

MANAGING CHANGE

Change is never very far from any agenda, whether that be personal or corporate. We are never quite content with our performance, levels of courage, confidence or competence ... whether at home, socially or in the workplace. From those ill-fated New Year resolutions to the implementation of the corporate strategic plan, we are challenged by the desire to turn talk into action and sustain it.

As an individual learner, not only is it difficult to make changes to attitudes and behaviours that have often become habitual but perhaps even more of a challenge, to convince others at home or in the workplace that the change we promised, and are now delivering to the best of our ability, is a reality. Perceptions and past experiences die hard.

Understanding the strengths and weaknesses that characterise an individual's Learning Power hold the key to providing the learner with an action agenda. That agenda not only has the authority to lead to sustained change in behaviour and/or performance both on and off the job but also offers a research-validated platform with which to lay the scepticism of others to rest.

Research among more than 100,000 **elli** learners has found that an inability to live up to the promises that they have made to themselves prior to adopting **elli** show six particular characteristics as revealed by their preliminary profiles ...

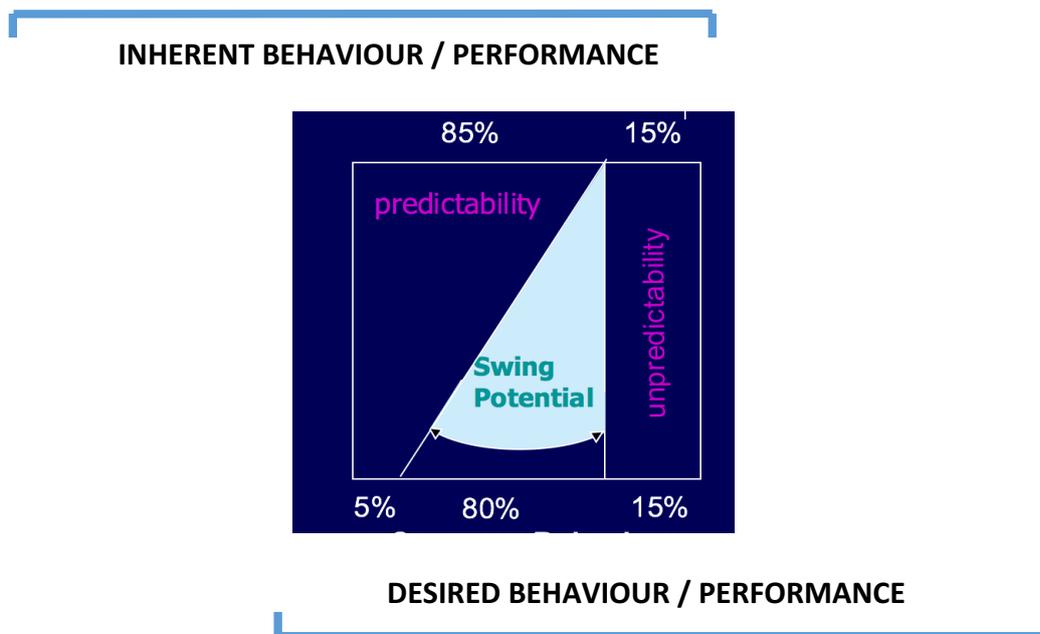
- a passive attitude to learning that dismisses its importance in creating change and denies the learner of the necessary energy and inquisitiveness often manifesting itself in a low score in Critical Curiosity;
- accepting things at face value, not really seeking new knowledge or making sense or use of it once acquired ... often a low score in Meaning Making;
- lack of Strategic Awareness by being preoccupied with the present and thus, making little effort to consider the effects of such as changed circumstances and the influence those changes may have on the way we think and feel;
- having little or no sense of themselves as learners, stuck in a rut of constant failure to improve or down-trodden by regular criticism and lack of encouragement ... Changing and Learning. Here the researchers have looked for the volunteering of anecdotal evidence from participating learners of the manner in which they have used new knowledge and new experiences. A question they often found it hard to answer.

WORKING ALONE? **elli** offers an exhaustive portfolio of Learning Plans that make up a dynamic and compelling curriculum and give you all the help that you need to achieve your goals.

WORKING WITH A MANAGER OR MENTOR? Not only will Learning Plans and suggested curricula offer guidance but also, we provide case histories and change management

methodologies that have a track-record of success in a wide variety of corporate environments.

CREATING CHANGE



Creating Change requires an acceptance of personal predictability and the need to adopt a mind-set that is positively and purposefully committed to adopting different attitudes, behaviours and ways of working. It is strength of purpose, will-power and mind-set that will ultimately enable ELLI’s approach to improving Learning Power to reduce individual predictability. With ELLI’s assistance we have found that it is possible to defeat predictability by up to 80%. Nonetheless, we also have to accept that there will always be elements of predictability and unpredictability in our behaviour and in our performance as we go about our day to day lives. We are all products of our environments and of our genetic make-up.

THE 12 COMMANDMENTS extracted from the evidence gathered by research into the circumstances that have proved most effective in developing Learning Power ...

THEME	APPLICATION FOR THE LEARNER	APPLICATION FOR THE MENTOR
Personal Values and Commitment (found to have the most positive impact on developing Learning Power)	The learner needs to take time out to consider his or her commitment to the task in hand before embarking on their learning journey. Strength of purpose, mind-set and an admission of personal values hold the key to success as a learner, especially when the going gets tough .	Whilst it is ultimately the values and commitment to be found in the learner that will underpin success, the mentor is also making a commitment. Sustained partnership and trust will always require doing what the mentor believes to be in the best interests of the learner.

Relationship Management	Learning opportunities abound throughout our daily lives and when we stumble across new resources it is important to recognise and nurture them.	Those mentors strong in fostering positive interpersonal relationships were found, on the whole, to have the greatest impact on the development of Learning Power
Quality of Dialogue	Learners should not be afraid to find their own words to interpret new information and experiences and use that knowledge to formulate their own ideas.	Learning is a two-way process and whilst listening is important so is the mentor's ability to motivate the learner to question and to engage in dialogue.
Modelling and Imitation	'Imitation may be the greatest form of flattery' but it is frequently helpful to model one's responses on those one admires when challenged by a particularly difficult learning experience or encounter.	Mentors must for ever be aware that they will be used as examples by learners. Perhaps even more important for the mentor is that this is the most important tool he or she has in their weaponry.
Finding a Language of Learning	This is perhaps one of the most widely recognised benefits of ELLI. Names and definitions can be given to the 7 dimensions of Learning Power and with them, a real understanding of who we are as learners. We can identify with our strengths and weaknesses.	The mentor's role here is to add clarity to definition of the dimensions of Learning Power, to add value to the manner in which appropriate terminology is used and to be consistent and constructive in interpretation.
The Learning Environment	The learner must feel secure in his/her environment if he/she is to have the confidence to change a behaviour. It is essential to be able to make mistakes without unnecessary judgement and to be inspired and motivated to conquer them.	Here the mentor can call on all manner of images and resources to provide an upbeat way of working. The mentor can also address procrastination and indecision by allowing quick decision-making that will inevitably lead to mistakes being made but, provided they are remedied quickly, will be found to have no long-term effect.
Understanding Boundaries	This is about knowing when to ask for help and support and when to work through challenges for one's self.	In the mentor's case, when to offer support and when to give the learner the freedom to find answers for themselves.
Self-awareness & Ownership	Simply, the underlying philosophy of ELLI, equipping learners to take responsibility for their learning by knowing how, why, when and how well they learn. Offering them the opportunity to develop their own sense of purpose and direction.	What applies to the learner also applies to the mentor in their partnership role.
Sequencing Information Gathering	When faced with new tasks, new knowledge and new experiences, the learner must take control of their approach. There is no right or wrong answer, it is what suits an individual best.	Information gathering happens through purposeful learning, enquiry, activity and teamwork. Content is not the best organising principle for any mentoring session.

Managing Expectation	Whilst being 'stretched' and accomplishing difficult things is an inspiration in itself, it is important not to be frequently defeated without asking for assistance.	Mentors must be adept at recognising and managing expectation by calling on their creativity to build and execute options.
Recall and Reflection	Quiet reflection is found to deepen self-awareness, cement learning and make it more meaningful.	Mentors must be careful not to be driven by pace and structure as they can readily erode effective learning.
Creativity	Creativity is one of ELLI's 7 dimensions and together with Critical Curiosity, vital attributes for the most successful learners.	Creative mentors are found to devise clever ways of extracting learning out of activities. This is an innate skill but capable of being learned with imaginative problem-solving.