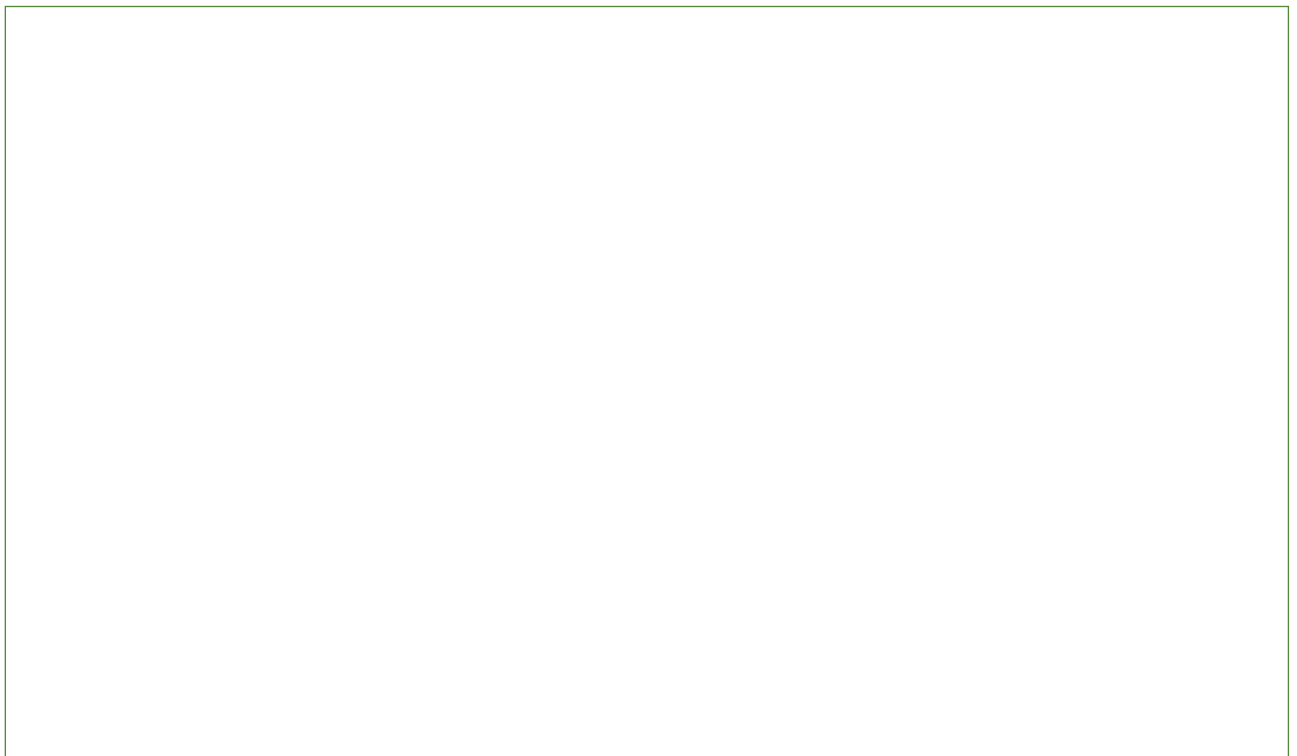
The objective of this Learning Guide has been to provide you with an enhanced understanding of your “learning style”, your preferred mode of learning. It is meant to help you create an environment and learning experiences for optimum personal growth.

2.1 What are The Significant Learnings for You in This Learning Guide?



2.2 What Gives You Emotional Confidence, A Sense Of Fulfilment, and Positive Arousal in A Learning Experience?

Describe your conative learning preferences – the things or experiences that can add fuel to your “learning fire”.



2.3 Describe Your Learning Style in Your Own Words.

What is your preferred mode of learning something new?

2.4 Describe A Personal Experience Where a Non-preferred Learning Style was The Most Effective Way for You to Learn a New Topic or Skill.

What did you learn or what new appreciation did you gain from this experience?

3. Further resources

Argyris, Chris (1992). *On Organisational Learning*. Oxford, Blackwell

This text is aimed at anyone who needs to understand how organisations work, evolve and learn. In this edition, the author discusses topics of late 1990s management research, such as tacit knowledge and management, so reflecting the evolving field of organisational learning. Focusing on learning and organisational politics, the book addresses the key issues of: organisational learning and action science; organisational effectiveness and what inhibits it; organisational development and human resource activities; and usable knowledge and how it is inhibited.

Heron, John (1992). *Feeling and Personhood: Psychology in Another Key*. London, Sage Publications Ltd

Heron, John (1999). *The Complete Facilitator's Handbook*. London, Kogan Page Ltd

This comprehensive guide is designed to provide the key to successful facilitation. Analytical in approach and highly structured, it aims to help facilitators both understand and develop their own personal style of facilitation. Combining a strong theoretical content, including a comprehensive group dynamic theory, with an extensive repertoire for practical action the book provides the essential foundations for building effective facilitative skills that suit both a facilitator's personality and then closely match the situations they encounter.

Kolb, David A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ, Prentice Hall

Rose, Colin (1989). *Accelerated Learning*. Reissue Paperback Edition. Dell Books

Secretan, Lance H.K. (1996). *Reclaiming Higher Ground – Creating Organisations that Inspire the Soul*. 1st Edition. Toronto, Macmillan Canada

A provocative look at adding "heart and soul" to the workplace to counter the growing trends of corporate stress. It aims to help business people at every level combat corporate stress so that the primary goal of business - to make profits - can be accomplished without sacrificing everything else.

Senge, Peter M. (1990). *The Fifth Discipline – The Art & Practice of the Learning Organisation*. 1st Edition. New York, Doubleday

The author defines five business "disciplines" which help to build "learning organisations". These companies will be the successful ones in the coming decade because of their ability to learn, to absorb new ideas, theories and practices at all employee levels and use them to competitive advantage.



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