

The Power of Inspiration

Tertta Paananen



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How is the client relation part of the inspiring leading learning design process?

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Within modern work environments, the learner, learning, learning to learn and the leading learning design are magical words when there is a discussion to review the methods employed. Used as a metaphor, the functioning of a circus well illustrates these magical words. Upon examining this from the intellectual standpoint, the leading learning design appears to be pleasing not only to the institution, its employees and its clients, but also to the horizontal leadership level. By investing in learning to learn and leading learning design, clients are ensured of better service, process and products, and the community, in turn, a more co-operative and enthusiastic work environment and process.

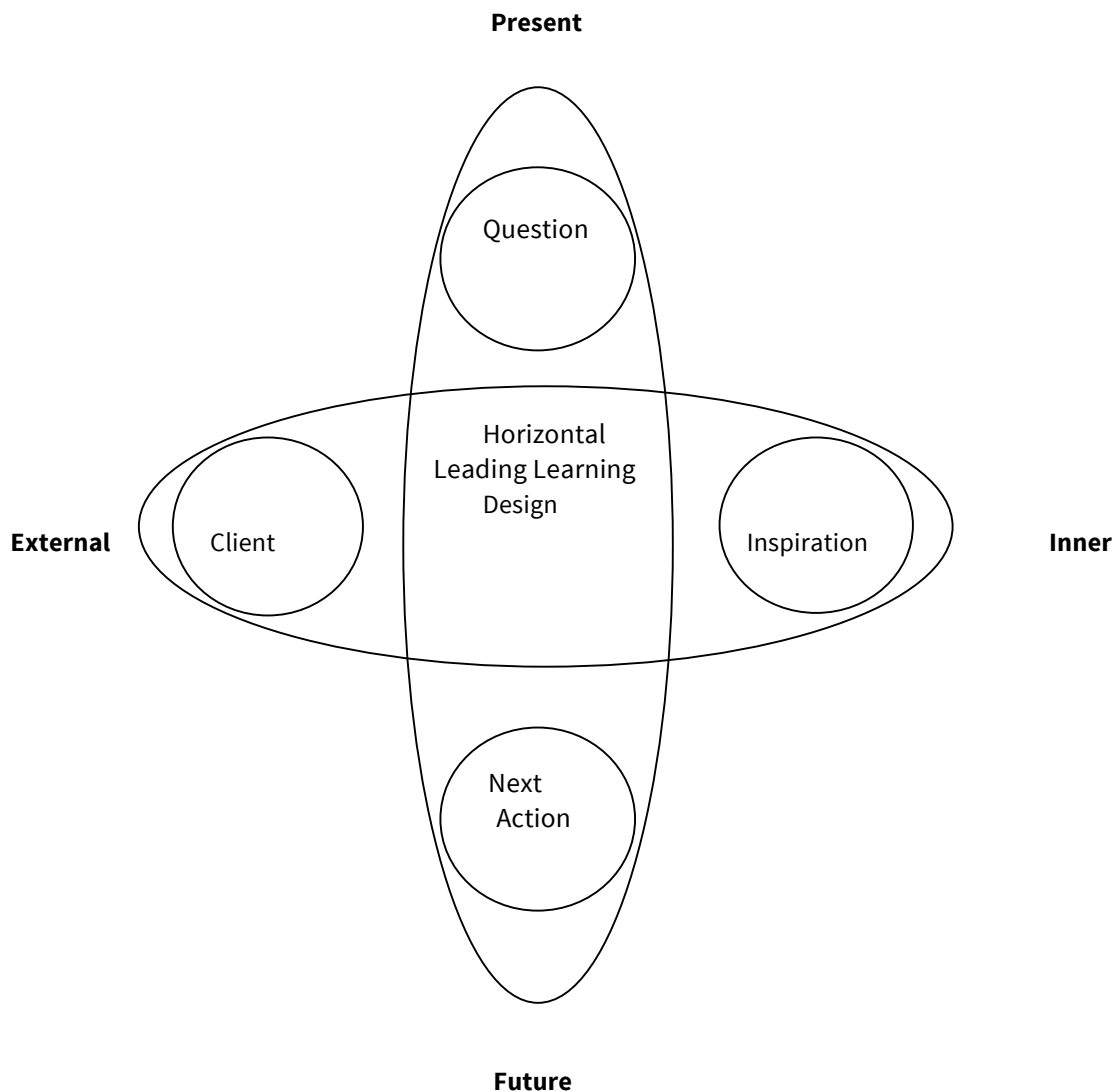
What is characteristic to the functioning of an inspiring learning community? The progression in the direction of the unexpected, the unforeseen, the unpredictable and the unanticipated is normal.

In my article the first research topic is the learning community, the second learning networks and the third inspiring client orientation. Inspiration is the experience that an idea, an image, a desire appears to you as if it comes from elsewhere into your soul. And then you know you are trusted to act out of that inspiration, it is yours. (Ijkema, 2016.) The word INSPIRATION is derived from the Latin verb in-spirare (to blow into or upon; to breathe into). Inspiration is between the poles thinking and willing. In the middle, surviving the poles, the I-soul can come to its own images, judgments and intuitions. In these it experiences freedom and participates in the on-going creation. (Bekman, 2016).

1. Learning Community

New models of thinking are developed within a learning community. The community learns through questioning the actions and experiences of individuals. Learning is, thus, connected to activity. Learning to learn is the best method of learning for a community. This way, what is practical and impractical are constantly questioned. In this way, organisational-wide dialogue and a consciousness process are created. There is then enough courage to examine everything objectively. Organisations that aim for peak performance are rewarded with the ability to do new things. Then the learning, the unlearning of defence mechanisms, innovation and community culture of individuals and teams can be enforced. The knowledge intensive organisations whose process is the flow of knowledge and inspiration. The end process is often a unique problem

questioning to the individual or communal problem of the learner/client. The fundamental task of the community is to organise the learning and inspiration. In addition to this, the staff and clients of the community must form an inspiring learning community. The inspiring learning occurs at the individual and team level, between individuals and teams, and between the people within the community and the environment.



Picture 1. Inspiring horizontal leading learning design

Learning can also be viewed as functional learning, or the immediate correction of actions. The prerequisites of the problem-oriented and query-oriented methods of learning are that the strategies, values and norms are examined from the point of view of learning. The most advanced method of learning is the new method of creative learning. It requires that the community has a

strong strategic consciousness, and that learning is a part of the life of the community and the client processes. The community supports the learning of individuals, teams and the entire organisation. In addition to this, the community is self-directing, client-oriented and autonomic. The working method of the community is then based on coaching, inspiring, steering, intervention and the learning-oriented horizontal leadership. From the horizontal leadership level, this will require the ability to view the world in new ways. Inspiration is then viewed as a conscious activity and as a tool for all the development. When organising the work, the aim must be to create situations and an environment that is favourable for learning. The reason behind this is to develop the skills of all the employees for the benefit of the organisation as well as the individual. Investigation of personal actions and experimentation with new methods are encouraged.

Horizontal leadership is based on the inspiration dialogue requires that, while the community is going through a process of change, the process is halted and the employees are permitted time to learn new things. This requires discussions and experimentation with various learning forums and learning groups. It requires stop-analysis. Open dialogues are also carried out in informal and formal groups. It is essential to realise that the community's horizontal leadership cannot learn for the other employees in the organisation, nor can it expect that the others will carry out the various plans and instructions handed out to them.

According to working with my colleague Jutta Hodapp one year 2015 with the book *Barcelona Inspiratiebron Voor De 8 Krachten Van Authentiek Leiderschap* (Dutch Edition) and researching the book the basic dimensions of an inspiring authentic leading learning design in the inspiring processes in community are: freedom, willpower, stimulant, release, joy, simplicity, passion and uniqueness. Jutta tells the story of FC Barcelona inspired by Johan Cruif. His philosophy is: The ball should do the work and that the palyers should move together as a team. You only win a championship in the end of a competition. Sometimes you have to loose, to learn from it and become better again.

These dimensions should, in a broad sense, enable the inspiring learning of the community. The learning community is a feasible possibility when the employees of the community have reached the questioning phase of learning, and can function autonomously at the collegial level, the team level and at the organisational level. The employees in a learning community are able to collectively and honestly examine their personal daily reality also in their client processes. The role

of the leader is then to provide support and development impulses in the form of horizontal leadership, and not act in a defensive or subjugating manner.

Here is my colleague Ansu Piira's reflektion: How I get inspired when I am painting?

The starting point for painting is mostly a feeling, what I can't describe by words or a thought what is still incomplete. Consideration gets its form by colours, painting will be born "from heart through hand to the paper", not as a readymade picture in my mind led by thinking and copied by my hand.

The explanation, the interpretation or the meaning of the painting opens afterwards.

How then at work?

In my job meeting the people is as surprising as the painting process. People are for me like colours with many different shades. They come together in the common space, they create a new unexpected and unique social picture. Researching this social picture, experiencing and living in it together with others is my inspiration. I get the energy for my consultancy by meeting people, uniqueness of the situations and the joy to look at the new born picture.

2. The learning community and inspiring networked co-operation

The functioning characteristics of a learning community can be considered as beacons. The word "beacon" is defined in the dictionary as "a fixed structure that directs navigators". There are also radio beacons that aid aircraft to verify their course. With the aid of the following beacons, the developers of a community can leave behind the traditional waterways and airways and map out a new course. With the aid of these beacons, the functioning of the community can also be evaluated.

The functioning characteristics of a learning community are primarily:

Responsibility span - formal networks

In a learning community responsibility is taken for decisions and their consequences. When a decision becomes "visible", something new is learnt from it. It is the taking responsibility in reality

and in practice. It is the ability to prioritise the working goals. It is the courage to take risks in a healthy manner. Why are these things done?

The specialists in this area of responsibility represent formal networks. These people who work in a community and its system handle the power and the responsibility relations, and long term goals. This network deals with everything that occurs in the present, for example, with leadership group or a strategy team. They decide what belongs to the organisation and what does not, what can happen and what cannot. What is the meaning of the activities of an organisation? They authorise, allow freedom, set the limits and test the results. They support new suggestions. They define the philosophy of the community. What is the leadership image of the community? What is the vision of the community? What is the fundamental idea that must be attained during a process of change? What trends exist within the community? Are the present trends client-oriented or do they concern quality development? These trends are topical questions on the basis of which the community can discuss various issues.

An exaggerated dependency on “paper work” can become an obstacle to learning.

Diversity span - specialist networks

This is the ability to learn how to control the cultural, technical, social and economic influence within a community and its surrounding environment. This requires the ability to identify the scientific, technological, economic and social qualifications. It is the ability to differentiate the relevant from the irrelevant. How are issues dealt with in practice? What are the values and functional policies of the community? What is the in-house way of doing things? What is the current in-house policy of functioning? What new functional models are to be grasped?

Changes in the functional policies must be clarified globally. Values and functional policies are the foundation of an organisation and they also act as pointers as to how individuals should function. The structure of an organisation is also the architecture of that organisation. By structuring the work it is possible to offer the opportunity to comprehend the work as an entity. This structuring of work will aid the continuous arrangement of the functioning of the community and its specialist networks - and of forming teams. With the aid of this, the work of a community can be handled as an entity, and the fundamental tasks can be continuously redefined. The main aims of the community are formed on the basis of the fundamental tasks by constantly combining the aims of

the individuals/teams, and by respecting the independence of the individual. The heart of all development is the creating of a functional structure that will enable the examination of problems and the activities of the community and its members. One aspect that could turn out to be a problem within network co-operation is “milking” or the unequal exchange of information.

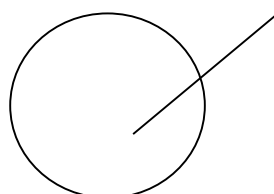
Initiative span - initiative networks

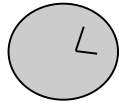
Different varieties of work within a community require different initiatives. They demand different qualities of courage, imagination, inspiration and the ability to function in unexpected situations. They require the courage to function face to face with the unknown. The new is not merely a project or an innovation that differs from other known projects - it is the renewal of the thinking pattern. Characteristic of new situations is that the previous known way of thinking ends. When something new appears, some expectations, desires, ideas and habits are disrupted. The new pushes the old out of the way and ends something that has probably been taken for granted. The logic behind new actions is also the logic of decision making. What is being done? What do the future prospects look like? Who all are supporting the initiative? Who will present the initiative? Who is the specialist? What would be the results after the reformation? What would be the new situation after the reformation?

The initiative networks represent what is new within the organisation. Those people who make suggestions/motions are directed toward the future and they bring new realities into the organisation. Renewal requires permitting and directing conflicts. Learning is basically creating, adding and removing conflicts as well as breaking the boundaries. A problem within the initiative network could be the possible formation of a so-called internal Mafia.

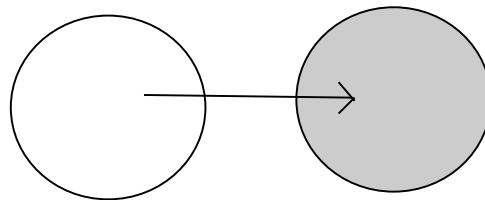
A new activity can materialise in the following instances:

- a. In the renewal sense of the word, by new is meant that the old model of functioning is shown to be no longer profitable to the organisation and needs innovation.

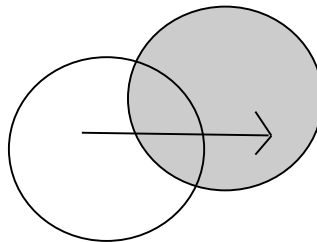




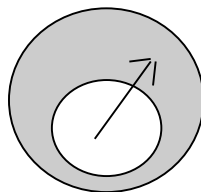
b. In the radical sense of the word, by new is meant that the old way of functioning needs to be completely changed with the aid of functioning projects.



c. In the evolutionary sense of the word, the old method of functioning has a decreasing significance in relation to the new mode of functioning, or needs to be expanded. The new method materialises by moving into a reformulated method of functioning.



d. In the progressive sense of the word, new entails the expansion of the functioning with the aid of the functioning projects. The new method materialises by moving into a wider scope of functioning. Traditional learning based on adjustment is insufficient, and a new creative method of learning is required.



Moral and maturity span - social learning networks

Who does what? What benefit is it to the community that all of its employees are encouraged to learn and develop?

The moral and maturity span illustrates the aim of the work and its moral dimensions such as truth, honesty, sincerity and the keeping of promises. The individual, the quality of the change and the learning are the matters that need to be confronted. The criteria of quality in life involves having the experience of being an important as an individual, elegance as the quality of the social process, recognising the quality of the individual and the community, and the economic importance in the various activities. The maturity span means coping with the personal work of the individual. It is the need to survive despite brutal behaviour, distrust, secrecy and other possible threats.

With the support of colleagues within a community, the desire to help the learner with the work and to progress in life are a couple of examples of learning networks. The desire of the community is to “carry” the learning of other people and teams. Social learning networks do not function on the principle “I will train you!”. True networking within the community encourages support teamwork and the formation of various project teams.

Caring span - functional networks

In order to pay attention to a variety of activities, clients and projects, love for things, individuals and situations is required, as well as the concern for details of creative situations. How is it possible to create functionally meaningful situations within a community? What are the various tasks? How must the functions be developed? What are the freedoms and the responsibilities? What are the relationships between the different jobs? Who will do what? Who will be responsible for what? What kind of agreements are made? What are the key responsibilities that need to be maintained in the network co-operation?

Elasticity span - interaction networks

This describes elasticity in changing situations. Interruptions, phone calls and client contacts demand a very high level of situation sensitivity. While working in a community there are many maintenance, problem solving and renewal processes. Within a learning community it is important to set time aside for learning. This requires knowledge of the working rhythm, of the work process and the various problems related to the usage of time. When does the process begin and end? What are the various phases, working rhythm and the schedule of the new initiative? What does this mean for team work?

Those individuals and teams that concentrate all their time and energy on their own work routines do not have sufficient time to improve themselves and their community. That is why it is important to estimate the quality of a process, system and the functional procedures. Learning about common work practices through information and interaction will produce true elasticity.

Estimation and resource exploitation span

What resources are required? Why are the resources to be used specifically for this purpose? In a community, resources are tools with the aid of which individuals can perform their tasks. Developing resources and skills within a community is based on the ability of the organisation to invest in various matters. Resources are used and consumed. Financial resources are consumed with use. The development of new skills demands reservation of time on the part of the community. This reservation of time is the space of time in which to adopt the new. The additional value brought about by the new skills can always be accounted for in the proceeds of the community.

All of the above-mentioned factors require the ability to be in contact with events and the ability to evaluate what has taken place. It is the evaluation of the quality of a community. The evaluation also has a social function. It creates a social commitment to the developmental process and strengthens the sense of solidarity. Evaluation is also the basis of work motivation. A learning community continuously evaluates itself in order to be able to function in new unpredictable situations.

3. Client orientation in the learning community

On the basis of what has been described, in order to succeed, a learning community requires various networks. The learning networks of the future will not be composed only of educational institutions; in most cases companies and multicultural communities will be involved. The internal and external networks of a community are usually impersonal. Personal projects are essential in new projects within and outside a community.

The interaction between real life and learning is increasing. Perhaps learning from life is what is practical pedagogy. The learning network community is able to identify experiences and deal with them socially, as well as remember what has been learnt from each situation. Creative confrontation is the natural working method.

Client orientation is the starting point for work. A good network relationship is a relationship that is based on mutual aid. This demands that both parties have a deep understanding of their own position. In this sort of relationship based on mutual aid, it is essential to be able to transfer oneself into the shoes of another person. One must have empathy. A relationship based on mutual trust is created by and based on equality in learning situations. The main measure of equality is genuine mutual respect and an adult method of working based on clear rules.

Client oriented quality work is both awareness and know-how, and interaction. Interaction is an essential quality factor. My good example of client orientation is the monthly dialogue with Jaana Tuovinen sharing our client phenomena's and work. The peer coaching processes in interaction with Tuija Bäck during six years have created inspiring concepts for leadership development.

The following cases should help to visualise client oriented working and network learning:

The Case Pirkanmaa Hospital District Hannu Tuovinen

The consultation team counselling process has created a strong team spirit, co-operation and team responsibility. The learning process has strengthened the team members' professional orientation for the daily work. Many work processes are now more clear for everyone than before and everyone can share this experience.

Co-operative leadership / horizontal leadership means that every team member understands in the same way the basic task and the working methods in practice. The work delegations happen together in the common meetings and everyone get support from team members also in critical questions. The team members take care of their work processes and process analysis together.

The professional team members have a lot of freedom in their client processes. The horizontal leader monitors the common feature and the distinct. As an experienced leader I have found my authentic way to lead through trial and error. In the consultation group I have been very happy to inspire the team members the new methods and I believe that my vision to develop the service system in on the right way. Without the vision my leadership will be more “heavy”.

All my leaders have trusted me and inspire me towards new developments. That make the great sense.

In conclusion

A circus is also an inspiring network. In a circus, each one knows where to park his caravan and how to fit in his own plan of action. This is based on the idea of how to, in a combined effort, get the show going as smoothly as possible. In the circus the combined production is arranged as a circle. This is a circle without walls. The circus does not place barriers against those that come in - to customers, journalists or the media. The circus is a network community where each team combines its special area of knowledge in a common disciplined co-operative manner. The circus employees have two quality attributes in their work: courage and industriousness. These make the circus professionals true stars, and the circus itself a community of stars. This community of stars is also an organisation that aims for peak performance. It acknowledges its possibilities, creates networks and manages the improvement of skills, and it aims its activities in a client oriented fashion.

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