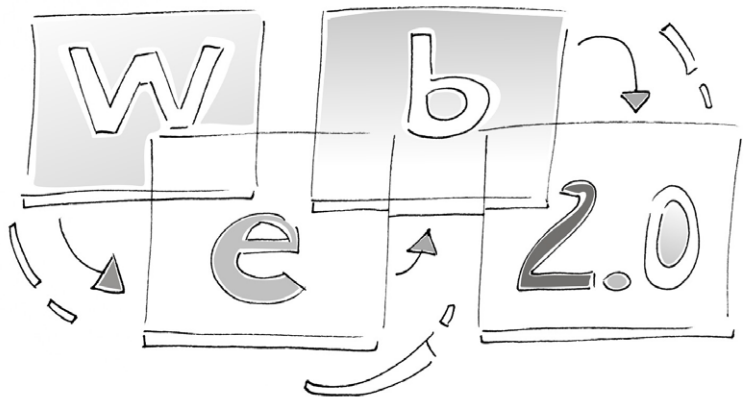


## CHAPTER 8

# Web 2.0 - Learning Culture and Organisational Change

The (change) management perspective of VITAE or how to deal with resistance to the implementation of the VITAE model in educational organisations

*Thomas Berger*





## Introduction

One of the aims of the VITAE approach is to implement E-learning and new learning methods in educational organisations. For this purpose the management perspective is one of the building blocks of the VITAE “Train the Trainers” model (chapter 2, fig. 2.1). Without the involvement of the management there is a high risk that new teaching methods stay in the hands of a few enthusiasts, therefore there is a danger that those teaching methods will disappear when those enthusiasts leave the organisation or focus their enthusiasm elsewhere. The following article is targeted at both trainers and managers in educational organisations. It aims to provide support to those who would like to implement e-learning and new teaching methods in their organisations and who have a) already experienced resistance to such a change management process, or b) expect potential resistance. The article intends to help this target group by providing an understanding of the role of new media in the process of changing a “learning culture” in an educational organisation. Furthermore it introduces an approach to change management in educational settings which attempts to change resistance from a hindering to a productive element of change processes.

## 8.1 New media and changing learning cultures

The learning culture is changing. What is the role of new media in this process?

The relationship between new media and education is not uncontroversial. Euphoria and scepticism can best describe the opposing reactions the topic evokes among the educational community. Some see a new generation of learners growing up together with the Internet. Such a generation requires new educational approaches which make use of tools the Internet provides and which are formed by the development of the Internet. Most teachers in today’s vocational, school and higher education organisations grew up without or with a different, i.e. older version of the Internet than their learners. Prensky coined the terms of “digital natives” for the new generation of learners and “digital immigrants” for the generation of teachers, and expects teachers to act accordingly:

*“So if Digital Immigrant educators really want to reach Digital Natives – i.e. all their students – they will have to change. It’s high time for them to stop their grouching, and as the Nike motto of the Digital Native generation says, ‘Just do it!’” (Prensky 2001).*

Other scholars reject the existence of such a “generation conflict” and regard the role of new media as being over-hyped in recent years. The German Education scientist Schulmeister points to the lack of empirical evidence to support the hypothesis that the Internet influences educa-

tional requirements. He observed that the daily use of Internet tools is changing learning behaviours or the expectation for the learning process only for a minority of his students (Schulmeister, 2008).

The number of people who are blogging or contributing to a virtual community is growing as the number of Internet users is growing. But all Internet studies confirm that the majority of people who are using blogs, discussion forums or similar platforms stay passive.<sup>1</sup> Howard Rheingold, one of the early activists of virtual communities and a scholar observing Internet development stated that:

*“Over the years, I have learned that virtual communities are not the norm, but the exception; that they do not grow automatically but must be nurtured.”* (Rheingold 2000)

This suggests that still for a majority the way of using the Internet is more oriented to the traditional pattern of consumption of television than to computer mediated forms of social interaction and collaborative production of content (often described as Web 2.0).

Independent from the exact role new media is given, the way we learn is changing and this is a fact which cannot be neglected. Socioeconomic (globalisation, demographic change) and political developments (European integration, European reform processes such as the Lisbon, Bologna or Copenhagen process) have had an influence on learning environments. It is also a fact that the Internet offers new learning opportunities, although it was mentioned before that the extent learners and trainers take advantage of those opportunities (e.g. intercultural exchange and virtual mobility, new ways of expression, ad hoc access to a huge amount of learning resources and contact with experts) is another issue.

## 8.2 Learning culture and organisational development

The change of learning culture is an issue of organisational development, isn't it?

The concept of “learning culture” helps to provide a wider perspective on the relationship between education and new media and it allows integrating the management and organisational perspectives. The use of the term “culture” reveals the influence of values, traditions and norms on learning activities and environments. Sindler describes Learning Culture as an interrelation of 4 perspectives (Sindler 2004):

- the learner (behaviour) perspective includes their motivations, emotions and learning strategies
- the trainer perspective includes the design of learning environments for the learner to facilitate learning (methods, tools)

<sup>1</sup> see e.g. the European Media Use study EIAA Mediascope 2008 [http://eiaa.net/Ftp/casestudiesppt/EIAA\\_Mediascope\\_Europe\\_2008\\_Pan-European\\_Executive\\_Summary.pdf](http://eiaa.net/Ftp/casestudiesppt/EIAA_Mediascope_Europe_2008_Pan-European_Executive_Summary.pdf) or the German Internet Study ARD/ZDF-Onlinestudie 2008: [http://www.daserste.de/service/studie08\\_4.pdf](http://www.daserste.de/service/studie08_4.pdf), last visit 06/06/2009

- the institutional framework perspective includes the organisational framework, the infrastructure of learning
- the organisation perspective includes strategic development plans and management decisions of an educational organisation

Figure 8.1 illustrates the interrelation of those four perspectives (adapted and translated version based on Sindler 2004).

According to Kirchoefer (2004) one of the main factors for the current change processes in relation to learning culture consists of the process of dissolving boundaries. This means the dissolution of social structures of our work and daily life, which results in dissolving boundaries for learning. The dimensions for this process of dissolution comprise the following factors:

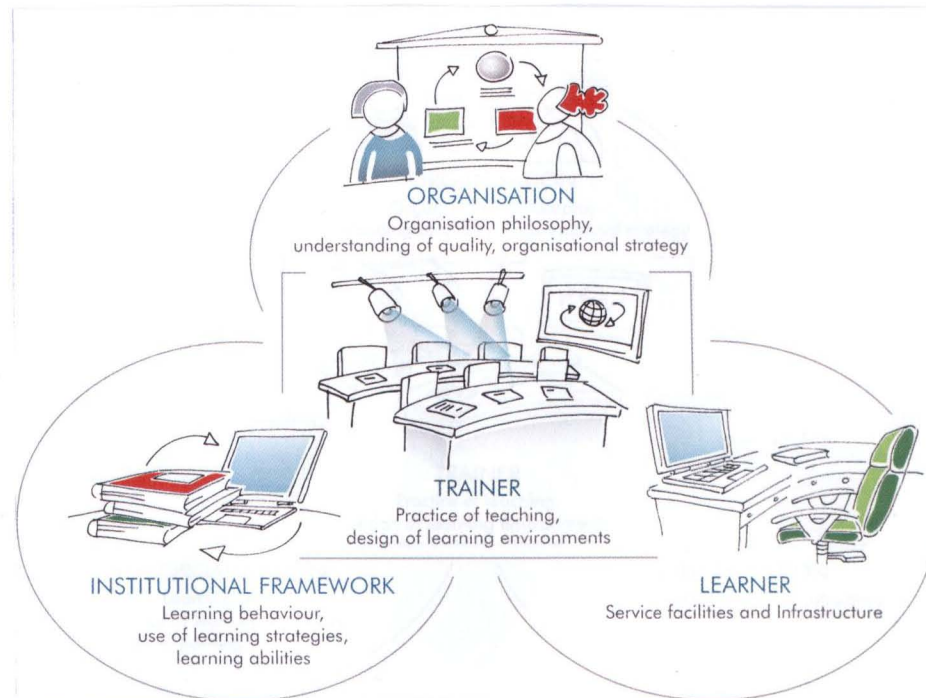
- **Time** – learning takes place in all phases of life, the time for learning is no longer seen separately from other periods in one's life (the concept of life-long-learning)
- **Space** – Information and Communication technologies allow independence from special learning locations (such as the regional vocational school), learners can construct a learning space consisting of a diversity of learning locations, even wholly online.
- **Resource** – Information and Communication technologies allow almost unlimited access to open and free learning resources
- **Content** – the relative importance of knowledge is decreasing against the importance of competences, especially those of meta-competences, i.e. the ability to learn, to further develop and maintain competences relevant to a professional field, self-management abilities
- **Social form** – in a self directed learning process the social functions of learning and teaching can no longer be separated
- **Institution** – traditional institutions have to deal with new forms of learning, e.g. learners seeking recognition of informal and non-formal learning, i.e. learning which has taken place outside of formal learning institutions
- **Biography** – after school the degree of freedom to decide about content, time and duration of learning increases

<sup>2</sup> See e.g. CEDEFOP - European Centre for the Development of Vocational Training (2008): The shift to learning outcomes - Conceptual, political and practical developments in Europe, Thessaloniki

The dissolving boundaries of learning are a reaction to and a catalyst of socio-cultural developments. They are reflected in ongoing reforms of our educational system. Examples are the promotion of life-long-learning through the UNESCO and EU bodies or the shift to learning outcomes and competence orientation as part of the Bologna and Copenhagen process.<sup>2</sup>

Kirchoefer however suggests that the change of learning culture is not a linear process; instead traditional and new learning cultures will co-exist and both types of learning culture will further develop.

Fig. 8.1 Elements of "Learning Culture"



New media (ICT) can be an important factor in the process of changing learning culture but it does not automatically become a catalyst for change. The conflict between enthusiasts and sceptics concerning the role of new media in education is often rooted in the misunderstanding of this difference. Learning culture changes because traditional boundaries of learning are dissolving. New media can support this process but they can also cause the contrary. Parker describes this as a dilemma of introducing new media in education:

*"Some observers have gone so far as to suggest that digital technology may hamper rather than promote educational change, because the focus of investment becomes short lifecycle technologies, rather than the longer view needed for effective education."* (Parker 2004)

The dynamic developments of the Internet, of Web 2.0 tools such as blogs, podcasts, microblogs (e.g. Twitter), social networking platforms (e.g. Ning) etc. often come with the expectation that those new tools will be used in educational organisations (see Prensky) and that by using them the quality of the learning experience will increase. When attention is focused on tools at the expense of the learning culture, the disappointment about the effects, about "old wine in new bottles", about seldom-used expensive learning platforms and learning software, about teachers surrendering to the technical skills of their media-savvy students etc. can be predicted. New media can also be used to support very traditional forms of instruction. Computer or Web based training such as prepara-

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<sup>3</sup> See <http://www.ecdl.org>, last visit 06/06/2009

tory courses for the International or European Computer Driving Licence<sup>3</sup> or other popular training programmes using multiple choice tests (quizzes) to control the learning progress are examples of traditional learning culture facilitated by new media.

On the other hand networking and connection-building among educational institutions and among learners independent of their location is practically impossible without the help of new media. Networking can also be seen as the basis of a new learning theory known as Connectivism (see [Siemens 2006] and [Gonella and Pantó 2008:4]), which describes the process of learning as a constant effort to connect information, ideas, concepts not only with other learners but also with experts. The decision about the relevance of a certain connection is part of the effort of the learning process.

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<sup>4</sup> See also (Kirchhöfer 2004: 113); own translation from German original

Table 8.1 shows the difference between traditional and new learning culture according to Kirchhoefer's criteria<sup>4</sup> and it provides examples, which illustrate how the VITAE model intends to promote the change to a new learning culture.

Gonella and Pantó (2008) link the change of learning culture with the change of organisations, i.e. the organisation that the trainers and their trainees are working within has an influence on the learning culture. But it is also influenced by a new learning culture in a mutual relationship. As in the case of development of a learning culture, organisational development is not a linear process. All organisational models from Taylor's production model (inspired by the behaviourism of the industrial age) to post-industrial developments towards a learning and knowledge based organisation can still be observed in our business world. Terms such as Enterprise 1.0 and Enterprise 2.0 as well as E-learning 1.0 and E-learning 2.0 intend to illustrate the change but might also give the impression that there is a linear development. Nevertheless the table provided by Gonella and Pantó (2008:9) illustrates the relationship between organisational and pedagogic models as well as technical, structural and theoretical developments (Table 8.2). According to this table the VITAE model can easily be linked to the final column, "E-learning 2.0". It uses the web-platform Ning as a learning community environment. It no longer depends on fixed learning objects as part of a Learning Management System (LMS such as WebCT) but rather makes use of the diversity of web-tools. The Vitae Flickr-Group (Fig. 8.2), the VITAE bookmark collection on Delicious (Fig. 8.3), and the VITAE network on Ning (Fig. 8.4) are examples of such tools.

From an organisational perspective we can see that the VITAE model is not compatible with traditional production models and organisational structures. This has consequences for the implementation of the VITAE model. It demonstrates that the implementation of new media in adult and vocational learning organisations is a question of change of the learning culture and consequently a question of organisational develop-

Table 8.1 Comparison between traditional and new learning culture

<b>Criteria</b>	<b>Traditional Learning Culture</b>	<b>New Learning Culture</b>	<b>Examples from VITAE model</b>
Position of individuals in the learning process	External responsibility and external organisation of learning process	Self directed learning, individual responsibility and organisation of learning	Emphasis on the organisation of a personal learning environment
Learning Content	Oriented to qualifications, instrumental perspective	Oriented to competences and learning outcomes, empowerment perspective	Definition of learning outcomes and competences according to UNESCO ICT standards and national qualification methods
Learning Sector	Division of learning into specific sectors (school, vocational, adult, further and higher education)	Integration of different former sectors and integration of social and daily environment of learners	The different pilot runs taking place in different institutional settings and sectors demonstrate the flexibility of the model. For instance Module 1 of the VITAE template provides examples of how the social environment becomes part of the personal learning environment
Learning Method	Formal, instructivist	Informal, constructivist, self reflective	The Learning Portfolio (including the digital version called e-Portfolio) is a documentation method of a self-reflective learning process but it also symbolises learner independence
Learning Biography	Oriented to life phases	Lifelong Learning	The VITAE model promotes learning which is fully integrated in the professional life of trainers and participants
Learning Goals	Defined by central curricula	Identified in the framework of personal learning environments	Although there are institutional and in some countries even governmental qualification standards the VITAE model had to take into account (as reminiscent of the traditional learning culture), the model itself is based on building a personal learning environment. The diverse learning outcomes of the pilot runs demonstrate the flexibility
Organisation of Learning Cooperation	Institutional segregation	Flexible, fluid networks	The VITAE model promotes learning within a community of practice and promotes active networking beyond a course or institution. The practical implementation however shows that language barriers and other constraints might still lead to (albeit new forms of) segregation rather than fluid networks



Learning Certification	Oriented to diplomas, degrees	Open and flexible	The VITAE model describes learning outcomes according to the UNESCO ICT standards <sup>5</sup> (see Chapter 2). The documentation of learning results using the portfolio in combination with the standardised references to competence levels allows recognition and certification in a wide range of contexts, whenever and wherever required. The current development of the ECVET <sup>6</sup> system will facilitate this form of European-wide certification in the future.
Teaching Culture	Teacher centric, hierarchical	Learner centric, cooperative, teacher as facilitator	The mentoring component of the VITAE model is the most prominent example of how a cooperative and learner-centric learning culture is promoted by the VITAE model.

<sup>5</sup> See <http://cst.unesco-ci.org/sites/projects/cst/The%20Standards/ICT-CST-Implementation%20Guidelines.pdf>, last visit 06/06/2009

<sup>6</sup> See [http://ec.europa.eu/education/lifelong-learning-policy/doc50\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm), last visit 06/06/2009

Table 8.2 The relationship between didactic architectures and organizations

Organisation	Industrial society	Enterprise 1.0	Post-industrial society	Enterprise 2.0
<b>Production model</b>	Fordism	Taylorism	Post-industrial	Knowledge society
<b>Company structure</b>	Hierarchical	Hierarchical	Flat	Flat/Liquid
<b>Organisation model</b>	Top-down task-oriented	Top-down people-oriented	Middle-up-down	Bottom-up
<b>Theoretical Framework</b>	Behaviourism	Cognitivism	Constructivism	Connectivism
<b>Pedagogic approach</b>	Transmissive (autonomous)	Assisted	Collaborative	Peer to Peer
<b>Tools</b>	Web-delivered	LMS	LMS + collaborative tools	Web as a platform
<b>Contents</b>	Course-based training	Learning objects	Mixed production by teachers and students	Community-based, user-generated contents
<b>Didactic architecture</b>	<b>Web based training</b>	<b>Elearning 1.0</b>	<b>Online education</b>	<b>Elearning 2.0</b>

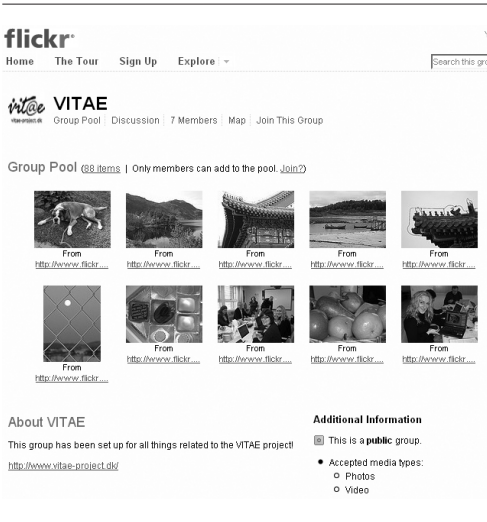


Fig. 8.2 VITAE Flickr group

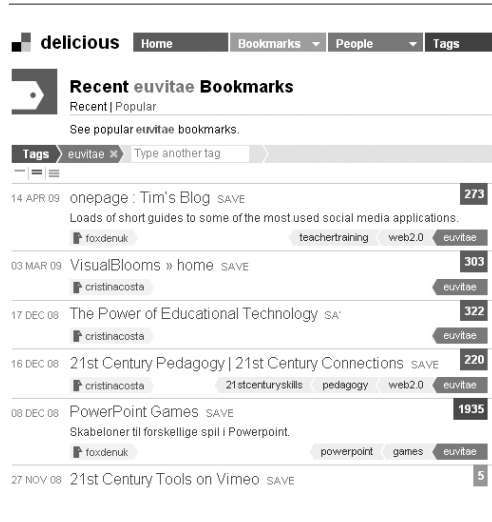


Fig. 8.3 VITAE Delicious Bookmarks

ment. Most educators do not have a management background and rather underestimate this organisational perspective. The aim of the following section is to identify concepts, instruments and tools of organisational development, which provide assistance in the implementation of the VITAE model and with the task of getting support from management and colleagues for this process.

## 8.3 Learning culture and resistance to change

Is it natural that colleagues resist the change of learning culture, i.e. to an important process of organisational development?

The implementation of the VITAE model is a change process. Every change process however results in resistance to the change intended. Especially in educational organisations, the phenomenon of resistance to change can be acute, and readily observed. The structure of educational organisations is one main reason for this. Most educational organisations are “expert organisations”, which means that trainers or teachers have certain autonomy in carrying out their work. The extreme on a scale of autonomy is represented by tenured professors at traditional universities (which as part of the Bologna process are providing adult and further education as well). However, even in other educational organisations the work of trainers/trainers requires autonomy concerning methods and tools used. Furthermore, teachers and trainers often identify more with their community of peers than with their organisation. Teachers in adult education often have freelance status and work for more than one



Fig. 8.4 VITAE social networking environment in NING

employer, or in the case of higher education recognition of an expert community is more important than recognition within ones own institution.

This means that a change of the learning and teaching culture within an organisation can easily be undermined by trainers/trainers. Indeed there is a general impression that many educational organisations have very good ICT infrastructure but most of the teachers/trainers are not using it as expected (the impression of learners, politicians, educational experts etc. – see e.g. Prensky). As a result of an empirical study of German Volkshochschulen (adult education centers), Stang (2003) came to the following conclusion: these organisations usually have a good technical infrastructure and demonstrate a general openness to new technologies but in general keep to traditional forms of learning, resisting change of their organisational structures. He identified a number of reasons for this resistance, e.g. lack of personnel and financial resources, scepticism concerning new media and lack of orientation to innovation at management level (Stang 2003:94).

On the other hand if the implementation of a new learning culture is reduced to “just” technical and “just” didactic aspects the management level often does not see the need for getting fully involved.

The implementation of a new learning culture is a change management process on an organisational level, leading to the question:

How can we deal with resistance within a change management process of an educational organisation?

## 8.4 Resistance as a change management process

While there is agreement about the fact that resistance is part of every change management process, there are different perspectives on the issue of dealing with resistance (Thiel, 2000; Cacaci, 2006; Doppler, 2005; Kühn, 2000). The majority of definitions of resistance in change processes imply that resistance is disturbing the change process and has to be overcome. On the other hand there is widespread agreement that one cannot work against resistance but has to work with resistance. If the latter is true (and taking the nature of educational organisations into account) it can help to change the perspective slightly and to ask if there is a possible productive use of resistance. From this perspective the definition of resistance would change into the following:

### Resistance

- is a natural reaction to a change process
- is an indicator of being affected (as a member of an organisation) on an emotional, material, social, political and cultural level
- is an indicator for potential contradictions and dilemmas within the change process itself
- provokes questions about its legitimacy and potential consequences on an organisational level

According to the definition of learning culture it is important to take both the personal and the organisational level into account. On the basis of this definition it is possible to derive an analytical tool to analyse resistance (table 8.3). This analytical tool can be used in preparation of the implementation of a change process (such as the implementation of the VITAE model). It is targeted at trainers and managers in educational organisations. It can be used to detect potential resistance in advance and the results can be used to further develop change management strategies. However it may also be used during the implementation of the change management process (as resistance cannot be fully prevented) to find measures of working with the resistance.

The analytical tool consists of guiding questions divided into different “levels of reflection” and provides an overview of these questions of “self reflection” at each level. The table is followed by a practical example illustrating the potential use of the tool. While the primary area of application is planning of the implementation of the VITAE model as a change management process, many of the guiding questions are also helpful to plan a mentoring process – as mentoring can also be seen as a “mini change management process”.

Table 8.3 Analytical tool for change management process

<b>Level of Reflection</b>	<b>Guiding questions of analysis of resistance in change processes</b>
<b>Awareness level</b>	<p>Am I aware that,</p> <ul style="list-style-type: none"> <li>▪ resistance is a natural reaction to change?</li> <li>▪ resistance is an indicator of members of an organisation being affected by the change process?</li> <li>▪ resistance can be an indicator for contradictions, dilemmas and other discrepancies of the change process itself?</li> <li>▪ I have to ask for the legitimacy of resistance and am I prepared to deal with consequences at the level of persons, organisational structure or on the level of design of the change process itself?</li> </ul>
<b>Discovery level</b>	What kind of symptoms of resistance have I observed / do I have to look for?
<b>Analysis on an emotional and personal level</b>	<p>To what extent will expectations of members of the organisation concerning goals, objectives and forms of cooperation of working in the organisation be disappointed?</p> <p>Does the change result in an increased or decreased burden?</p> <p>To what extent do those concerned by the change get support and experience acceptance and mutual trust?</p>
<b>Analysis on an emotional and organisational level</b>	<p>Does/did the organisation allow members to experience change as something positive?</p> <p>How does the organisation deal with critique (change is regarded as critique to the status quo)?</p> <p>To what extent does/did the organisation respect existing agreements with colleagues and deal with changes to them openly?</p>
<b>Analysis on a material and personal level</b>	To what extent do colleagues regard the change as a material risk?
<b>Analysis on material and organisational level</b>	<p>To what extent are potential changes in this regard transparent to colleagues?</p> <p>Does/did the organisation make clear to what extent existing material agreements, work load, career opportunities are affected by the change?</p>
<b>Analysis on a social and personal level</b>	<p>Do colleagues fear a loss of status?</p> <p>Do colleagues fear that existing promises and informal agreements are no longer valid?</p>
<b>Analysis on a social and organisational level</b>	<p>(To what extent) Is participation of colleagues in the change process possible?</p> <p>To what extent can colleagues contribute their own expectations and ideas?</p>
<b>Analysis on a political and personal level</b>	<p>To what extent might colleagues fear the loss of power or the loss of autonomy?</p> <p>To what extent are factual arguments against the change rooted in contents or in political interests?</p>

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**Analysis on a cultural and personal level**

To what extent are personal norms and values of colleagues affected by the change?

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**Analysis on cultural and organisational level**

To what extent does the change process provide a vision colleagues can identify with?

To what extent does the style of communication and leadership allow participation and open criticism?

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**Analysis on mode of change and personal level**

Might colleagues feel taken by surprise or feel forced into the change process?

How have/will colleagues experience decision taking concerning the change process?

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**Analysis on mode of change and organisational level**

Does the organisation provide the necessary resources (personnel, time, technological infrastructure) to implement the change process?

Which modus shall be followed - revolutionary, evolutionary, incremental change?

Is the need for change plausible; is the dissatisfaction with the status quo obvious?

Do colleagues have the chance (and enough time) to acquire the necessary skills and competences to implement the change?

Does the organisation have the ability to collect, process and distribute systematically knowledge about itself and about its environment/about stakeholders?

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**Action**

Based on the analysis, do I regard resistance as legitimate; do I see potential for productive use?

To what extent can:

The framework conditions of the change process be changed?

Interventions transform colleagues from being worried about change to being active participants in a change process?

Inconsistencies, antagonism and dilemmas of a change process be discussed openly?

The analysis help to discover "blind spots" of the change process and alternative approaches?

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**Reflection**

To what extent am I aware about reverse feedback effects, i.e. that the analysis of resistance might make resistance "attractive", "interesting" or a "fashion"?

Am I aware that resistance is dynamic and results of analysis will change over time and together with changing factors outside the organisation (technological and pedagogical progress, job market situation etc.)?

What about limits and side effects of methods used to deal with resistance?

Do I want/can evaluate the use of methods dealing with resistance?

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The following examples and scenarios are based on or inspired by the VITAE model and VITAE project. They illustrate the potential application of the tool. They show what kind of answers and consequences can be the result of the guiding questions.

<b>Level of Reflection</b>	<b>Examples</b>
<b>Awareness level</b>	On this level it has been important to develop the awareness that the implementation of the VITAE model is subject to organisational development and consists of a change management process. According to our perspective of change management in educational organisations resistance is something to be expected, but we try to see it as productively as possible (see definition of resistance above).
<b>Discovery level</b>	Examples of potential symptoms of resistance are lack of motivation to use new tools, aggressive behaviour, repression of the topic, verbal resistance, neglecting the need for change, making new tools and methods seem ridiculous etc.
<b>Analysis on an emotional and personal level</b>	A change of learning culture implies change on different levels at the same time. Introducing the different elements of the VITAE model and furthermore numerous Web tools can easily lead to a mental overload of colleagues and (teacher) students. Even in the VITAE project team we noticed that while web enthusiasts were trying out a wide variety of Web 2.0 tools, others stopped or hesitated to contribute because of the feeling of mental overload. It requires a very good communication culture and/or personal courage to express such feelings in front of enthusiasts. In our example leaving room for discussions about the added value of using certain tools has helped to keep those “on board”, who are rather focused on teaching methods, organisational implementation etc.
<b>Analysis on an emotional and organisational level</b>	Almost all VITAE project members experienced that the change of learning culture does not result in a reduction of efforts in teaching, in most cases it even comes with an increased work load. The idea that new technologies save time is an illusion (even when it does on one side it requires extra efforts on another side) and one should be open about it. Nevertheless it is important to create room for positive experiences and “celebrate” those. In the case of the author a feedback tool for online course participants (who answer a questionnaire about their learning experience) creates such an opportunity as it is very rewarding for online trainers to read the (mostly very positive) comments and this feedback is evaluated regularly. Another small but effective example is the distribution of examples of good practice (contributions by course participants) among trainers (and at special events/meetings with managers). An environment for self directed learning can trigger the creativity of course participants enormously (see also examples from pilot courses in this book).

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**Analysis on a material and personal level**

The change of learning culture will, as mentioned above, most probably not save time on the side of trainers. While for a project period extra efforts are tolerable, the impression that the change of learning culture will be an excuse for the need for working more hours for the same salary can undermine the change process. Here it will only help if there is a clear differentiation between the economic requirements that the organisation has to deal with, and the aims of changing the learning culture.

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**Analysis on material and organisational level**

The change of the learning culture according to the VITAE model in many cases allows for more flexibility regarding working hours and working location of trainers as a number of training/learning activities can and have to be done online, i.e. also outside the organisation. Flexibility of tele-working however comes with potential risks of blurring the boundaries between private and professional life and potential fears concerning career opportunities, due to being less attendant (and visible) at the organisation. Regular meetings with staff working from home can help to reduce the risk and office space for trainers at the organisation allows them to work online but at the educational organisation and not from home.

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**Analysis on a social and personal level**

The VITAE model can touch a number of status positions. In many educational organisations some lecturers are early adopters of technology and new learning methods and have achieved an expert's status in this area. Sometimes this status is even connected to special software (e.g. a learning management system). If the change implies the use of new tools and reduces the importance of the old ones, resistance can be expected. Furthermore, mentoring might be seen as lessening the expert's status, when through the mentoring process others are turning into "experts" as well. A way to encourage those colleagues concerned about their expert's status to get involved could be to provide alternative forms of status to them, e.g. through early involvement in planning of the change process, which allows them to develop their status position in a new direction (e.g. as "change management experts").

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**Analysis on a social and organisational level**

The VITAE model foresees participation at different levels as participation is one of the key elements of a change process. For example the mentoring process itself naturally requires the participation of colleagues and the 'right' attitude. Being a mentor or a mentee requires participation in a change process. This way mentoring (independent of the subject of mentoring) can be seen as a facilitator for participative change/development processes within an organisation. While the meaningful use of Web 2.0 tools shall be promoted as part of a new learning culture it helps to support the change process by documenting the process using participative Web 2.0 tools such as a blog (which can also have the form of an audio-blog (e.g. a podcast), a kind of log book commenting on the change and inviting colleagues to comment on it online. Of course this shall not replace the face-to-face activities but might provide a useful follow-up to allow for even more channels of participation.



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**Analysis on a political and personal level**

Every organisational development process results also in a change of micro politics and the distribution of power in an organisation. If for example the importance of Learning Management Systems is reduced in favour of more flexible arrangements of web-tools this concerns not only the status but also the question of budgets (e.g. to maintain the Learning Management System), access to technical support personnel etc. – this means resistance can be expected from those who seem to lose power in this process.

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**Analysis on a cultural and personal level**

The introduction of a “new” learning culture means that we ourselves have mostly experienced traditional learning cultures in our life so far. Although we are aware of the advantages of a learner-centric approach, one easily falls back to teacher-centric thinking. To what extent can a teacher/trainer give up perceived control over a learning process, what is the mental image of a “good teacher” - such questions will come up more or less openly and consciously. The VITAE model makes use of the “intercultural story metaphor” to provide a potential basis of identification. This is reflected in the title and introductory sentences to the different modules of the VITAE template. The model of the acculturation process to a new cultural environment with the effect of “culture shock” has a number of analogies with the model of the change process.<sup>7</sup> By involving other areas of life experience (in this case of journeys to foreign countries) the vision of the change management process can be communicated more easily and effectively.

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**Analysis on cultural and organisational level**

Every kind of “pro forma” participation in a decision making procedure shall be avoided as it will (sooner or later) cause resistance. For instance, in projects such as VITAE we learned that we review questions of evaluation forms twice; but do we only ask for comments on aspects which we can actually change (e.g. if we cannot change a certain conferencing tool it does not make sense to ask for comments on improvements of such a tool)? Eduardo Galeano’s fable illustrates this aspect nicely: “Since the world is democratic, from time to time, the king calls the cow, the calf, the piglet, the goat, the lamb, the eagle and the fish together. There on the summit, the king welcomes them. ‘I’ve called for you,’ he says, ‘because I want to know with which kind of sauce you want to be eaten.’ Someone speaks out from the crowd with a humble voice. ‘I do not want to be eaten at all.’ ‘This is not up for debate’ declares the king and, shaking his head, he wonders how little civic-mindedness his subjects have achieved.”<sup>8</sup>

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<sup>7</sup> Compare the change process model of Schmidt Tanger in [Bauer & Gilch 2007:30] with its phases of surprise/shock, resistance, rational understanding, emotional acceptance, trial out, recognition/integration with the culture shock model of Kim [Kim 1988:57] with its phases of stress and adaptation, learning and unlearning, acculturation and deculturation, crisis and resolution

<sup>8</sup> See German version by Eduardo Galeano in: „So leben wir jetzt – Künstler, Dichter, Denker zur Lage der Welt“, Lettre International 81, 2008 (own translation)

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**Analysis on mode of change and personal level**

The result of this analysis, especially concerning plausibility might uncover "blind spots" in the change process. Schaffert and Hilzensauer point to such a potential "blind spot" (Schaffert & Hilzensauer 2008). In adult education organisation the development towards learner independence, self-reflective learning and the development of personal learning environments is often regarded as a positive and almost "natural" process. However such a learning culture comes with requirements concerning the "learning abilities" of learners. Not all learners are able to deal with this new learning culture and the learning environment. For example time constraints might not allow them to develop such abilities in parallel to their original learning goals. This refers to the understanding of the non-linear development of learning culture and that in some cases the further development of traditional learning culture might even be a better alternative.

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**Analysis on mode of change and organisational level**

Especially in the (micro-) political realm it has to be noted that not all forms of resistance can be used productively. In a change process there might be actors (the analysis can reveal them), who use it as an opportunity to gain power at the expense of the aims of the change process and the performance of the organisation. Such a resistance would be regarded as illegitimate from the perspective of change management and in such cases a decision to overcome such a resistance might be necessary. However the examples above show that analysing (potential) resistance can lead to a productive improvement/adjustment of the change management and of the communication process concerned.

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**Action**

The very analytical approach of mainly self-reflection presented here has of course also its limits. Some sources and reasons for resistance can only be revealed with the help of experts and the use of less analytical methods such as "constellation work" and psychodrama activities.<sup>9</sup> However most organisations have little experience with such methods and such methods can cause resistance themselves.

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**Reflection**

Furthermore the list of analytical questions is quite extensive and time pressures of real life might force one to reduce them to a selection or to concentrate on a (few) specific level(s).

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<sup>9</sup> Those methods are mainly based on Morenos work on the role of an individual in a change process. According to Moreno the individual requires a certain level of spontaneity to meet the demands of change (equilibrium of level of change and level of spontaneity). A disequilibrium is expressed in the interpersonal and inter-role relationships of the individual and in this way also affects other individuals. The methods mentioned shall increase the level of spontaneity of individuals (see e.g. Moreno, Fox 1988)

This example of practical use of the analysis and reflection tool illustrates that while the tool is not making the decisions for the user, it can help to make better decisions in (planning) a change management process. It points to the issues and questions which may need to be addressed. It allows trainers as well as managers to regard resistance as an element of change, which forces them to rethink the methods used and the provision of resources to implement the VITAE model as part of the organisational development.

## Conclusions

The VITAE model requires both management support and promoting a new learning culture. The implementation of a new learning culture will not be successful when it is reduced to a technological or pedagogical perspective of change. It is in fact an organisational development process. However such an organisational change process will always encounter resistance. The change of learning culture can only be implemented by working with not against resistance. Analytical tools as presented in this article help to develop a productive perspective to resistance, which provides indicators for frictions and discrepancies of the change process and hence can help to make the change process more sustainable.

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