Communities of Learning:

Communities of Practice

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43rd Annual National Conference
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This year the National Conference of ALA celebrates its forty third anniversary of serving as a forum for practitioners and researchers to discuss aspects of adult education and learning. During the past 40 plus years, speakers and participants have shared their understandings of the relationship between learning and life.

This volume of conference proceedings contains more than 30 papers that address the many issues suggested by our theme — 'Communities of Learning: Communities of Practice'. These issues include aspects of learning in the family, learning at work and learning in the community. Additionally, there are two cross cutting aspects, that of indigenous adult learning and learning and the older adult.

The Conference Committee hopes that the presentations and the opportunities available for more interpersonal exchanges over the next few days will be of value to you. Moreover, we hope that this conference will once again reflect ALA's long standing goal to help achieve a more just and humane world in the context of lifelong learning.

Adult Learning Australia wishes to thank those organisations which have supported this year's conference — ANTA, UTS, OVAL Research Centre, the Aboriginal and Torres Strait Islander Program, Sydney Mechanics' School of Arts, Sydney Community College and WEA-Sydney. They are all long time supporters of the Association and adult learning more generally. We also wish to thank those conscientious professionals who readily and unselfishly agreed to review the papers offered for inclusion in this volume. To them adult education, as a field of study, owes a great debt.

Finally, a thank you to you — the presenters and participants in the Conference.

Roger Morris
On behalf of the Conference Planning Committee

Critical Requirements for Changing Corporate Training Departments toward Supporting Workplace Learning and Performance

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Learning in corporate or work settings has been extensive for many years with many dollars being expended each year. This has been necessary for workers to keep abreast of changes that have taken place in one's field of expertise and in the way products are made and distributed, and services are provided around the world. Thus, the idea that learning is a lifelong process has gained momentum as the pace of change accelerates. In response to this need for continuous learning some corporations have established a function and structure within the company that is called the "Training Department" [TD].

Many of these departments have developed patterns of "training" for the technical information and knowledge of their personnel and have remained the same for many years. Generally the trainers in each technical area have operated quite separately from other trainers, have not related to each other, and thus have remained as a collection of individuals. This means that workers come out of their work setting and into the training center for a period of time for the trainers to provide them with the current technical information in a particular area, then return to their work setting. Those organizations having such a department have fallen behind the "curve of change." They have become aware in recent years that their TD personnel need to come together as a learning community [a community of practice] and to be updated in the processes of education and learning. In addition, they sense a need to coalesce and support each other as a "change" team that will help lead in the changes that must be made for the future survival of their corporation.

Watkins and Marsick (1993) warn that the connection between change, learning and organizational survival seems to be emerging as inseparable. Organizations are realizing that they will not survive if they do not change. The result of this need to change is a push toward continuous learning for continuous improvement. Some of the influences moving organizations in this direction include: Changes in technology that require learning; a service orientation that calls for learning; high-performing and self-directing teams that necessitate learning; participatory management which entails learning; time savings that entails reducing learning cycle time; and, global turmoil and competition that require continuous information as changes occur overnight.

Armed with this awareness, some companies are taking action by engaging personnel in their training department with a learning process to update their learning abilities, and implementing a more humane work process. Beyond that some are seeking to align the TD with Adult Educators within Universities, and are calling on that expertise to help them move the TD toward becoming a "Performance Support Department"[PSD]. This means that these adult educators engage the TD as a community of learning and practice in becoming a "cutting-edge change team" to support the performance of the workers in the company.

The writer has had some experience as an adult educator in the process described above on changing a corporate training department toward supporting workplace and performance, with various organizations/corporations. He has gained some insights about what has worked thus far in that situation and some things that need to be considered or included in a "community of learning and practice." This presentation is organized around various themes that have emerged in the process: Elements in Preparing and Planning for Change, Required Competencies of the Change Agent, Methods for Implementing Change / Making Change Happen, and, Organizational Goals and Results from Changing.

Elements in Preparing and Planning for Change

Knowles (1986, 1989) suggests that there are three basic strategies for introducing change into a system or organization. Edict – successful only if we have the authority to enforce change and those who are going to have to implement it are adequately prepared. Persuasion – successful only if we are in a position in which people will listen to us, and we are persuasive. Piloting and osmosis – successful only if we release everyone to be responsible and in charge of their own learning and their own projects. Probably most changes involved with helping a Training Department in a corporation transform itself into a Performance Support Department, would entail parts of all three strategies.

Kirkpatrick (1985) asserts a need for awareness by those initiating change, of two different responses to change, resistance and/or welcoming. On the resistance side of change, people may perceive it as: meaning personal loss [security, money, pride and satisfaction in work, etc.], not needed, doing more harm than good, being proposed by those who lack their respect, being made in an objectionable manner, arousing their negative attitude toward the company, a personal criticism, creating burdens, requiring effort, having bad timing, a challenge to their authority, and/or, only second hand information they received. On the welcoming side of change, some may perceive it as: personal enhancement [security, money, authority, responsibility, status/privilege, self-satisfaction], taking less time and effort, providing a new challenge, being proposed by those they respect, reducing boredom, providing opportunity for their input, supporting their desire for change, being timed right, and/or, presented in a manner to their liking.

Kirkpatrick also proposes benefit from a number of possible areas of questions to be asked prior to considering organizational change. How will those involved react? How will the change get accepted? How rapidly should this change be implemented? How will these changes affect other departments? What if someone asks for a change others consider a mistake? Should the "boss" be made aware of a proposed change before going ahead? What if a change does not work out? Should all levels of personnel be involved in deciding and implementing change? How far ahead in time should change be communicated?

Caroselli (2001) cautions that your client's strategic plans are worthless if they are written without a strategic vision in mind. Failing to be "externally aware" can result in incomplete plans. And failing to articulate a vision can create a hole in the fabric of those plans. The following five steps afford an opportunity to marshal the strengths of

the present in order to diminish the impact of weaknesses in the future: Begin by asking the right questions; determine the external events impacting the vision, taking care not to be overly influenced by what could be characterized as the brilliance of transient events; state the vision; develop plans based on that vision; and, implement the plan, communicating it as often as possible.

Simmerman (2001) proposes that discussion of organizational change be conducted with personnel in the corporation in such a way that it will: generate a high level of creativity and discovery and capture the benefits of diversity of thinking and perspective; generate a high degree of interactivity and action learning; confirm that current systems and processes are generally less than optimal; stimulate a discussion on change or continuous quality improvement; identify new ideas and solutions to solve difficult problems; focus on learning organization approaches and change the language of organizational improvement—a powerful approach to change management; and, challenge existing beliefs about how the organization really works.

Taylor, et. al. (2000) remind us that when we talk about change, typically we have focused our idea of change exclusively on a change in behavior, even in learning. However, they insist that we must undergo a very fundamental change [and transformation] in how we think about change. It is that we need, possibly would be well advised, no, we must know how we think we know what we think we know. And this change is not in behavior, it is a change in our epistemology – our way of knowing, or the theory that investigates the basis of our knowledge. We must have some understanding of the epistemology of change as we prepare and plan for change. If we do not, we will be hard pressed, if not totally unprepared to respond to those adult learners who want an answer that makes sense to them as to why they should learn something – or change – before they are willing to consider whether or not they will "sign on" to any change that is proposed.

Just as there is required an environment/climate [soil, water, sunshine, elimination of weeds, cultivation, time, food/fertilizer] that is conducive for plants to grow, so there is also an environment/climate necessary that is conducive for human beings to mature as they are involved in learning and changing. Bennett (1961) advances the thought that the most important task of those leading change is creating a climate that is conducive to the change being attempted. This is something other than rational – it is an emotional atmosphere [environment/climate] in which people feel that those leading in change are empathic and nonjudgmental toward them and their needs. This is a climate in which persons will be more open about their feelings and resistances. And it is important for those leading change to understand this beforehand, so that they will plan and prepare to make provision for this climate conducive to learning in the change process.

Schneider (2001) asserts that adaptability rather than speed or strength, is the crucial requirement for survival amidst navigating the sea of change. Participants are helped to identify how they can help themselves and their organizations achieve a more positive change climate.

Additionally, Bennett (1961), anticipating some of what emotional intelligence quotient [EIQ] researchers would claim nearly 40 years later (Goleman, 1998; Sterrett, 2000; Warner, 2001), goes on to say that in any planned change those leading

must give as much attention to the emotional dimension as is given to the informational aspects of the change effort. People are somehow not persuaded out of their resistances and objections. However, they can be released from their fears when they are adequately informed and their feelings may be openly expressed and accepted. Goleman, Sterrett and Warner indicate that based on a number of recent studies, Intelligence Quotient [IQ] or general intelligence appears to contribute no more than 25 % to one's overall success, with strong technical competence or specific intelligence in one's chosen field can contribute 10-20 % to one's success equation. They suggest that the remaining 55-65 % of one's level of success formula comes from their ranking on the dimensions of Emotional Intelligence.

Sterrett (2000) defines true emotional intelligence as being able to appropriately call upon information from the emotional center of one's brain, and balance that information with the rational center of one's brain. Goleman (1998) indicates that emotional competence is made up of five dimensions: Empathy – awareness of others' feelings, needs, and concerns; social skills – adeptness at inducing desirable responses in others; self-awareness – knowing one's internal states, preferences, resources, and intuitions; self-regulation – managing one's internal states, impulses, and resources; and, motivation – emotional tendencies that guide or facilitate reaching goals.

Carrol (2001) gives a clear picture about how to initiate and manage change. Today's combination of external and internal workplace pressure guarantees that every organization must face change. Because change represents some element of the unknown, it implies risk. The organization undergoing change can risk its human, physical, and technological resources, its collective knowledge, even its competitive marketplace position in attempting to handle change. Risk demands that organizations plan for change, rather than waiting for it to happen and then trying to cope after the fact. The seven steps in the planned change process are: Establishing your mission and purpose; auditing you current organization; scanning your external environment; conducting market research; creating a continuum—short-term and long-term goals; developing and implementing an action plan; and, integrating change planning into your system.

Wagner (2001) reminds us that unless facilitated properly, otherwise effective presentations and change can be derailed by audience resistance, even management. Personal agendas, difference in values and interpersonal styles, and competition for organizational resources can all contribute to resistance in group settings. As a way to learn to deal with resistance, one may simulate a meeting with members of the audience Presenter [VP Human Resources]; Plant Manager; First-Shift Supervisor, Union Representative; General Manager; Vice-President of Finance and Operations; and, Vice-President of Marketing and Sales. Structure the meeting to record procedures for each participant and their answers to the following questions: 1. What did he or she say and do? 2. How did the VP of Human Resources respond? 3. How effective was the response? 4. Suggestions for improvement.

Vega (2001) focuses on strategic planning of change, providing a situational analysis in four areas of business: Strengths, weaknesses, opportunities, and threats. Strengths and weaknesses cover internal issues, and opportunities and threats are external or

environmental issues. Effective strategic planning requires a careful analysis of all four areas.

However, we must remember that even strategic planning is changing. Devane (2001) argues that the nature of strategic planning has changed dramatically in the past few years. These changes have been in response to the increasingly difficult environment in which companies must operate: global markets, unexpected new competitors, and dizzying technology changes. All these factors create an environment in which it is difficult to develop any sort of continually relevant, long-term plans that have lasting significance.

These factors may provide insights into how well an organization's strategic plan is posturing the organization for success in today's turbulent business environment. But searching for more detail may be helped by the ten categories for changes including: Strategic focus, organizational identity, environmental scans and plans, internal scans and plans, products and services, reinvention and renewal, performance measurement, leadership, and strategy process effectiveness.

Required Competencies of the Change Agent

The first year of working with the Training Division of a major corporation, in seeking to help them transform themselves into a Performance Support Division, was devoted to developing a list of competencies required, including emotional intelligence, for them to carry on the work of Adult Educators / Human Resource Developers. This included three roles [Instructor, Supervisor, and Futurist], fourteen sub-roles, with a total of 200 competencies. In all the array of competencies, one of the sub-roles that they need to be able to perform is that of a Change Agent. This role has some competencies that overlap with other roles they perform. However there are nineteen competencies for the role of Change Agent that were garnered from thirty-two different resources, all of which are listed in the reference section of the work by Henschke (1991). These change agent competencies have become part of the model for the Training Division that is transforming itself into a Performance Support Division for that corporation.

The definition of a change agent is the person who possesses the ability to influence and support changes of behavior within the organization / corporation. Following is the list of competencies and their definitions.

1. *Business understanding* – knowing how the functions of a business work and relate to each other; knowing the economic impact of business decisions.

2. *Industry understanding* – knowing the key concepts and variables such as critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, and information sources that define an industry or sector.

3. *Organization behavior understanding* – seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events

4. *Organization development theories and techniques understanding* – knowing the techniques and methods used in organization development; understanding their appropriate use.

5. *Organization understanding* – knowing the strategy, structure, power networks, financial position, and systems of a specific organization.

6. *Coaching* – help individuals recognize & understand personal needs, values, problems, alternatives goals.

7. *Feedback skill* – communicating information, opinions, observations, and conclusions so that they are understood and can be acted upon.

8. *Group process skill* – influencing groups so that tasks, relationships, and individual needs are addressed.

9. *Negotiation skill* – securing win-win agreements while successfully representing a special interest in a decision.

10. *Presentation skill* – presenting information orally so that an intended purpose is achieved.

11. *Questioning skill* – gathering information from stimulating insight in individuals and groups through use of interviews, questionnaires, and other probing methods.

12. *Relationship building skill* – establishing relationships and networks across a broad range of people and groups [cf. Emotional Intelligence Quotient (EIQ)].

13. *Data reduction skill* – scanning, synthesizing, and drawing conclusions from data.

14. *Intellectual versatility* – recognizing, exploring, and using a broad range of ideas and practices; thinking logically and creatively without undue influence from personal biases.

15. *Model building skill* – conceptualizing and developing theoretical and practical frameworks that describe complex ideas in understandable, usable ways.

16. *Observing skill* – recognizing objectively what is happening in or across situations.

17. *Self-knowledge* – knowing one's personal values, needs, interests, style, and competencies and their effects on others [cf. Emotional Intelligence Quotient (EIQ)].

18. *Visioning skill* – projecting trends and visualizing possible and probable futures and their implications.

19. *Educational processes skill* – ability to perform the role of change agent vis-à-vis organizations and communities utilizing educational processes.

Methods for Implementing Change / Making Change Happen

In every instance where there is an external consultant working the a group within the corporation, there needs to be someone internal to the organization that is considered by all to be the legitimate entry point for access of the consultant into the organization. This internal person has the authority and responsibility for giving approval of the activities proposed by the consultant. The consultant also is accountable to and works through this internal person.

As a way to think about launching into change efforts, Senge (1990) shares a bit of wisdom in saying that human beings both fear and seek change. Or, one seasoned organization change consultant put it that people don't resist change, they resist being changed.

Long (2002) also supports this idea in a bit different way, by saying that one philosophical principle is that resistance to change is a natural human attribute, but so is the will to overcome constraints and seek change. Learners encounter opposing forces to resist change and to seek change. This challenges the teacher [the change agent] and the student to develop or create situations where the change state is more attractive than the static state. Risk taking frequently is touted as good, but some learners/workers have to learn to take learning [change] risks, where the consequences

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are controlled. Then the harm that results from failure is limited and manageable for the learner and others.

This sets the stage for the perspective of learning about change. Harvey (2001) says that we need to teach participants that individuals react to change quite differently and that these differences need to be understood and acknowledged in the formulation and implementation of major organizational change.

Milstein (2001), in seeking a balance between stability and change, offers the reasoning that organizational members often dislike and fear change because they may have to deal with many unknowns and they may have to let go of cherished practices. As a result, they often dig in their heels and resist change efforts. This is aimed at helping to create a balanced image of what will change and what will not change. It is also to promote a realistic base of security while encouraging motivation for necessary changes by emphasizing what will not change as well as what will change.

Knowles (1975) suggests that the trainer/teacher/leader/agent of the change process shift from being a content transmitter to being a facilitator of learning [change] or a change process manager. Knowles (1980) explains this more in saying that the role of the role of adult educator has been changing in its basic theoretical conception: From those who teach adults–transmitter of information, disciplinarian, judge, and authority; toward those who act as change agents, performing in helping roles as helper, guide, encourager, consultant, and resource, to help learners to grow in their ability to learn [change], and to help persons become mature human beings.

McLagan (2001) adds another dimension to the essence of being a change agent is that if we are to have empowered actions to be the change agent we are each meant to be we need to: be a business, develop information age skills, be our own resource manager, to step up to the place, so to speak in a baseball metaphor and take charge of change.

Offering a simple yet broad perspective on change, Bridges (1991) asserts that in companies that have successfully institutionalized the practice of continuous improvement, procedures are constantly being changed to increase production, maximize efficiency, and reduce costs. Little transitions or changes are going on all the time. Without some larger continuity, everyone's world would feel like chaos. But what stays constant is the expectation that every status quo is a temporary expedient until a better way to do things has been discovered. Every one of those little improvements, though it may cause transitions, reaffirms the unchanging values and procedures that underlie continuous improvement. Endurance depends on change, just as staying upright and traveling straight ahead on a bicycle depends on constant steering adjustment.

Bennett (1961) solidly observes that in organizational and group situations, the development of orderly problem-solving processes will certainly help with the change. Such processes provide a maximum participation by those affected by the change. Consequently, it is imperative for the leader to plan methods and occasions through which people can participate in the change effort. This helps the change effort to become as self-motivated and voluntary as is possible in the situation. Persons

affected by the change should have as much understanding about it and its consequences as is possible. To the extent that a leader will increase ways in which they can develop and control the change, to that degree he increases the trust which persons will have in her/his leadership.

Haines (2001) very candidly insists that people be involved in decisions that effect them. Lots of employees (an unlimited number) need to be involved in the key strategic and organization issues and priorities that affect them prior to implementation of a strategic plan. The focus is on the dynamic tension between ownership of the strategies for change by the leadership team and acceptance or buy-in of the plan by the key stakeholders who are crucial to the successful implementation of the desired change.

Aubrey and Cohen (1995) characterize the successful results of change growing out of sowing and catalyzing. In sowing discomfort for results, they see the prerequisite for working at any organization they are involved with is the ability to learn [change] – which is identified as that ability to address such interview questions as: What personal or business experiences have been most difficult for you, and what did you learn [change] from them? How have you handled adversity? What are examples of important business or personal projects you have planned and how did they turn out? They indicate that sowing can be summed up in a simple gambit used by countless teachers and managers who say that they are going to tell you something that may not make much sense right now, but a time will come that it makes sense to you. Sowing and catalyzing trigger thought and action.

However, as a skill, catalyzing is different than sowing in timing and directness: leaders and mentors sow when the time is not yet ripe, either because the learner can't yet understand what they're saying or because the time has not arrived. Catalyzing, by contrast, is a hot tactic; it is used when change is already upon the learner, and there is pressure to quickly understand and apply new knowledge. In catalyzing, there is no previously formulated message; the meaning is in the situation itself. Catalyzing is bringing about awareness by fundamentally challenging the status quo. It is a hot tactic that uses learning and change as a learning experience (Aubrey & Cohen, 1995).

To make certain we know how difficult change is for all of us, McLagan & Nel (1995) claim that significant change in individuals and organizations involves loss, learning [change] and involvement by everyone. In organizations change comes in waves – the change maverick, the creative minority, the critical mass, the committed majority, and the competent masses. This is where the relationships between everyone become significant and have undergone a radical transformation. Successful change is like the metaphor of a bonfire. It starts with a match, which may have to be repeatedly struck [like the idea of the change maverick]. The flame then moves to the newspaper [like the idea of a creative minority]. The paper may have to be rekindled several times. If the newspaper burns, it ignites the kindling [the critical mass], which eventually sets fire to the logs [the committed majority], which then burn using their own resources for fuel and enabling everyone [the competent masses].

Jackson (2001) offers some hope about how to help and coach others through change, asserting that consultants need a systematic way to help clients manage change. His

guide identifies stages of change that employees must go through to resolve ambivalence and change behavior. Using the model, management can apply the necessary supports to help each person discover his or her own motivation for change. The six stages are precontemplation, contemplation, determination, action, maintenance, and recycling. Effective coaching can help people go through the change process more comfortably and effectively by giving employees what they need when they need it.

Organizational Goals and Results from Changing

Knowles (1980, 1990) suggests that successful change in corporations is somewhat dependent upon having an environment of innovation, rather than having a static environment. Most people need a model for some kind of organizational transformation to take place. He proposes that if, as some say, a teacher's most potent tool, for helping to transform learners and learning, is the example of her/his own behavior [and I would add his/her own way of knowing what he/she thinks she/he knows]; then, it stands to reason that an organization's most effective instrument of influence for transformation and change is the model of its own behavior and having a grasp of its own epistemology. An organization needs to be innovative in providing an environment conducive to the kind of learning [change] that leads to transformation.

An organization is likely to succeed in transforming itself to the extent it encourages its personnel, members, and constituents to engage in a process of modeling change and growth in such dimensions as: structure, atmosphere, management philosophy and attitudes, decision making and policymaking, and communication. To be more specific the transformation in these various organizational dimensions would be as follows:

1. *Structure* – would move from rigidity to flexibility, hierarchical to collaboration, roles defined less narrowly to more broadly, being bound by property to being mobile;

2. *Atmosphere* – would change from task-centered to people-centered, impersonal to caring, cold to warm, formal to informal, reserved to intimate, suspicious to trusting;

3. *Management Philosophy and Attitudes* – would convert from controlling personnel to releasing their energy, coersion to support, low risk-taking to high, avoiding errors to learning from errors, personnel selection to development, self-sufficiency to interdependency, conserving resources to developing and using them, low tolerance for ambiguity to high;

4. *Decision Making and Policymaking* – would modify from participation only at the top to relevant participation by all, clear distinction between policymaking and policy execution to collaboration in both, legal mechanisms to problem-solving, decisions final to decisions tested; and,

5. *Communication* – would improve from restricted flow to open flow, one-way to multidirectional, feelings repressed or hidden to feelings expressed.

McLagan (2002) in researching the best practices in organization change learned six major lessons and numerous minor lessons supporting those major lessons and these are presented in an adapted form below. These conclusions focus on the result area. The research sources were journal articles and books [120 documents narrowed down from preliminary search results of over 1200], business press, consulting/research firm reports, and world wide web publications. The source material featured over

35,000 organizations across 30 years; multinational, multi-industry, and multi-sector in scope; analysis conducted by scholar; practitioner, and consultant; and organization examples of practices that work. Following are the major and minor lessons.

1. *Make Sure the Change Will Add Value to Your Corporation*
a. Match the Change to the Problem You Want to Solve
b. Expect Better Quality, More Efficient, & Effective Work
c. Expect Performance Improvement from All Personnel
2. *Match the Change Process to the Challenge Being Faced*
a. Evaluate Complexity and Predictability in Workplace Activities
3. *Provide Management Support for Instituting Change*
a. Clear Goals and Feedback
b. Structure as Necessary (and No More)
c. Invest Corporate Resources: Fund Each Project and Effort Fully
d. Create Frequent Wins with and for All Who Are Involved
4. *Prepare the Corporate System for Change*
a. Be Sure the Work Processes Are Supportive to the Work at Hand
b. Create a Change-Oriented Management System
c. Align the Human Resource System
d. Find and Remove Barriers to Work Accomplishment
e. Make Enough Changes to Ensure Success
5. *Help People in the Corporation Align with the Change that is Sought*
a. Honor the Psychological Contract with Personnel
b. Be Scrupulously Just, Fair, and Trustworthy in All Your Dealings
c. Find the Positives for the People in Every Situation
d. Involve Opinion Leaders Who Are Well Thought of and Trusted
e. Communicate with All Levels of Personnel Effectively
f. Appropriately Involve All People
g. Ensure Skills Are Made Available and Used Appropriately
h. Use Incentives as Appropriate
6. *Create Transformational Capacity within the Corporate System*
a. Dynamically Link Present and Future
b. Create a Knowledge Infrastructure
c. Ensure Diverse Teams in Various Projects
d. Encourage Change at the Work Group Level
e. Encourage Mavericks and What They Offer
f. Shelter Breakthroughs on Work Projects
g. Integrate Technology with Learning and Work
h. Adopt a New Mental Model of Organization
i. Create an Atmosphere of Trust Throughout the Corporation.

McLagan (2002) goes on to emphasize that trust is a theme that emerges throughout the change research. When the general climate and ambiance in and around the corporation is trusting, when formal leaders have personal credibility and are trusted, many positives are the result. Trust is such a pervasive theme that it is suggested as an important thread to weave into the fabric of the organization. And since trust takes time to build, it must be developed on a day-to-day basis so it becomes a solid and dynamic foundation supporting ad hoc and planned changes as they arise.

In learning settings this trust means that there is an operational belief in the ability and potential of the learners to understand the learning [change] process and make the right choices. The trainers [who are in the process of becoming performance support personnel, facilitators of learning/change] initiate this trust, as it takes the form of: Purposefully communicating to learners that they are each uniquely important; believing learners know what their goals, dreams and realities are like; expressing confidence that learners will develop the skills they need; prizing the learners to learn [change] what is needed; feeling learners' need to be aware of and communicate their thoughts and feelings; enabling learners to evaluate their own progress in learning [change]; hearing learners indicate what their learning [change] needs are; engaging learners in clarifying their own aspirations; developing a supportive relationship with learners; experiencing unconditional positive regard for learners; and, respecting the dignity and integrity of learners (Henschke, 1998).

Conclusion

Changing Training Departments of corporations into Performance Support Departments focusing on workplace learning and performance is a current trend and major undertaking in today's global culture and marketplace. Critical requirements for change were addressed in four categories: Elements in Preparing and Planning for Change, Required Competencies of the Change Agent, Methods for Implementing Change / Making Change Happen, and, Organizational Goals and Results from Changing..

Elements in Preparing and Planning for Change had the following insights shared: Three basic strategies of change; two responses to change; questions to be asked prior to change; strategic plans must be based upon strategic vision; need to discuss organizational change; change is about behavior and our way of knowing; providing a climate conducive to change, adaptability crucial to survival; attention to emotional and informational aspects of change; change implies risk; change may be derailed by management; strengths, weaknesses, opportunities, and threats all need analysis; and, even strategic planning is changing.

Required Competencies of the Sub-Role Change Agent include nineteen. Some of them were relationship building, self-knowledge, and, educational processes.

Methods for Implementing Change / Making Change Happen were: external and internal consultants need to work together; humans both fear and seek change; resistance and overcoming constraints to seek change are both natural; each person reacts quite differently to change; change agent needs to shift from being content transmitter to facilitator of learning; we need to take charge of change; little changes are going on all the time; orderly problem-solving processes necessary; people should be involved in decisions that effect them; sowing and catalyzing trigger thought and action in change; change is difficult for all; and, we need to be coached through change.

Organizational Goals and Results from Changing provided these ideas: Successful change dependent on an environment of innovation rather than a static environment; best practices in organization change yield six lessons; and, trust is a major requirement.

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