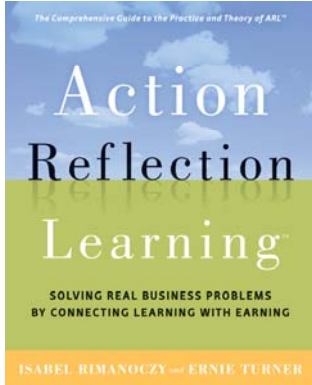




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1055 Joaquin Road, 2nd Floor  
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650.969.8901  
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“Rimanoczy and Turner’s ARL approach to learning is innovative, revolutionary, and applicable to this generation of knowledge workers.”

—*Lisa Brooks Greaux,*  
*director, Executive*  
*Development, Pfizer, Inc.*

**FOR IMMEDIATE RELEASE**

Contact: Rebecca Weisman  
rweisman@cpp.com  
650.691.9163

## **LOOKING BEYOND THE CLASSROOM**

New book explores why you may never think of learning, training, or teaching the same way again

Are you searching for ways to make your training relevant and transferable? Are you looking for more effective ways to implement change in your organization? Are you tired of trying the same old tricks?

In a business world that demands innovation at every turn and fresh ideas that anticipate market needs before they become reality, “earning while learning” is an emerging trend that speaks directly to the changing face of training, facilitating, and coaching in today’s workplace and to the powerful principles of Action Reflection Learning (ARL).

For the first time, co-authors Isabel Rimanoczy and Ernie Turner bring to light the time-tested approach of ARL in their new book, *Action Reflection Learning™: Solving Real Business Problems by Connecting Learning with Earning* (Davies-Black Publishing, 2008, \$36.95). Providing a hands-on guide to what ARL is, how it works, and what it takes to implement it in any environment, Rimanoczy and Turner reveal how this little-explored practice has been inspiring individuals and transforming organizations for 30 years.

Following the ARL sequence, the authors lead readers on a journey of discovery as they introduce each of the 10 learning principles and 16 elements. Combining stories, journal entries, and narrative case examples drawn from their own experience, Rimanoczy and Turner demonstrate how to apply these methods and techniques to design and implement more effective learning interventions in any number of settings.

Readers’ understanding of this revolutionary approach to learning advances further as the authors provide an inside look at the critical role the Learning Coach plays in unleashing the power of ARL to make one-on-one coaching more effective, help navigate post-merger integration, prepare young talent for the next big challenge, or work with a team of educators in crisis.

Clear and straightforward, detailed and practical, *Action Reflection Learning* delivers a next-generation approach that will transform the way adult learning takes place—from designing to planning to developing and finally to implementing.

– more –

2/8/2008

“Finally we have a guide to action learning that reflective practitioners can embrace with confidence.”

—*Charles J. Palus, PhD,*  
*senior enterprise associate,*  
*Center for Creative Leadership*

## ABOUT THE AUTHORS

**Isabel Rimanoczy** is a Legacy Coach, a partner at Leadership in International Management LLC (LIM)—a global network of coaches trained in Action Reflection Learning—and director of the International Foundation for Action Learning (IFAL USA). Formerly a professor in human resources at the University of Belgrano, Buenos Aires, she is the recipient of the Author Scholarship Sven Ake Nilsson Award for her contribution to knowledge development and scientific innovation.

**Ernie Turner**, president of LIM, has worked around the globe with international leaders such as Volvo, AstraZeneca, Merck, Motorola, and AT&T and is a former educational consultant for the New York City school system.

###

## **ACTION REFLECTION LEARNING™**

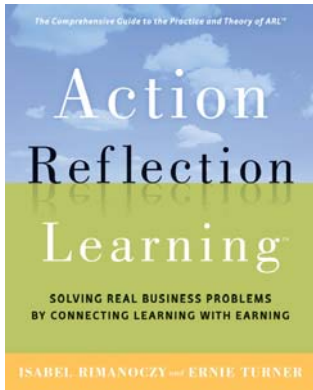
*Solving Real Business  
Problems by Connecting  
Learning with Earning*

Isabel Rimanoczy and  
Ernie Turner

Davies-Black Publishing

Cloth, 272 pages, \$36.95  
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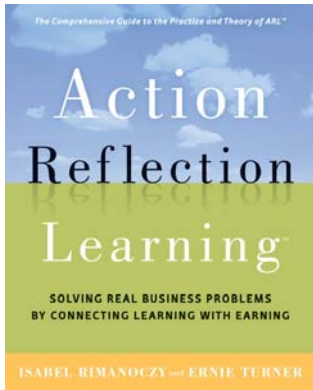


“The application of the ARL process ensures that the important issues get addressed, that people are committed to outcomes, and that business results are achieved.”

—*Angela Hyde,*  
*vice president, Global Learning & Development,*  
*AstraZeneca*

## The Ten Learning Principles

1. ***Tacit Knowledge***  
Knowledge exists within individuals in implicit, often unseen forms; it is frequently underutilized but can be accessed through guided introspection.
2. ***Reflection***  
The ability to thoughtfully reflect on experience is an essential part of the learning process and enables greater meaning and learning to be derived from a given situation.
3. ***Repetition and Reinforcement***  
Practice brings mastery, and positive reinforcement increases the assimilation.
4. ***Uncovering, Adapting, and Building New Mental Maps and Models***  
The most significant learning occurs when individuals are able to shift the perspective from which they habitually view the world, leading to the capacity for greater understanding (of the world and of others), self-awareness, and intelligent action.
5. ***Social Learning***  
Learning emerges through social interaction, and, therefore, individuals learn more with others than by themselves.
6. ***Facilitated Learning***  
A specific role exists for an expert in methods and techniques for teaching and learning who can optimize the learning of both individuals and groups.
7. ***Relevance***  
Learning is optimized when the focus of the learning is owned by, relevant to, and important and timely for the individual.
8. ***Integration***  
People are a combination of mind, body, spirit, feelings, and emotions, and they respond best when all aspects of their being are considered, engaged, and valued.
9. ***Self-Awareness***  
Building self-awareness through helping people understand the relationship between what they feel and think, how they act, and their impact on others is a crucial step to greater personal and professional competence.
10. ***Systemic Understanding and Practice***  
We live in a complex, interconnected, co-created world, and in order to better understand and tackle individual and organizational issues, we have to take into account the different systems and contexts that mutually influence one another.

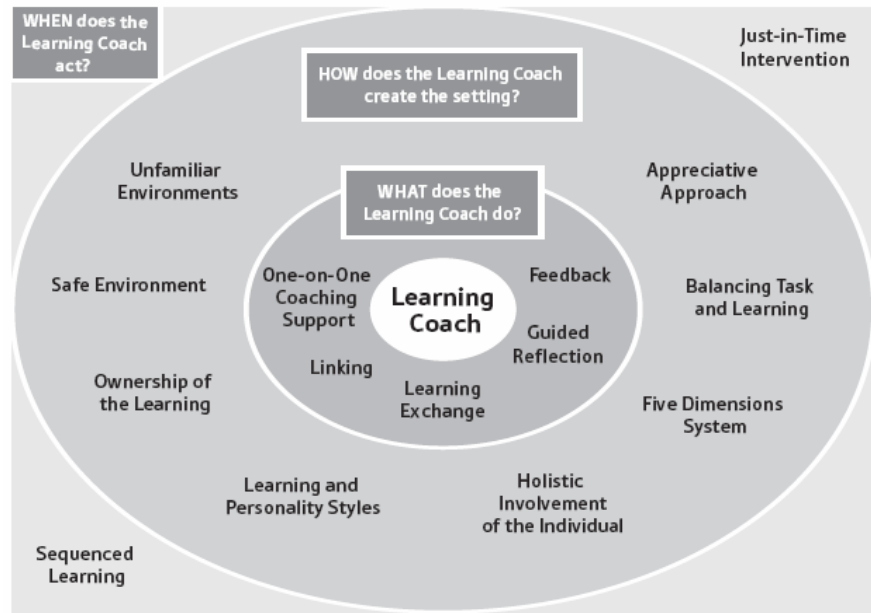


“Rimanoczy and Turner have done a masterful job in capturing the essential theories and principles that make ARL so valuable.”

—*Michael Marquardt, president, World Institute for Action Learning*

## The Elements of Action Reflection Learning

ARL is identified by sixteen elements, fifteen of which are grouped into three clusters around one central element, the Learning Coach. An element is not a process in itself, but it is at the core of different tools or activities selected by the Learning Coach.



Elements related to *what* the Learning Coach does:

- **Feedback:** provides increased awareness of how one’s words and actions affect others, both positively and negatively
- **Guided Reflection:** draws the learning out of the experience by creating awareness of connections and possible cause-effect relationships as well as opportunities to transfer that knowledge into other contexts
- **Learning Exchange:** participants are encouraged to share their experiences, reflections, and insights with others, so that they will understand that others have perspectives and worldviews that are very different from their own
- **Linking:** helps build a bridge between the event and other situations, creating generalizations
- **One-on-One Coaching Support:** giving learners both formal and informal individual coaching support

Elements related to *how* the Learning Coach creates the setting:

- **Appreciative Approach:** promoting an atmosphere of mutual recognition and acceptance and fostering empowerment
- **Balancing Task and Learning:** giving equal attention to progress on the task (the content) and to the learning (the process)

– more –

“An extremely readable and creative presentation of practical strategies for enhancing adult learning. It offers fresh and accessible insights into ARL and how to apply it in a range of interpersonal settings.”

—*Jeanne E. Bitterman,*  
*lecturer, Department of*  
*Organization & Leadership,*  
*Teachers College,*  
*Columbia University*

- **Five Dimensions System:** to generate lasting learning, the Learning Coach should consider five dimensions in the design delivery and evaluation of any learning intervention: the business dimension, organizational dimension, professional dimension, personal dimension, and team dimension
- **Holistic Involvement of the Individual:** the special effort the Learning Coach makes to engage the “total learner—intellectually, emotionally, spiritually, and physically
- **Learning and Personality Styles:** appreciating and designing learning interventions that accommodate the preferences of all participants in terms of learning and personality styles as well as challenging them so that they are working both within and outside their comfort zones
- **Ownership of the Learning:** involving participants in setting both their own learning goals and the expected outcomes of their activities, as well as recommending content and evaluating results
- **Safe Environment:** creating a positive atmosphere that encourages learners to speak up and try out behaviors
- **Unfamiliar Environments:** exposing learners to unfamiliar situations that can generate reflection and uncover the assumptions they bring to their own mental models

Elements related to *when* the Learning Coach acts:

- **Just-in-Time Intervention:** the importance of the timeliness of the intervention, introducing concepts, tools, or questions when they are needed
- **Sequenced Learning:** sequencing modules or meetings over a period of time so that participants can try out what they have learned in their home setting

The central element:

- **Learning Coach:** the specialized facilitator who conducts ARL-based learning systems