

MAPPING TRANSFORMATIONAL CHANGE

Steve Henry, Glenys Ker, Kelli Te Maihāroa

This is a research project being undertaken to articulate change as a result of learning. Measuring change and impact from learning programmes has long been sought-after; yet appears to be given only anecdotal attention by organisations seeking transformational change. This research is an attempt to develop tools which can map change and hence begin to articulate the impact. The authors are all based at Capable NZ, a part of Otago Polytechnic which uses learner reflection on experience as the primary new evidence for qualifications. The authors are engaging with a range of other organisations who have a desire to document and evidence transformational change as a result of their programmes.

The research is building from the previous work of Ker(2017) which was not published with regards to specific transformational change, but rather the focus was on what changed for the learner. The research seeks to develop a method for articulating change which can be used across many learning programmes and is currently being presented in the form of a map, framework or change canvas. An online survey has been completed, along with focus groups to garner learner experience.

A key theme emerging from the survey and from focus groups is that learners are finding it challenging to put into words the significance of their experiences where the learning is transformational. Asking learners for a single expression to describe their change appears to be a useful prompt. One learner expressed their change as “from zero to hero”, another “from rugby mauls to boardroom brawls”. Tying the patterns of change into existing models is being explored. This includes creating a Change Canvas – a one-pager to capture key metrics from the experience. Examples of this follow to show how the template is changing and learners are choosing to engage with it as a tool to give emphasis to their explaining what happened and why.

The draft templates will be piloted with future focus groups and fully developed by a graphic designer for the SCOPE Capable NZ 2020 publication.

Change canvas enquiry questions	
Title	Name
Date	

<p>Setting</p> <p>Where? When? What?</p> <p>Assumptions in that setting Who sets the rules? What is agreed yet unspoken? Describe the culture- how open to change is it?</p>	<p>Narrative of key moments</p> <p>How do you describe what has happened in a short time?</p>	<p>Key Outcomes and Actions taken</p> <p>What has happened since?</p>
<p>The changes I see in me</p> <p>What are they and how do you know?</p>		
<p>What others say about the changes in me because of this</p> <p>Who said what?</p>	<p>What the old me said about this</p> <p>How did you used to describe this?</p> <p>What the new me says</p> <p>How do you describe this after your changes?</p>	
<p>Image (draw or describe)</p> <p>What image says so much more than words?</p> <p>Metaphor</p> <p>Is there a metaphor to describe what happened and how you frame your change? This may be related to the above image.</p> <p>Inspired by What has motivated you?</p> <p>Impacts/Behaviour change summary How have your changes impacted you and others in your behaviour?</p>		

Change Canvas I

Learning moment. Taking the Finders Course in 2018. Learner I

Setting	Narrative of key moments	Key Outcome and Actions taken
<p>A course focused on finding your way to wellbeing. Initially 17 weeks, the strong Alumni community means the course has never stopped.</p>	<p>The moment I committed to the programme, my meditation practice dropped me deeply into a very high state of wellbeing</p> <p>Learnt tools to use for wellbeing</p> <p>Magnificent learning infrastructure in the course</p>	<p>Customised meditation practice developed</p> <p>Arising of joy as a “default” way of being</p>
<p>The changes I see in me</p> <p>Increased self belief to be unique.</p> <p>Ease, everything is perfectly ok.</p> <p>Less fear:</p> <p>Increased compassion.</p> <p>Loss of constant narrative mind.</p> <p>Arising of joy as a “default” way of being</p>		
<p>What others say about the changes in me because of this;</p> <p>My wife says</p> <p>I am easier to live with</p> <p>Listen better</p> <p>More tolerant</p> <p>Calmer</p> <p>Less judgmental</p>	<p>Reflection now (May 2019)</p> <p>A game changing moment in my life.</p>	

Change Canvas 2

Taking the Finders Course in 2018. Learner I (same learner as Canvas 1 above)

Setting	Narrative of key moments	Key Outcomes and Actions taken
<p>A course focused on finding your way to wellbeing. Initially 17 weeks, the strong Alumni community means the course has never stopped.</p> <p>Assumptions in that setting</p> <ul style="list-style-type: none"> • 75% of participants report transformational change towards wellbeing • Blended learning delivery works-online, video conference, video, reading • People are motivated to learn • People can afford the fee • People have the time to invest in learning 	<p>The moment I committed to the programme, my meditation practice dropped me deeply into a very high state of wellbeing. Learnt tools to use for wellbeing. Magnificent learning infrastructure in the course. My learning continues</p>	<p>Customised meditation practice developed</p> <p>Arising of joy as a “default” way of being</p> <p>Methods to return to high wellbeing established</p> <p>Changed professional direction into exploring where personal and professional transformation meet</p> <p>Remain connected to a remarkable community of practice</p>
<p>The changes I see in me</p> <p>Increased self-belief to be unique. Ease, everything is perfectly ok. Less fear: Increased compassion. Loss of constant narrative mind. Arising of joy as a “default” way of being Increased motivation Increased Ease Less concern what others think of me Less thinking/doing more being</p>		
<p>What others say about the changes in me because of this;</p> <p>My wife says</p> <ul style="list-style-type: none"> • I am easier to live with • Listen better • More tolerant • Calmer • Slower to move to judgement 	<p>What the old me said</p> <p>Personal development requires my effort and discipline</p> <p>What the new me says</p> <p>Life is perfectly ok, allow it to unfold and be</p> <p>Reflection now (July 2019)</p> <p>A game changing moment in my life.</p>	
<p>A single sentence to summarise the learning I found my way back to fundamental wellbeing</p>		

Change Canvas 3.

Learning in the Graduate Diploma in Sustainable Practice programme 2017- 18. Learner 2

Setting	Narrative of key moments	Key Outcomes and Actions taken
<p>A learning program which builds on from prior learning and work completed in Adding Sustainable Value. Delivered online and via multiple block-course during the year with the compulsory academic requirements in place also.</p> <p>Assumptions in that setting That there would be a formal framework for learning with key linear expectations. Academic outcomes (in line with previous learning institutes) would have priority over personal transformation. There would be more corporate/ business people involved.</p>	<p>Being challenged with pre-existing paradigms of thinking; occasionally externally but exposure to a variety of situations and lifestyle forced me to evaluate my personal reactions and preconceptions.</p> <p>Understanding Ako through the old and new Grad Dip and Master's students working together.</p> <p>Being challenged in what in life is important to me and why I do what I do (or don't)</p>	<p>I am a more empathic person who I believe is curious about what it is I don't know rather than assuming I already know (perhaps through my personal experience)</p> <p>The ako concept has been profound and is something I am bringing into my business model to support new knowledge within sustainable/ regenerative practice.</p> <p>Leaving a place of comfort to back myself, my skills, experience and personal attributes</p>
<p>The changes I see in me I am braver I find it much easier to see my value I have improved mental toughness with the ability to externalise events that previously would have had a detrimental impact. I am excited to meet and learn from a wide variety of people but able to choose when to walk away. I am not intimidated at the thought of doing a MPP, rather excited. Increased authenticity</p>		
<p>What others say about the changes in me because of this;</p> <p>Increasing self belief Increased ease</p> <p>Metaphor In its simplest terms, moulting in crustaceans is the periodic shedding of the hard-outer covering, the old exoskeleton, or shell. But this concept is overly simplified, because shedding an old shell requires the prior laying down of a new soft one under the old and, subsequently, the hardening of the new one into a firm, resistant, useful outer covering. In my case the term moulting, then, implies a large amount of psychological activity both before and after the actual shedding of the old shell.</p>	<p>What the old me said I am uncomfortable with being outside my comfortable zone.</p> <p>What the new me says I appreciate the best learnings and personal reflections happen in new and sometimes uncomfortable environments – if I am to grow, I need this.</p> <p>Inspired by Varies personalities in my cohort. All culminated to growth but never in a way that felt uncontrolled; there was always a level of moderation to ensure people felt safe while 'moulting'</p> <p>Impacts/Behaviour change summary Deeper understanding of my personality and paradigms is powerful More open to change</p>	

Steve Henry is a facilitator at CapableNZ where he co-ordinates research and works across several programmes at Bachelors and Masters level. He is based in Kaiteriteri, in the North of Te Wai Pounamu (the South Island) of Aoeteroa | New Zealand. Steve is a Doctorate of Professional Practice candidate.

Glenys Ker is the programme leader of the undergrad qualifications on offer through Capable NZ, a School in Otago Polytechnic specialising in work-based learning and professional practice qualifications. She works as a facilitator of learning, supporting learners to articulate their skills, knowledge and attitudes gained from their work-based learning experiences, as well as undertaking new learning to gain a degree qualification through Capable NZ's independent learning pathways. In 2017 Glenys completed her Doctorate in Professional Studies (Adult Learning) from Middlesex University, where she created a model for developing facilitators to bring about transformative learning with adults in the workplace.

Kelli Te Maihāroa (Waitaha, Ngāti Rārua Ātiawa) PhD candidate, MA, PGDipChls, BEd, DipTchg. Kelli is the Tumuaki: Rakahau Māori | Director: Māori Research. Kelli was a co-editor with Professor John Synott and Heather Devere for Peacebuilding and the Rights of Indigenous Peoples: Experiences and Strategies for the 21st Century. She has published on Māori education initiatives, cultural revitalisation and indigenous peace traditions. Kelli is the great granddaughter of the Māori prophet Te Maihāroa from Te Waipounamu.

Ker, G.R. (2017) *Degrees by Independent Learning: A case study of practice at Otago Polytechnic, Dunedin, New Zealand*. Unpublished thesis.