

# LEARNING MODELS AND CHANGE OWNERSHIP

Kym Dickinson & Alan  
Jones

# Adult learning models and change ownership

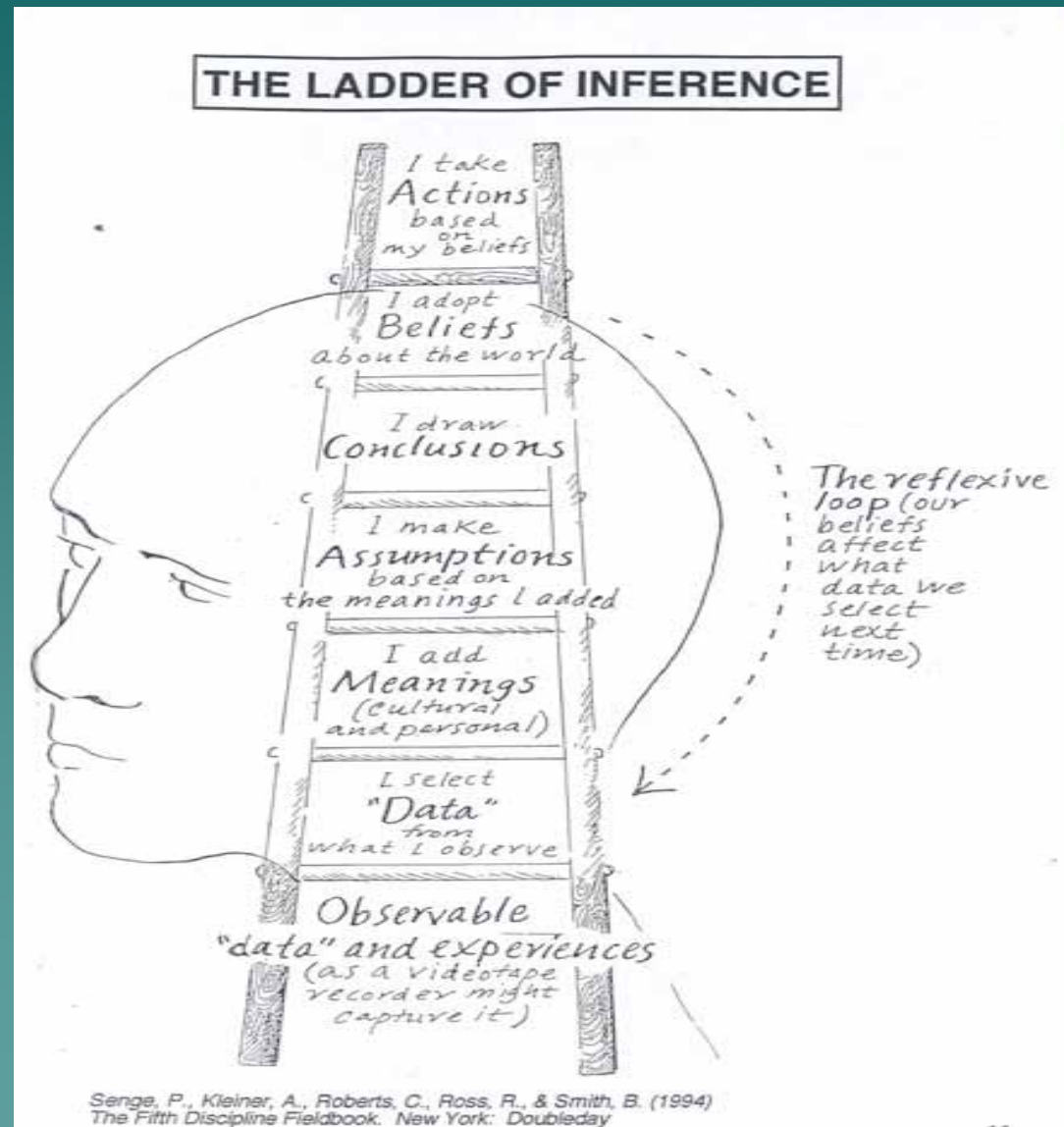
“Learning may be defined as the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action. What we perceive and fail to perceive and what we think and fail to think are powerfully influenced by habits of expectation that constitute our frame of reference, that is, a set of assumptions that structure the way we interpret our experiences.” (Mezirow & Associates 1990 Fostering Critical Reflection in Adulthood, Jossey-Bass Inc)

What does the way I  
notice and pay  
attention to, tell me  
about how I see the  
world?

# Photo Metaphor

In pairs select 1 photo.  
To your partner explain  
what that photo means  
to you – the emotional  
story of the photo not  
the physical description

# The ladder of inference





*Bernie Neville—Learning Schemata*

# How do you look at implementing a change given Neville's model?

- ◆ *Preparation* – how do you prepare the information to maximise the impact of new learning when people are at different stages in their learning and at different stages of readiness to receive that learning?
- ◆ *Incubation* – how do we allow people time to analyse the change and see and test out how it relates to their sense of values and beliefs in order to be meaningful?

# Bernie Neville's Learning Schema

- ◆ *Illumination* – people will get to this stage at different times. How do we provide opportunity and support to give people the opportunity to crystallise and consolidate the new learning so it becomes clear?
- ◆ *Verification* – how do people get the opportunity to confirm the new learning through supported trial & error

## *Single loop learning*



*Using the same operating principle to explain outcome. “...given or chosen goals, values, plans and rules are operationalised rather than questioned.” (Argyris <http://www.infed.org/thinkers/argyris.htm>)*

# Single-loop learning

Learning new skills and capabilities through incremental improvement. This looks at doing something better but without examining or challenging the underlying beliefs and assumptions. (Monaghan, 1999)

# Characteristics of single-loop

- ◆ Win, do not lose
- ◆ Emphasise rationality
- ◆ Control the environment and task
- ◆ Protect self and others
- ◆ Advocate courses of action which discourage inquiry
- ◆ Consequences include: defensive relationships, low freedom of choice, little public testing of ideas (Argyris)

# How do I apply single-loop learning?

- ◆ Single-looped learning is something that we often apply to our own experiences if we do not have someone challenge the paradigm that we are operating from
- ◆ Think of an example of how you apply single-looped learning?

## *Double loop learning*



*The governing variable itself is questioned and subject to critical scrutiny (Argyris ) Questioning the role of the framework – the norms, policies, objectives.*

# Double-loop learning

Reframing – This is the level of process analysis. It occurs by fundamentally reshaping the underlying patterns of our thinking and behaviour to improve our capability e.g. what is the pattern here? This looks at analysing our defensive routines. (Monaghan, 1999)

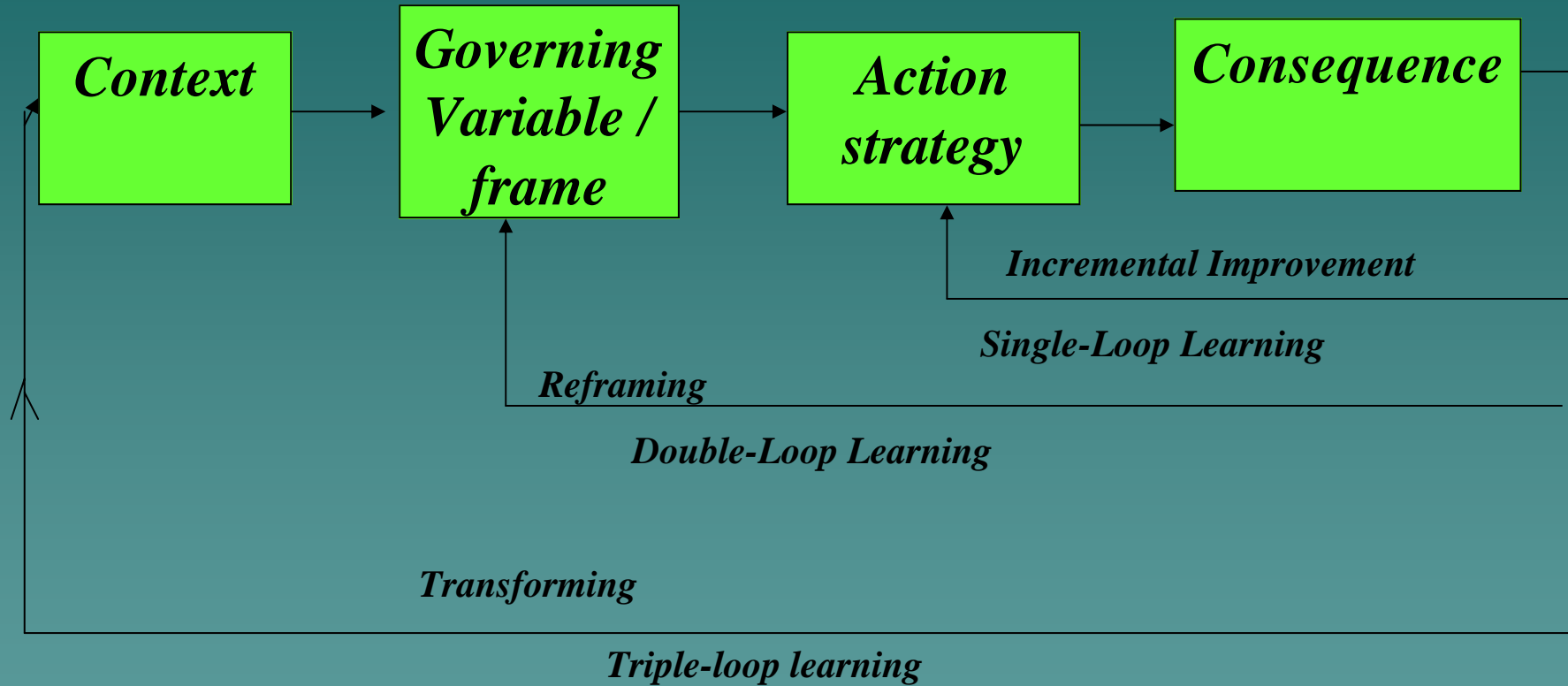
# Characteristics of double-loop

- ◆ Valid information
- ◆ Free and informed choice
- ◆ Sharing control
- ◆ Participation in design and implementation of action
- ◆ Encouraging public testing of action
- ◆ Minimally defensive relationships
- ◆ High freedom of choice (Argyris)

# How do I apply double-loop learning?

- ◆ This is often used when we are seeking to analyse somebody else's behaviour.
- ◆ Think of a time when you have used double-looped learning?

## *Triple loop learning*



*Learning involves transforming who we are by creating a shift about ourselves  
(Monaghan 1999)*

# Transformational learning

“...empowering people to transform who they are and reinvent themselves by helping them to see how their frames of reference, thinking, and behaviour produce unintended consequences. This work involves encouraging people to surface & question the way they have framed their points of view about themselves, others, or their circumstances with the idea of creating a fundamental shift.” (Hargrove, Masterful Coaching, 2002 p. 22)

# Transformational learning

- ◆ An example for me was learning choice theory for the first time. When I integrated the concept that I could not control somebody else's behaviour this transformed how I approached personal frustration with the behaviour of others both in thought and action
- ◆ Think about learning that you have undertaken that has transformed your behaviour and thinking

**WORKING MODEL OF LEVELS OF LEARNING (Peter Howie Model)**  
**Surface (extrinsic)**

		Malcolm Knowles	Paulo Freire	Jack Mezirow Guirgen Habermas	Buddhist	Max Clayton (Cog theory)	Technology
Tertiary	Single Loop	Knowledge & understanding Mental models Ideas Jargon	Transfer	Instrumental Learning	Knowing	Head	Body Lectures Presentation
Secondary	Double loop	Skills Tools Enacting an idea	Translation	Communicative Learning	Doing	Hands	Practice Acting out Role Play
Primary	Triple loop	Attitudes Motivation	Transform (beliefs to be able to make choices – beliefs get larger)	Emancipatory (ability to shift self)	Being	Heart	Reflection Relationships with others

**Deep (intrinsic)**

## WORKING MODEL OF LEVELS OF LEARNING (Peter Howie Model)

### How to implement culture change

Surface (extrinsic)

	Chris Argyris	Malcolm Knowles	Paulo Freire	Jack Mezirow Guirgen Habermas	Buddhist	Max Clayton (Cog theory)	Technology
<b>Tertiary</b>	<b>Single Loop</b> <i>Looking for the solution within the governing variables – incremental learning. Action without examining underlying beliefs &amp; assumptions</i>	<b>Knowledge &amp; understanding Mental models Ideas Jargon</b>	<b>Transfer</b> <i>(Transmitting knowledge from teacher to learner. The learner is an empty vessel to be filled)</i>	<b>Instrumental learning</b> <i>(Task orientated, problem solving – how to do something or how to perform. Reflect upon content or procedures)</i>	<b>Knowing</b>	<b>Head</b>	<b>Body Lectures Presentation</b>
<b>Secondary</b>	<b>Double loop</b> <i>Reframing – Question the governing variables &amp; subject them to critical scrutiny. May lead to alteration governing variables to a shift in how strategies &amp; consequences framed.</i>	<b>Skills Tools Enacting an idea</b>	<b>Translation</b> <i>(Education more interactive between learner &amp; teacher. Teacher attempts to link material to the ability of the learner)</i>	<b>Communicative learning</b> <i>(Understanding the meaning of what others communicate)</i>	<b>Doing</b>	<b>Hands</b>	<b>Practice Trying out / project work Role Play</b>
<b>Primary</b>	<b>Triple loop</b> <i>Transformational learning – creating a shift in the context or view of self. Not only are norms questioned but embedded assumptions of how we think &amp; learn are re-examined. Insight into the nature of the paradigm itself.</i>	<b>Attitudes Motivation</b> <i>(Learning is a change in behaviour as a result of acquisition of knowledge, skills, attitudes. Principles: Need to know Self-concept Prior experience Readiness Orientation Motivation)</i>	<b>Transform (beliefs to be able to make choices – beliefs get larger)</b> <i>The learner is central, purposive, active &amp; involved in organising their life experiences. The learner is reflective. Choice &amp; values are central.</i>	<b>Emancipatory (ability to shift self)</b> <i>(help the learner challenge presuppositions, explore alternative perspectives, transform old ways of understanding, and act on new perspectives).</i>	<b>Being</b>	<b>Heart</b>	<b>Critical reflection on assumptions – writing, dialogue, rational discourse etc</b>

Deep (intrinsic)

# Common themes

- ◆ The learner is central
- ◆ Learning has to have application to life experiences of the learner
- ◆ Primary learning is transformational
- ◆ Learning is reflective
- ◆ Learning is based on values and beliefs

Dilts model for organisational change. Change occurs as: self develops (personal), relationships develop (relational), organisations develop (organisational). The higher level we work at, the stronger the shift in the system. To make fundamental change, we need to go to the highest level & make a paradigm shift



# Learnings / assumptions / implementation principles (1)

## *In groups brainstorm*

- A) Reflect on a change management process that you have tried to undertake in the past. How did the process you utilised relate to the principles of adult learning & change?
- B) What could you have done using the model to value add to the process that you utilised?

# Learnings / assumptions / implementation principles (2)

- C) Think about a change you wish to implement in the future. Think about how you will implement this given the principles outlined in this workshop
- D) Think about how you can move staff through developmental stages of learning (caution – this may not be possible with some at the primary stage and the task may become how to work in a collaborative fashion with their values or world view).

# Learnings / assumptions / implementation principles

Outline how you would plan to implement / utilise this process as a result of having an understanding of the deep learning model with staff.