

# Wisdom in organisations

Part 2

Journal of  
the Association for Management Education and  
Development





**Guest Editor: Julie Allan**



Thanks to Triarchy Press for their encouragement with this issue.



This edition of e-O&P may be downloaded from the AMED web site [www.amed.org.uk](http://www.amed.org.uk), priced at:

- £15.00 for networkers and non-members or
- £10 for visitors to the [Triarchy Press](http://www.triarchy.org.uk) website
- £0 for full members of AMED and e-O&P subscribers

e-Organisations and People is now available on the EBSCOhost database <http://www.ebscohost.com>

© AMED 2012. ISSN 2042 – 9797. You may freely print or download articles to a local hard disk, provided they are for your personal and non-commercial use only. Please ensure that you acknowledge the original source in full using the following words

*'This article first appeared in e-O&P Vol 19 No 3, Autumn 2012 and is reproduced by kind permission of AMED [www.amed.org.uk](http://www.amed.org.uk)'.*

For permission to reproduce article(s) from this journal more widely, please contact the AMED Office [amedoffice@amed.org.uk](mailto:amedoffice@amed.org.uk), Tel: +44 (0)300 365 1247.

The views expressed in this journal by both editorial staff and contributors are not those of AMED or any of the organisations represented by the editors, but reflect the opinions of the individual authors only.

© Cover image by Martha Molland. Some rights reserved under creative commons Attribution-NonCommercial-NoDerivs 3.0 Unported (CC BY-NC-ND 3.0) <http://creativecommons.org/licenses/by-nc-nd/3.0/>

**e-O&P Editorial Board:**

Bob MacKenzie  
David McAra



<b>Co-creating wiser ways</b>	<b>1</b>
<i>Julie Allan</i>	
Provides an overview of the contents of this edition, and raises the tantalising prospect of a follow-up workshop	
<b>The App Curriculum of the near future, and the wisdom of five minds</b>	<b>5</b>
<i>Roy Blatchford</i>	
Predicts that portable gadgets and Howard Gardner's 'Five Minds' will soon become essential aids in nurturing the wisdom of schoolchildren	
<b>The wisdom of education?</b>	<b>8</b>
<i>Julie Allan</i>	
Complements Roy Blatchford's article by offering links to three seminal thinkers on education	
<b>Senex and liminality</b>	<b>10</b>
<i>Sol Davidson</i>	
Reflects on his work with leaders in organisations as he and they navigate through their times of transition using action logics and other influences	
<b>Leadership embodiment</b>	<b>18</b>
<i>Wendy Palmer</i>	
Wendy outlines core principles of her embodied leadership approach and its potential for wiser outcomes.	
<b>Stop Press: Leadership embodiment: what's it like in practice?</b>	<b>24</b>
<i>Kirstin Irving</i>	
Kirstin shares complementary thoughts arising from her experience of Wendy Palmer's most recent workshop	
<b>Wisdom through integrated practice</b>	<b>25</b>
<i>Susan Kirkcaldy</i>	
Explains how she helps individual and corporate clients to integrate reflective and receptive practices for greater wisdom and effectiveness	
<b>Finding wisdom in the spaces between us</b>	<b>34</b>
<i>Adrian Brown</i>	
Draws on the work of Barry Oshry and wisdom councils to facilitate the development of wisdom in organisations	



<b>The wisdom of belonging in a time of transformative change</b>	<b>42</b>
<i>Chris Chapman</i>	
Charts his personal search for wisdom as a change agent away from a belief in objectivity through connection and intersubjectivity	
<b>Power, responsibility and wisdom:</b>	<b>50</b>
<i>Bruce Lloyd</i>	
Reflects on a 25-year-long journey from Troy towards wisdom, exploring the core relationship between power and responsibility along the way	
<b>The wisdom of philosopher-leaders</b>	<b>59</b>
<i>Bob MacKenzie</i>	
Argues that explication as a particular form of experiential learning can help to address the moral and practical failings of leadership exposed by current global challenges	
<b>Money, sustainability, and the usefulness of the City:</b>	<b>68</b>
<i>Shelagh Doonan and Jonathan Wilson</i>	
Shelagh and Jonathan review a book and a debate	
▪ 'Money and Sustainability: the Missing Link', by Bernard Litaer et al (Triarchy Press)	
▪ St Paul's Institute Debate: Is the City Socially Useful?	
<b>The Wisdom App from Triarchy Press</b>	<b>78</b>
<b>Failing that: two wise books</b>	<b>79</b>
<b>Your invitation to a follow-up workshop on 'Wisdom in Organisations'</b>	<b>80</b>
<b>A note about AMED</b>	<b>80</b>
<b>Getting involved</b>	<b>80</b>
<b>Other forthcoming AMED and partner events</b>	<b>81</b>

# Stop Press: What's it like in practice?

## Kirstin Irving

Change consultant **Kirstin Irving** has been making her own journey with Wendy's approach and was attending a workshop with her while this edition was going to press. She has offered to share her own experiences, and to gather the thoughts of fellow participants concerning the incorporation of embodied leadership in their work and links they see with wisdom. You will find her piece [here](#) when it is completed, with an invitation to share your responses or experiences.



Kirstin is a consultant and facilitator. She works with changing organisations to help ensure they get the benefits they expect from their good change ideas. She is passionate about people's voices being heard, gaining clarity where there is none and making sure the time, energy and resource devoted to changing is well spent. She works in support of effective change agency, and authentic leadership.

Kirstin is a Director of change consultancy Irving Allan, and of Irving & Irving Associates, a consultancy specialising in assessment and development. With a commitment to sustainable business she devotes a proportion of her time to the Be The Change Initiative. A Registered and Chartered Occupational Psychologist, Kirstin lives with her husband and three children in Northamptonshire.

Kirstin may be contacted via e-mail at: [kirstin@irvingallan.com](mailto:kirstin@irvingallan.com)

# Leadership Embodiment

## Practitioner perspectives

### Kirstin Irving



*Change specialist Kirstin Irving reflects with fellow students of leadership embodiment on the personal and professional impacts they have experienced from this approach. There is general agreement amongst them about the value for themselves and their organisational clients of releasing the wisdom available through the body, rather than relying solely on the cleverness of the head.*

#### **Kirstin writes:**

I first experienced Wendy Palmer's embodiment work around four years ago, as part of a two day systems thinking workshop. It had a profound effect on me, partly because I was brought face-to-face with my natural patterns and responses during challenging times, but mostly because I started to understand the full impact of my behaviour on those around me. From then, a centering practice became a regular feature of my preparation for events or moments I anticipated to be stressful or in some way challenging. And recognising the immediacy and power that a few moments of centering can have on feelings and performance, I looked for opportunities to incorporate this into my facilitation and consulting work. Where I have done so, it has been well received, enabling people to feel more capable in the face of incoming demands, and to respond in a more dignified and effective way than they might do otherwise.

Two days this August, spent with Wendy and around 18 others, brought with them the opportunity to enquire of others what their experience of leadership embodiment was. Seven practitioners each volunteered 15 minutes of their time to be interviewed by me during, or subsequent to, the two day workshop. I recorded our conversations, and typed notes, using AudioNote software. This piece, with their kind permission, gives voice to their experiences, and to my own.

I framed the enquiry using four questions: How have people come to this work? What do they most value about it? What do they see as its contribution to organisational life? Is this an approach to enabling wise action? Here is what I heard.



## How did you come to this work?

*"It was like an internal click 'this is the way'; 'I found Wendy and suddenly I had the feeling that I was at home'; 'I was just completely hooked'."*

There is a real sense of having been 'got' by this work. Everyone here has a number of years' association with leadership embodiment and Wendy's work; some have experience of somatic work with other teachers. Several started their interest as personal development, which has transitioned into what may be seen as the more 'hard-edged' world of organisational work. There is a feeling that this work offers "something more than working from the neck up" - preferable to the more frequent experience of personal or organisational practice operating only, or primarily, at a cognitive level.

**Leanne's** path, for example, began with a personal development workshop in the 1990s:

*"The exercise involved sitting in four different seats – north, south, west and east, representing mind, feelings, soul and body. And as you sat in each you had to speak from that perspective... I didn't have any idea I had a body up until then. It was a life changing experience. The power of sitting in the body seat just transformed me. Basically my body said: 'you pay me no attention, you treat me like a workhorse', it was just really angry. Ever since then I've started paying attention to it... I think we live in a world where we cognitively know it and we go 'oh' and move on, and we never wait for the body to go 'ah, I get it'. And there's a huge amount of wisdom in the body..."*

For **Debbie**, who first experienced somatic work as part of a broader development programme a number of years ago, the shift from a cognitive to an embodied orientation was also significant:

*"We were sitting doing some exercises, and I wasn't quite getting it... It was all on a cognitive level. Then someone said 'relax the muscles in your thighs, relax your pelvis, relax your abdomen'. I followed this through and I suddenly found myself - not in my head anymore, with that critical voice - I was in the here and now. And things suddenly calmed and stilled."*

**John**, who has practised a Chinese martial art since the age of 12 or 13, was prompted by feedback from colleagues to explore this further:

*"People used to say to me I responded differently to most people to stress and challenge... So I started to extract what that was about".*

*So, the personal impact caught the attention, but what continues to be of value and sustains my fellow practitioners in their study of leadership embodiment?*

## What do you most value about it?

People speak both of the practical content -- the tools and techniques or practices -- and of the manner in which these are approached -- as modeled by Wendy in the room.

First, the impact of the practices.

After her first exposure to somatic work, **Debbie** was encouraged to 'go and play with it'. She did and quickly experienced a significant difference as a result of paying attention to the centre of her body:

*"I'd always been what I would have called 'over promoted' - and I used to find myself in some*

*very stressful situations... I brought this methodology in to practice in these meetings, because no-one could see what I was doing, so rather than just responding in a sometimes defensive way I'd stop, just take a moment and relax my thighs, relax my pelvis, my abdomen, and then I'd speak. And it felt as though suddenly it was the real me that was speaking... I noticed as well how much calmer I felt... I was engaged in the moment, and I could pay attention to what was going on, rather than thinking, 'oh my god, what's going to come next'."*

**Kate** brings to mind her time, 12 years ago, working in an operational role for the oil industry:

*"I was totally in reactive mode, unaware fully of what my own life values, commitments and intentions were. Now, by being aware of my body and being aware of what my intentions are and being focused - taking responsibility through my body for where I'm at – I'm able to sail my own boat rather than to be sailed by others. It has enabled me to be more peaceful and inviting and inclusive of others. To adapt and yet stay myself".*



For **Maja**, part of the value comes from the notion of building new neural pathways in support of new ways of being:

*"We watch and see what's there - but then the approach offers us solutions. Through practice we can develop our capacity. And even the possibility of being in centre in the middle of muchness, or stress, or things going to hell, or whatever it is, is valuable -- the invitation to that being possible, that there is centre..."*

For me, and for others, the way of approaching the work is valuable.



I find the enquiry-led approach to learning vital. Instead of the presumption that often comes with didactic approaches, we're invited to pay attention to what happens normally for us (personality), and what happens when we operate from centre. It's an active process. As **John** says,

*"There's a saying in Chinese martial arts that is 'Steal my art'. A teacher can't give you; you have to steal it from them. You have to observe, be open and attentive to what's going on."*

Paying attention in this way supports us to make choices about whether we respond from 'personality' or from 'centre'.

And as **Maja** says, *"We don't function from centre all of the time, no-one does...."* That the dysfunction of personality is normalised in this work is important. Says **Maja**, *"Wendy is very clear that 'this is how it is'. It's this normalising that creates the setting for learning to happen."*

That the focus in this work is on what *is* (the dynamics and energetics), rather than the *why* of what is (the psychodynamics), seems also to be important.

**John** says:

*"The thing that I most value is the compassion. Tempered with a real sense of challenge, because there are both sides of that to Wendy herself and the work she does... this work gives you a very clear sense of all the ways you can mess up and the loops you get in to that don't get you where you want to be. But it does it in such a way that you smile rather than despair."*

For a number of us, the fact that Wendy's work quickly and powerfully demonstrates our usual patterns, and juxtaposes the impact of these with the results that arise when operating from centre, is attractive:

*"We're always looking for ways to come in to talk to clients about things that matter - this is another avenue... a very powerful way in".*

*"I know that it's a practice, but Wendy's work seems to be a quick way in. It seems to open a door - then they can go on and do the hard graft, but it's the door...."*

For **Ann**, who does a lot of multi-cultural work, *"it offers a way that is beyond language."*

## **What contribution do you think this approach makes to organisational life?**

My own first experience of bringing embodiment into my work was both heartening and unexpected.

I shared the centering practice with an area manager. His intention as a result of our time together was to share it with his field engineers, men (mostly) installing and maintaining satellite dishes up and down the land.

I hadn't anticipated this response. But he had identified how this simple practice could equip his engineers to deal more effectively with moment-by-moment challenges, with frustrated, confused and sometimes angry customers, and with their own high and rising volumes of work, conflicting targets and frequent changes in policy and practice. Here was an opportunity for them to feel less stressed, be more productive and genuinely enhance the company's brand through positive customer experience.

In her coaching work, **Michele** also reports the centering practice to be of great value to clients, enabling leaders to *"respond in a more measured way and a more reflective way than just shooting from the hip"*.

Their centering practice travels with them, enabling them to be more effective in the face of change and uncertainty, when experiencing anxiety ahead of major presentations, when in conflict with their boss, and when confronted with 425 urgent emails each day in their Inbox.

For **Ann**, the approach offers, *“some clear ways of diagnosing as well as working with, dealing with, overload, building resilience and moving forward.”* In her experience it has brought groups to another level in terms of how they communicate; *“it’s a way to give permission for the unspeakable to be spoken about.”*



**John**, who used to teach and lead in challenging London schools, now works with teachers struggling to establish themselves in the classroom. He says:

*“... there's a whole set of tools that are possible in terms of people building their presence in the classroom. The problem is that the way we train people does not include those tools because most of the training that teachers get is on the cognitive level. But when you go in to a classroom, the way you show up, your posture, breath, gestures, all of those elements, your energetic openness, those are the things that really make the difference. I've come across a lot of teachers who knew what they were supposed to do but when they were in an overwhelming classroom situation their bodies just wouldn't allow them to do it.”*

When I ask what the experience is of teachers encountering this approach for the first time, he says:

*“The teachers I’ve worked with find it as a massive relief... What this work allows you to do is say ‘if you stand like this it will have one effect, but if you use your extensor muscles, for example, it will have a completely different impact both on you and on the people who are looking at you’. And that’s very different to saying ‘you’ve got to be more confident’. It gives people a way of moving forward...*

*“The other side of it is that it suddenly becomes funny and human. There’s a big emphasis in this work on transparency and the teachers of this work are always quite clear about showing that they have their own patterns, as ‘dysfunctional’ as anyone else’s. So, people don’t have to pretend so much and you can begin to work more skilfully with where they’re at, and they begin to relax around their struggle and that really helps open up possibilities.”*

*“I really would like to see this work flourishing, teachers, school leaders in general getting access to some amazing tools that will open up their experience of both leadership and teaching, and restore some of the aliveness that should be in teaching.”*

In what ways might leadership embodiment enable ‘wise practice’ or ‘wisdom in action’?

*“Calming ourselves down”, “all our capabilities being present” and “accessing all the different parts of oneself”* are related to working from centre and nominated as supportive of wise practice. Foolishness in a variety of guises has impacted recent times: the continuing bad shape of the economy, interconnected issues of sustainability, unacceptable behaviour in organisations. . . In talking about the role that development professionals have in developing leaders who operate from an ethical, values-based place, **Ann** says:

*“We have a responsibility to do something different than just the same-old, same-old, and I think the somatic work can open up discussion spaces, build bridges, help people to develop more quickly.*

*“I just heard the phrase, ‘the body doesn’t lie’. So if the somatic work helps people work on congruency then perhaps that will get people to examine the lack of congruency in their working lives, or in their decisions or in their organisations... As a coach I think it’s important to have people acknowledge both the difficulty of, and do a good ‘due diligence’ on, making those decisions.”*

## **Closing Thoughts**

As for many others, my experience of somatic work has opened up a whole new world that I didn’t know existed. It reminds me of when I learned to scuba dive; how had I not discovered this vast and beautiful underwater world before?! Why hadn’t anyone told me about it?! And, in relation to my professional practice and somatic work, what implications were there of this ‘not knowing’ for my work and my clients?

**Kate** said, *“When you start to practise it you realise you really are a beginner...”*. And this speaks to the challenge in the work, and in learning to do the work. As practitioners we need to create scaffolding for ourselves as we work to build our ‘muscle’ for centred practice. And, as **John** said, *“When you find someone who has mastery you should spend as much time as possible with them.”*

## Acknowledgements

Thanks to **Wendy** and the following people for sharing their experiences and points of view in support of this piece:

- Kate Bell – somatic coach
- Maja Bengtson – working with leadership and personal development since 1991
- Ann Houston Kelley – executive coach
- Leanne Lowish - executive and team coach, coaching supervisor and change management specialist
- Debbie Moore – Head of HR and somatic coach
- Michele Seymour – executive coach, leadership development, consultant
- John Tuite – coach, trainer, consultant

Wendy Palmer continues to develop and share her work across the world. You can learn more by visiting: <http://embodimentinternational.com>, and by linking back to her article in the Autumn 2012 issue of *e-Organisations and People* by clicking [here](#).

## Images

The photographs are Kirstin's own.

## About the author

Kirstin is a consultant and facilitator. She works with changing organisations to help ensure they get the benefits they expect from their good change ideas. She is passionate about people's voices being heard, gaining clarity where there is none and making sure the time, energy and resource devoted to changing is well spent. She works in support of effective change agency, and authentic leadership.

Kirstin is a Director of change consultancy Irving Allan, and of Irving & Irving Associates, a consultancy specialising in assessment and development. With a commitment to sustainable business she devotes a proportion of her time to the Be The Change Initiative. A Registered and Chartered Occupational Psychologist, Kirstin lives with her husband and three children in Northamptonshire.

Kirstin may be contacted via Email: [kirstin@irvingallan.com](mailto:kirstin@irvingallan.com)



## The Wisdom App from Triarchy Press

On most days, we are lucky enough to receive a copy of the *Harvard Business Review's* 'Daily Stat'. Two recent editions revealed that:

*"...people who saw high-power-related words such as "influence" embedded in a puzzle scored 29% higher on a game of darts than people who saw low-power-related words such as "serve."*

and

*"51% of people who viewed disgusting images from the film Trainspotting were willing to trade away a closed box of office supplies for a new one, compared with just 32% of people who weren't exposed to the repellent images... Incidental feelings of disgust thus appear to disrupt the deeply held "status quo bias"..."*

Recognising that this kind of neuro-reductionist nonsense is probably what the future holds, Triarchy Press is proud to announce its forthcoming Wisdom App. It works like this: Your phone or Portable App Device – the App works on any 4G+ device – uses patented liminality recognition software (LRS) to recognise CATPADs – any occasion when you Cross A Threshold or Pass through A Doorway. [CATPAD events are widely recognised as valuable learning opportunities because we become somatically attuned to the possibility of change at such moments.]

On recognising a CATPAD, the LRS triggers your phone to release a tiny electric shock to the lateral meridian responsible for the articulation of the knee (specifically via the anterior cruciate ligament). In short, it forces us to bend our knees slightly, which is well-known to gently awaken the kundalini energy.

The work of Libet<sup>1</sup>, Nørretranders<sup>2</sup> and others suggests that our conscious awareness of stimuli from the environment lags actual perception by approximately half a second. That provides a half-second window between the delivery of the shock and the onset of the so-called Sceptical NEgation Energetic Response (SNEER). In this brief window, the LRS triggers a neurolinguistic cascade. In the cascade process, we "see" key terms (like 'autonomy', 'mastery' and 'purpose') at the same time as experiencing at an affective level the preliminary, co-sensing stages of 'suspending', 'diving' and 'letting go' outlined by Otto Scharmer<sup>3</sup> in his Theory U. This co-sensing 'dive' down the U is phenomenologically reinforced by the knee-dip.

The result? Tests have demonstrated a marked increase in observably wise responses in a series of culturally-offset decision situations. We don't yet fully understand how this happens, but we believe the knee-dip provokes a sense of proportion (as in the experience of ourselves in proper relation to others and the environment) alongside a heightened transpersonal awareness of connectivity, while the cascade allows us to harness what Maturana and Varela<sup>4</sup> called 'directional autopoiesis'. In other words, in the moment of bending we, literally, stand-up for what we know to be the right course of action.

<sup>1</sup> Libet, B. (2004) *Mind time: The Temporal Factor in Consciousness*, Cambridge, MA: Harvard University Press

<sup>2</sup> Nørretranders, T. (1998) *The User Illusion: Cutting Consciousness Down to Size*, New York: Viking

<sup>3</sup> Scharmer, C. O. (2007) *Theory U: Leading from the Future as it Emerges: The Social Technology of Presencing*, Cambridge, MA: Society for Organizational Learning

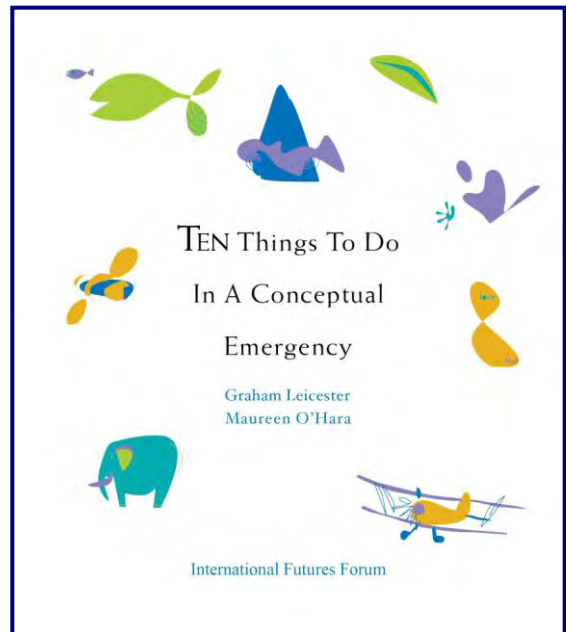
<sup>4</sup> Maturana, H. R. and Varela, F. J. (1980) *Autopoiesis and Cognition. The Realization of the Living*, Dordrecht: Reidel

# Failing that: two wise books

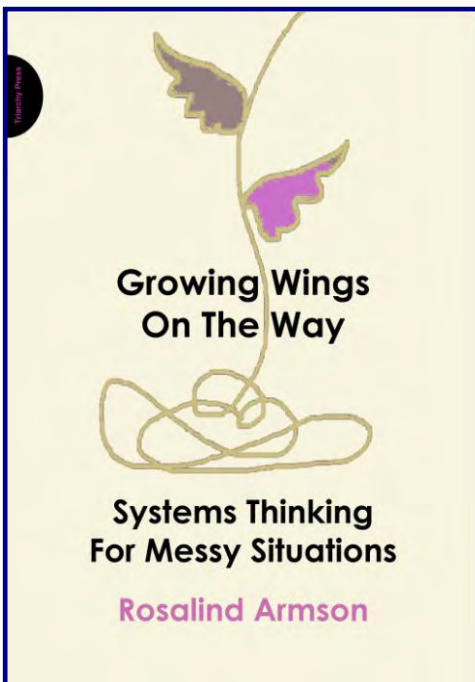
*“The capacity to make sensible judgements leading to wise action in conditions of complexity, uncertainty and rapid change does not depend on data and information, or even a set of scenarios. It depends on shifting the model we have in our heads of how the world works closer to reality.*

*We call this insight.”*

In the last issue of **eO&P**, Graham Leicester wrote on ‘Practical Hope and Wise Initiative’. That article modestly mentioned his 2009 book (co-authored by psychotherapist, organisational consultant and futurist Maureen O’Hara) – from which the above extract is taken. The book is called **Ten Things to Do in a Conceptual Emergency**. It’s a little gem (50 pages full of wisdom) and you can read it free at [www.bit.ly/read10things](http://www.bit.ly/read10things) or buy a printed copy at [www.bit.ly/TP10things](http://www.bit.ly/TP10things)



Our favourite of the 10 things is: **Practise social acupuncture.**



A rather bigger gem is **Growing Wings on the Way: Systems Thinking for Messy Situations**.

Rose Armson used to teach Systems Thinking to very happy students at the Open University. Her book takes as an extended case study the huge difficulties she and her sister faced in trying to work out what to do about their elderly mother. And it presents a whole range of wonderfully useful Systems Thinking approaches to resolving that particular ‘mess’ or any of the other messes we can find ourselves in at home or at work:

Rich pictures ~ Influence diagrams  
The Understandascope ~ Systems maps  
‘TWO CAGES’ ~ and lots more.

You can read extracts free at [www.bit.ly/readwings](http://www.bit.ly/readwings) or buy a printed copy at [www.bit.ly/TPwings](http://www.bit.ly/TPwings)

## Special discounts from Triarchy Press to AMED Members and other e-O&P readers

Both books are available at a **20% discount to readers**. To get your 20% discount (available on *all* Triarchy Press books) visit [www.triarchypress.com](http://www.triarchypress.com) and enter OP20 at Checkout when you're asked for a promotional code. The discount is in addition to any special offers already available on the website.

## *Your invitation to a follow-up workshop on ‘Wisdom in Organisations’*

### **Spring/Summer 2013**

This is your advance invitation to ‘**Co-creating wiser ways**’: a post-publication workshop involving authors and readers of the *e-O&P* editions of ‘Wisdom in Organisations Parts 1 and 2, and anyone else who’s interested. We’ll share ideas and experiences, at a venue in or around London, working with a mixture of pre-agreed ‘thought-provokers’ and emergent Open Space convened sessions. For further details, watch this space, **please contact** Linda @ the AMED Office [amedoffice@amed.org.uk](mailto:amedoffice@amed.org.uk) **to let us know your interest in principle in joining us.** Thank you!

### ***A note about AMED***

AMED stands for the Association for Management Education and Development, [www.amed.org.uk](http://www.amed.org.uk). We are a long-established membership organisation and educational charity devoted to developing people and organisations. Our purpose is to serve as a forum for people who want to share, learn and experiment, and find support, encouragement, and innovative ways of communicating. Our conversations are open, constructive, and facilitated.

At AMED, we strive to benefit our members and the wider society. Exclusive Member benefits include excellent professional indemnity cover, free copies of the quarterly journal *e-O&P*, and discounted fees for participation in a range of face-to-face events, special interest groups, and our interactive website. We aim to build on our three cornerstones of **knowledge**, **innovation** and **networking** in the digital age. Wherever we can, AMED Members, Networkers and Guests seek to work with likeminded individuals and organisations, to generate synergy and critical mass for change.

To find out more about us, you are welcome to visit our website [www.amed.org.uk](http://www.amed.org.uk), or contact Linda Williams, our Membership Administrator, E: [amedoffice@amed.org.uk](mailto:amedoffice@amed.org.uk), T: 0300 365 1247

## ***Getting involved***

There are so many things AMED can do for you, and that you can do with AMED. For more information, visit <http://www.amed.org.uk/page/you-and-amed>.

## Other forthcoming AMED and partner events

### 14 September

AMED is re-launching our high profile **Frontiers Conference** series in 2013. We invite you to bring your ideas, energy and enthusiasm to design the event and get the plan together. Please come along and help to shape the future at Roots & Shoots, London SE11 6DN, 14<sup>th</sup> September 3.00 – 4.45 pm to help plan AMED's 2013 Frontiers Conference. If you can't get there then, you can email your ideas to [chair@amed.org.uk](mailto:chair@amed.org.uk) For more information, and to book your place (there is no charge) visit <http://www.amed.org.uk/events/2013-frontiers-conference?rsvpConfirm=1>.

- **2-3 October** - **World of Learning Conference**, NEC Birmingham <http://www.learnevents.com>
- **4-7 October** - **IAF Europe Conference**, Geneva 'Facilitating Across Cultures: Unleashing the Power of Diversity' <http://www.iaf-europe-conference.org>
- **13 October** - **Lapidus Day**, London <http://www.lapidus.org.uk>
- **19 October** - **Joint AMED Writers' Group/Sustainable Development Network Workshop**, Roots and Shoots, London SE11 6DN, 1.30-4.30 pm, <http://www.amed.org.uk/events/joint-amed-writers-group-sustainable-development-network-workshop>
- **19 November** - **publication of Winter 2012 e-Organisations and People**, 'Reappraising Command and Control Leadership' [www.amed.org.uk](http://www.amed.org.uk)
- **14 December** – **AMED Writers' Group: Highlights of our Writing Year/Private Passions/Looking Ahead to 2013**. 1.00 – 4.30 <http://www.amed.org.uk/events/amed-writers-group-highlights-of-our-writing-year-private-passion>

(For more information, visit the Events page of the AMED website <http://www.amed.org.uk/events>)



## ***Your invitation to become more involved with e-O&P***

### **About e-O&P:**

e-O&P is AMED's quarterly online journal, available in pdf format, for academics, professionals, managers and consultants at all stages of their careers. It addresses innovative approaches to personal, professional and organisational development in a reflective and accessible way. It has a practical bias with a balance of well-written thought pieces, case studies, interviews, articles, reviews and editorials. Our articles are succinct, engaging, authentic and easy to read. We maintain our high standards of writing through the careful selection of relevant themes and our support of outstanding guest editors.

### **About our guest editors:**

Once selected, our editors have a pretty free hand within a broad set of guidelines. Guest editors deliver to the e-O&P editorial board a set of articles of suitable quality, ready for publication, according to a pre-arranged schedule. This involves editors in inviting proposals for contributions, identifying authors, commissioning stimulating articles, reviewing, and where appropriate, critiquing drafts and proof-reading final copy.

### **About our 'Critical Friends':**

For their particular edition, guest editors often find it useful to create a small, temporary editorial team to support them, including 'Critical Friends'. The e-O&P editorial board is happy to help them find such collaborators, and is on hand to explore any issues or concerns that arise, bearing in mind our limited time to engage in extensive, detailed reading or conversations.

We are always looking to expand e-O&P's network of 'Critical Friends', who would be available to guest editors or individual authors on request. Depending on their preferences and any specific need, Critical Friends can help by reading drafts, offering constructive feedback, clarifying ideas, commenting on style, providing encouragement, or by proof-reading or copy-editing pre-publication texts. In return, this offers Critical Friends the opportunity to develop greater insight into, and awareness of possibilities for, their own writing and professional practice. They might even consider subsequently becoming a guest editor or author for e-O&P.

### **Are you interested in joining our exciting project?**

If so, please contact one of us on the e-O&P editorial board as soon as possible. We'd love to hear from you.

**Bob MacKenzie**      Tel: 02380-238458      bob\_mackenzie@btinternet.com

**David McAra**      Tel: 07917-689344      David.McAra@petrotechnics.com