

IfSi

Forum International de l'Innovation Sociale
International Forum for Social Innovation
Foro Internacional para la Innovación Social

Leading Consultation

4th programme

An 18-month International Programme

for managers and consultants

based on academic and professional developments

through the practice and theories

of Institutional Transformation



Paris, France

January 2009 - June 2010

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Une version française de cette brochure est également disponible.

THE UNDERLYING THEME OF THE PROGRAMME

Between Tradition and Transformation

Existential Process and Primary Task for the Life of Organisations

For several decades, leaders in charge of organisations as well as institutions have faced profound changes. They have learned that their individual and collective roles must change and that it is no longer necessary to justify the need for change. Recent experience shows that **the way we think about change must change.**

Organisations and institutions have implemented "actions for change" and have mobilised considerable energy in finding and applying solutions. In retrospect they can realize that the solutions they have chosen have themselves become problematic.

To take into account the existential dynamics of human systems is characteristic of **Institutional Transformation (IT)**.

In order to introduce this programme, we can identify the three main strands of IT.

1.

The Psychoanalytical Approach

Because it takes the **unconscious** into account — which is individual as well as collective — IT allows the exploration of the political and spiritual products that are generated by the psyche.

Traditionally in organisations and institutions, most of the actions which aim to change the structures, the administrative methods or even behaviours stop ... where anxiety is lived, where representations are created on which the functioning of an organisation is based. And, even if these actions involve the top managers, the **links** between psychic, political and spiritual forces are denied.

The search for *How ?* has replaced the search for *Why ?*.

The psychoanalytical approach offers the opportunity to take into account what was previously denied:

Members of social systems
— including the promoters of change —
have, in relation to their roles,
both a conscious and an unconscious representations
which have been constructed through feelings,
thoughts, believes, histories ...
and which determine attitudes and behaviours.

*Every approach to change
which does not take this into account will fail.*

2.

The Systemic Approach

Institutional Transformation is concerned with the whole organisation being in interaction with its environment, as well as with each of its components, which are also interacting with each other.

The psychoanalytic approach enriched by an understanding of systems — organisations and institutions being systems — focuses on the various dimensions of reality. It also focuses on the interactions between each component of individual and collective realities.

The processes at work show clearly that the path of transformation is neither predictable nor independent: it must be lived, it is in interaction, it must be "understood"¹ and experienced, reflected through actions, decisions, transactions ... and the reactions that they generate in the environment.

To work with the transformation of systems is possible through the people that constitute them. They transform their own roles (*role is seen as the place for the encounter between the person and the system*).

To work with the transformation of systems is possible through the authority (*the capacity of being an author*) with which everyone takes up his (or her) role.

¹ - Understanding or comprehension. To understand, in French, is *comprendre: prendre ensemble*, to take together.

3.

Learning From Experience

**Institutional Transformation can not be taught.
It can be learned from experience.**

Learning from experience — on which this programme is based — is part of IT: it is closer to 'maieutics'² than didactic learning.

The work of transformation is built on continuous interaction between, on the one hand, the ways in which everyone lives (or does not live) his (or her) desire and, on the other hand, the functioning and the raison d'être of the institution.

Through experience, the capacities to observe (heurism), to interpret (hermeneutics) and to act (praxis) are developed, the one by the other, and contribute to the renewal of leadership approaches as well as leading in the organisation.

From this perspective, "to be in charge" relates to the awareness that each person can have of his (or her) role, rather than being concerned by the title or the status of his (or her) position.

More precisely, this programme is built on a basic assumption and its consequences...

² - Maieutics: Socratic mode of inquiry serving to bring out a person's latent ideas into clear consciousness. Socrates' mother was a midwife. From the *Oxford English Dictionary* and *Le Petit Robert 1* (French dictionary).

BASIC ASSUMPTION, CONSEQUENCES AND WORDING OF THE CENTRAL ISSUE

Basic Assumption
<p>Our individual anxiety comes from our condition as mortal — therefore living — beings.</p>
<p><i>I am alive when I know that I am mortal.</i></p>

The push that comes from our desire for immortality is one of the main reasons why we create institutions³.

However, we only displace this desire for immortality. Anxiety returns in an institutional form, a result of the need to constantly understand and (re-)define the conditions of durability of institutions.

Anxiety has a twin nature. It is **destructive** when it overwhelms the manager of the institution. It is **constructive** when it can be contained and when it triggers plural and dynamic development processes.

Thus,

Consequence n°1
<p>There are three ways of existence in and for institutions:</p> <ul style="list-style-type: none"> • survival, • hyperlife, • LIFE.

The life, the here and now celebration, is seen like a succession of passages and steps, of phases of growth and decline. To refuse such passages creating crises which lead to a survival behaviour and hyperlife.

³ - By *institution*, we refer to any organisation build by human beings and for human beings, whose aim is to gather resources in order to achieve a primary task.

Therefore,

Consequence n°2
The containment of anxiety authorises life.

Containment allows each system to choose between survival, hyperlife and life. To contain (*contenir (Fr.), cum tenere (Lat.): to hold with*) is the shared process which makes it possible to hold anxiety and, thus, to open up the possibility of freedom.

Consequence n°3
The primary task of any consultation is to work on the containment of institutional anxiety.

This is the *existential* primary task of each consultation. It must be distinguished from the *apparent* and the *functional* primary tasks.

Consequence n°4
To work on the containment of anxiety makes possible its transformation into creative capacity.

Containment is one of the basic processes which transforms anxiety into vital energy. Indeed, such a proposal opens consultation practice beyond the field of professional consultants: everybody linked to the institution, within it or from the outside, is concerned by it.

Consequence n°5

The development of his (or her) capacity as a consultant is an added value for any manager.

This is true no matter which background, profession (managers, consultants, experts, ...) or field of application field (politics, economics, teaching, associations, ...) a person is located in.

This programme is for consultants who wish to improve their practice but also for managers within enterprises, public services managers, experts, university managers, politicians... who want to exercise their role more effectively.

This programme is not designed to teach a profession but as **a learning process which gives to each participant opportunities to develop and transform his (or her) capacities.**

Consequence n°6

To develop his (or her) capacities as a consultant occurs initially through learning from experience.

Traditional — or didactic — learning must be distinguished from learning from experience. We would like to describe both as methodological archetypes between which the different existing teaching practices are set.

The first difference is about what is brought to learning. On the one hand, knowledge held by a master is transmitted to the pupil; on the other hand, an additional richness is created by the encounter of two people. On the one hand, *to learn* (in French, *apprendre*) is *to take* something which already exists; on the other hand, it is to understand, *to comprehend* (in French, *comprendre*), to take *with* somebody else.

The second difference is the **power** relationship that exists between master and pupil in didactic teaching. The exclusive knowledge of the master — an attribute of his (or her) power and ability to create omnipotence — brings the pupil into a dependency relation. This power can be set like a screen by a teacher trying to escape from emerging rivalry with the students; as well as by students being anxious about engaging with what is uncertain.

Learning from experience aims to create interdependent relationships in which the authority of self and other interacts. It is not focused on what one person knows and what the other person does not, but on what both know ... or don't know yet but might discover on the way. It may also be that the focus is on *what they don't know that they know*, on what the learning process is trying to push into consciousness.

This process looks like Monsieur Jourdain (in Molière, *Le bourgeois gentilhomme*) who "was speaking in prose without knowing it". The only difference is that what is known here is not technical but existential, ontological.

Thus, the interaction with the Other does not bring any added value but it creates an **altered value** which feeds the transformation process and which is a crucial advantage for the durability of the institution.

Consequence n°7

**Mutuality and interdependency create
the containment for learning from experience.**

In French, learning from experience is *APprentissage par l'EXpérience* the abbreviation of which could be *APEX*. The apex is the top, the peak. Apex comes from the Latin word *apere* (to bind). The main meaning is in astronomy (1894): the apex is *the point in the sky towards which the solar system seems to go*

Thus, this path — arising out of a basic assumption and its consequences — invites us to propose **the wording of the central issue:**

Consultation ...

Consultation is a matter of **mystery** for some people, of **evidence** for others.

For us, **consultation is neither mystery, nor evidence**. However, it exists and travels between these two poles.

If consultation is only mystery, the task of such a program would be to **unveil and reveal** the mystery. Concretely, to create and increase the number of **initiates** (consultants as well as consulted people).

If consultation is only a matter of evidence, it will accompany the reality that each one of us knows simply because we are alive. Concretely, this process leads to the creation and an increase in the number of **citizens**⁴ included in a generative process.

Thus, to work on consultation, joyfully mixes initiation and democratisation.

Last but not least

Life, death, anxiety, containment, learning from experience... consultation is a transformation by itself. But what about **passion**? What can it bring to management and consultation? What impulsion, what **pulsation** can passion generate?

So what?

⁴ - Citizen is taken here to include democracy, involvement in the society, ...

PRIMARY TASK OF *LEADING CONSULTATION*

The primary task of this international programme is to provide each participant with opportunities to:

**explore and apply his (or her) capacity for consultation
through Institutional Transformation.**

Due to its international nature, English and French are the two languages used within the programme. Each participant (student or faculty member) must be fluent in at least one of these two languages. However, the (optional) written work of research for M.Phil. / Ph.D. will be in English.

FOR WHOM THIS PROGRAMME IS DESIGNED?

The aim of *Leading Consultation* is not only to train *consultants* but also to learn with *managers* how to understand their primary role: to transform their institution in order to increase its effectiveness and its efficiency.

Thus, this programme is designed for *managers* or *consultants* who want to deepen their understanding of the institutional dynamics in mixing two inter-related and complementary processes:

- **professional development** in order to increase their professional competences both as consultants and managers;
- **research** through the preparation of M.Phil. / Ph.D.

Therefore, these **MANAGERS and CONSULTANTS** may exercise their responsibility in any country and any kind of institution: industry, trade, education, religious organisation, social services, health care, public administration, associations...

STRUCTURE OF THE PROGRAMME

To achieve this primary task, *Leading Consultation* is designed as an 18-month programme consisting in four phases organised in Paris in IFSI's premises.

	Year 1 January 2009 - August 2009	Year 2 September 2009 - June 2010	Year 3...
FIIS (in Paris)	Phase 1 Jan. 2009 - Nov. 2009 Managing Consultation Five 5-days workshops in Paris		
	Phase 2 Jan. 2009 - May. 2010 Experiencing Consultation 1. Consultant within an institution 2. IFSI international IT working conference		
	Phase 3 May 2009 - May 2010 Reflecting Consultation Mutual consultation between students		
	Phase 4 June. 2010 Sharing Consultation 6 th Workshop in Paris		
	Mentoring Process Jan 2009 - June. 2010		

For the 4 students selected by the University of Bath:

	M Phil., PhD	
Bath (in United Kingdom)	March - July 2009 Research Proposal	from Nov. 2009 Researching from Experience M.Phil. / Ph.D.

1. Phase 1: Managing Consultation (January 2009 - November 2009)

This first phase focuses on the boundaries of the consultation processes and the management of them. Each of these workshops has a specific theme:

19 - 23 January 2009	Anxiety and Desire
23 – 27 March 2009	Transformation, Institutional Transformation
25 – 29 May 2009	Institutions and Unconscious
14 – 18 September 2009	Leader, Manager and Consultant
23 – 27 November 2009	Consultation, Passion and Democracy

2. Phase 2: Experiencing Consultation (January 2009 - May 2010)

This phase has two parts:

- **an experience as consultant within an institution**

Throughout this second phase, each student will offer his (or her) services as a consultant to an institution (or one of its sub-systems) that he (or she) has chosen. This consultation may bring material for the research on consultation and for the fourth phase. Each student is requested to reflect on which institution he (or she) could approach right from the beginning of the registration process.

- **an experience of an IFSI international working conference of Institutional Transformation**

Participation in an international IT working conference organised or co-organised by IFSI is an integral part of *Leading Consultation* phase 2 and may also inform the written work for the research degrees. The next working conferences organised or co-organised by IFSI are not confirmed yet; however, below are some examples:

(consult also www.ifs-fii-conferences.com)

CONVICTION, LEADERSHIP, AND TRANSFORMACTION® 3rd Australian IFSI Working Conference	Melbourne	Australia	20 – 25 February 2009	6 days	English	• I.F.S.I. Australia (with IFSI)
TRANSFORMACTION® 32 st Annual International Working Conference	Paris	France	31 March - 7 April 2009	8 days	French and, English	IFSI
PARTICIPACIÓN, RESPONSABILIDAD Y TRANSFORMACIÓN® 6th Cuban Working Conference	La Habana	Cuba	13 – 18 April 2009	6 days	Spanish and English	IntercreacIón - University of psychology of Habana IFSI
F.L.A.M.: FEMINIDAD, LIDERAZGO, AUTORIDAD, MASCULINIDAD, 2nd International Working Conference	Lima	Peru	June 2009	4 days	Spanish and English	• InnovAcción (with F.I.I.S.)
F.L.A.M.: FEMINITE, LEADERSHIP, AUTORITE, MASCULINITE, 7 ^e séminaire annuel international	Cap Estérel – Saint Raphaël	France	16 au 20 October 2009	4 days	French and, English	• F.I.I.S.
LIDERAZGO FOR TRANSFORMACTION® IN LIFE AND THE INSTITUTION 7 th annual international working conference	Lima	Peru	Oct. 2009	6 days	Spanish and English	• InnovAcción (with F.I.I.S.)
LIDERAZGO, RELACIONES RACIALES Y TRANSFORMACIÓN, 4rd Cuban Working Conference	La Habana	Cuba	Nov. 2009	4 days	Spanish and English	• Color Cubano (with F.I.I.S.)
LA PASSION D'ENTREPRENDRE 8th séminaire international annuel	Cervia	Italie	Nov. 2009	5 days	italian, French and, English	• ISMO • F.I.I.S.

3. Phase 3: Reflecting Consultation (May 2009 - May 2010)

This phase will provide students with opportunities to meet by dyads (or, in some case, by trios) in order to practice among them the processes of mutual consultation (based on what has been introduced in the workshops of phase 1). This work will be reviewed and deepened in phase 4.

4. Phase 4: Sharing Consultation (June 2010)

Phase 4 takes the form of another five-day workshop in Paris:

June 2010	Faith and disillusionment
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5. The Mentoring Process (January 2009 - June 2010)

See *Educational Resources 4*.

6. Phase 5: Research on Consultation (from November 2009)

A research degree at Bath can extend the Leading Consultation programme. This possibility is offered by Professor Russ Vince, Academic Adviser of Leading Consultation, to four students. Two degrees are accessible: the Master of Philosophy (M.Phil.) and/or the Doctor of Philosophy (Ph.D).

Practically speaking, the students who want to engage in this way will approach Professor Russ Vince who will specify the conditions.

However, their research must precisely focus on one of the following general fields:

- The updated Theory and Practice of Institutional Transformation / Group Relations;
- The Psychoanalytic Study of Organization and Organizational Consultation;
- A deeper Study on Leadership;
- The Study of the Emotional dimension, the Political dynamic and experiential Learning.

THE RESEARCH DEGREES

The preparation of a research degree is an optional extension of the *Leading Consultation programme*

Professor Russ VINCE of the Business School of the University of Bath will follow 4 students wishing to prepare a *Master of Philosophy* (M.Phil.) and/or to a *Doctorate of Philosophy* (Ph.D.).

The students of United Kingdom, European Union and others students can to register to this programmes of the University of Bath to the requirement to meet the criteria of eligibility.

All necessary information and clarification will be provided during Leading Consultation by Professor Russ Vince.

EDUCATIONAL RESOURCES

1.

Web-Based Discussion Group

A specific web-based discussion group has been designed for *Leading Consultation*. Students need an email address in order to be included in the list. The list comprises all faculty members and all students on the Leading Consultation programme.

2.

Key Books Library

Key books and papers about *Leading Consultation* will be available at the *Pas Sage*, in Paris, specifically for the students of *Leading Consultation*.

3.

Mentoring Process

Throughout the programme, every student will work with a **mentor** chosen from the International Permanent Faculty or the International Associated Faculty. The mentoring relationship is structured through an intervision process.

It will lead to meetings (regularly or on request, physically or by phone, internet...). This process aims to examine together and work on the clarification of the conscious and unconscious processes that the student is facing through his (or her) learning within the programme (and its sub-systems, including the experience of the role of consultant in an institution).

The mentors are not tutors: their role is not to help the students in a protective way. The mentors will accompany the students to learn together through a relationship of interdependence.

ADMINISTRATIVE INFORMATION AND APPLICATIONS

1.
Time

Leading Consultation is an 18-month international programme organised in 4 phases from January 2009 to June 2010 which introduces a fifth phase (which begins in November 2009): an optional research work on consultation with The School of Management of the University of Bath.

2.
Location

- The primary location is Paris, France, for phase 1 and 4, at:
Forum International de l'Innovation Sociale (I.F.S.I. - F.I.I.S.)
le Pas Sage
 60, rue de Bellechasse 75007 Paris, France
 Tel +33 (0)1 45 51 39 49 Fax +33 (0)1 45 51 39 42 ifsi.fiis@wanadoo.fr
- The second location is the home country of each student for phase 2 (Experience of the role of consultant in an institution) and phase 3.

3.
Number of students

Leading Consultation is an international programme which is designed for 12 to 24 students.

4.

Cost

The total cost for the programme (four first phases) is

- 20 000 Euro (before V.A.T). for the institutional registers
- 15 000 Euro (before V.A.T).for the individual registers.

The payment (in Euro) has to be sent to IFSI.

Value Added Tax (19,6 %) must be added to this amount. In accordance with the law, this tax may be reduced for some students depending on their place of residence and under particular conditions.

In addition, IFSI annual dues must be added to this cost for the years, 2009 and 2010 (60 Euro in 2009, no VAT).

This fee includes:

- the learning process.
- the educational part of the fee for the participation at an international IT working conference organised or co-organised by IFSI (phase 2).

This fee does not include:

- food, accommodation or travel expenses,⁵
- the fees for any academic year at The University of Bath for the students preparing the M Phil., ou le PhD (phase 5),
- books or photocopying expenses,
- the complementary fee (for meals and accommodation) for the international IT working conference organised or co-organised by IFSI (phase 2),
- any fee and expenses linked to the experience of consultation within an institution.

5.

Criteria of eligibility

In order to qualify for admission to the *Leading Consultation* programme, candidates must:

- be Member of IFSI. This implies to pay IFSI annual dues in 2009 and 2010.
- be fluent (verbally and in writing) in English *or* French (knowing that the work for the optional Research Degrees will be written in English).

The application to an optional research degree implies specific qualifications (see the section: "The Research Degrees).

⁵ Some information about "low cost accommodation" in Paris will be made available for the foreign students

6.

Financing

The amount of the booking fee is 1 700 Euro which must accompany the application letter. The booking fee cannot be reimbursed except if the application is not accepted, or subsequently withdrawn before November, the 15th, 2008 and as a result of an exceptional reason.

The balance of fee must be paid at the beginning of the programme (November 2008) or spread in 3 payments as follows:

- Institution: 7 000 Euro in January 2009, 7 000 Euro in May 2009 and 4 300 Euro in July 2009.
- Individual: 5 000 Euros in January, 5 000 Euros in May 2009 and 3 300 Euros in July 2009.
- If the applicant is liable for the French Value Added Tax (19,6 %), it must be added to each payment (including the booking fee).

Every payment must be sent to The International Forum for Social Innovation.

Checks should be made payable to: *le Forum International de l'Innovation Sociale*.

Credit card payments are accepted.

No scholarship is offered for this programme, however, IFSI will support as far as possible the students requests for special conditions for a bank loan as well as research for sponsoring by private company as well as national, European or International organisation.

7.

Application and Additional Information

Application requires sending an application letter to The International Forum for Social Innovation with the booking fee. The letter should include information about current role and experience, academic qualifications, and reasons for wanting to undertake the *Leading Consultation* programme. It can also mention the applicant's intention toward the optional academic degrees (knowing that this decision could be finalized later) and also the possible institutions for phase 2.1. It must also clearly mention the precise mail, telephone and email details of the applicant and his (her) signature by hand. The original document is send by postal service to IFSI.

All enquiries could be addressed to:

Pr. David GUTMANN
ou Dr. Jacqueline TERNIER-DAVID

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Pour les M.Phil ou Ph.D.

Prof. Russ Vince

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BA2 7AY UK

Tel +44 (0) 1225 384419

R.Vince@bath.ac.uk

PROGRAMME MANAGEMENT AND FACULTIES

The faculty of *Leading Consultation* is composed by:

- an **International Permanent Faculty**;
- an **International Associated Faculty**.

Director

Prof. David GUTMANN *

Executive Vice-President, IFSI - F.I.I.S.;
 Visiting Professor, The University of Hull, United Kingdom;
 Chairman, Praxis International, Praxis International - Conseillers de Synthèse • Advisers in Leadership;
 Board member and Past-Chairman, Organizational Consultancy Section, The International Association of Group Psychotherapy and Group Processes (IAGP); Maître de Conférences, Ecole Nationale d'Administration; Paris, France.
 Federal ski Instructeur.

Academic Director

Prof. Russ VINCE, Ph.D.,

Professor of Leadership and Change, School of Management, The University of Bath, United Kingdom;
 Director, the Centre for Management and Organizational Learning (CMOL)
 Editor-in-Chief, Management Learning Quarterly (Sage Publications)
 Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA).

Coordinatrice Générale des ressources du programme

Dr. Jacqueline TERNIER-DAVID *

President of IFSI - F.I.I.S.;
 Managing Director, Praxis International - Conseillers de Synthèse • Advisers in Leadership, Paris, France ;
 Academic Adviser of the Leadership and Consultation Group, University of Hull, Business School;
 Member, The International Association for Group Psychotherapy and Group Processes (IAGP).

Coordinatrice des ressources du programme

Sylvie TORAL

Secrétaire Générale adjointe d'IFSI ;
 Consultante au Centre de Consultation de la Vie au travail (C.C.V.T.) ;
 Membre du Comité de Réflexion de Praxis International, Paris, France ;
 Consultante organisation et conduite du changement.

* Member, Praxis International Network.

INTERNATIONAL PERMANENT FACULTY

The International Permanent Faculty is in charge of the **management** of the programme. It includes the coordination of resources. Its members will be selected among the following.

Dr. Bonnie J. BUCHELE Ph.D.

Director of the Greater Kansas City Psychoanalytic Institute; USA;
Therapists leading groups for survivors of the events of September 11, 2001, in New York City and Washington, D.C;
Board Member of the International Association for Group Psychotherapy and Group Processes;
Past President and Distinguished Fellow of the American Group Psychotherapy Association.

Dr. Maiky DIAZ PEREZ

Doctora en Ciencias Psicológicas (Ph.D.) y Máster en Gestión de Recursos Humanos (M.Phil.).
Profesora de la Facultad de Psicología de la Universidad de La Habana, Coordinadora de la Maestría de Psicología Laboral y de las Organizaciones. Presidenta de la sección InterCreAcción de la Sociedad Cubana de Psicología. Miembro de Orientation Committee de IFSI.

Louise EDBERG *

Psychologist. International Development Director, EHA, Falck Healthcare, Sweden/Denmark,
Member of IFSI Orientation Committee,
Member of Praxis International Network, France.
Member of AGSLO, Sweden. Executive Board Director, EAEF, Europe.

Michel FRANCONY

Président du Directoire de Electricité Réseau Distribution France (ERDF),
Diplômé de l'Ecole Polytechnique et de l'Ecole Nationale de la Statistique et de l'Administration Economique.

Zahid Hoosein GANGJEE

B.Sc. Psych. Hons., M.Sc. Applied Psych. (Calcutta University), Fellow (IIM, Ahmedabad); Chief Executive, Zahid Gangjee & Associates, Organisation and H.R. Consultancy, Kolkata, India.

Maria Giovanna GARUTI *

Maria Giovanna Garuti Consulente e Partner ISMO, Italia ; Membro del Réseau Praxis International Network.

Zachary Gabriel GREEN

Executive Coach, The World Bank Group; Senior Scholar, Academy of Leadership, School of Public Policy, University of Maryland, Fellow, A. K. Rice Institute, USA; Co-Founder, Group Relations International; Chief Consultant, Alexander Institute International, The Netherlands.

Dr. Beverly MALONE, Ph.D., RN, FAAN *

RN, CEO of the National League for Nursing, USA; IFSI member, Midwest AK Rice Institute member and Fellow of AKRI.

Jean-François MILLAT

Consultant; précédemment: responsable Ressources Humaines et Relations Sociales (France et international), Groupes EDF et Gaz de France; Membre du Comité d'Orientation, IFSI., Paris, France.

Dr. Shelley OSTROFF, Ph.D.

Holistic therapist and organizational consultant;
Member IFSI, France, and Besod Siach, Israel.

Rosemary VISWANATH, BSc, PGDBM

Professional member of the Indian Society of Applied Behavioural Sciences;
Member of IFSI Orientation Committee, France;
Founder & Director, Learning Network, Bangalore, India.

Prof. Michel WIEVIORKA

Directeur d'études à l'Ecole des Hautes Etudes en Sciences Sociales (EHESS), Directeur du Centre d'Analyse et d'Intervention Sociologiques (CADIS), Paris, France. Président de l'Association Internationale de Sociologie;

* Member, Praxis International Network.

INTERNATIONAL ASSOCIATED FACULTY

International Associated Faculty members will offer more specific and selective interventions (consultation, presentations, ...). Its members will be selected among the following.

Emmanuel D'ANDRÉ

Président d'honneur du groupe Trois Suisses–Cofidis ; Président de la fondation Royaumont ; Administrateur de sociétés ; Paris, France.

Kari ANTTILA

Master of Education
Organizational Consultant, Certified Consultant in Institutional Transformation (Leading Consultation – programme 2 - IFSI)
Chairman of the board of Kehityspiikki ltd, Finland.

Dr. Frances BONDS-WHITE, Ed.D.

President, International Association for Group Psychotherapy and Group Processes, IAGP (2006-2009);
Licensed psychologist in private practice of psychotherapy and consultation; Fellow, American Group Psychotherapy Association;
Teaching & Supervising Transactional Analyst; Philadelphia, Pennsylvania, USA.

Néréa BLANQUE CATALINA, MRPharmS,

Director and Founder of INTA Services (International Advisory Services) London, UK;
Certified Consultant in Institutional Transformation (Leading Consultation Programme 2 - IFSI)
Founder Member of ACTIS (ASSOCIACIÓ CATALANA PER LA TRANSFORMACIÓ INSTITUCIONAL I SOCIAL), Catalogna, Spain.

Francis BOUQUILLON

Directeur Général du SERCE (syndicat des entreprises du Génie Electrique et Climatique), ancien Directeur Général de Bernard Alexandre, Conseillers de Direction, Paris, France.

Dr. Stan DE LOACH, Ph.D *

Certified Diabetes Educator, Clinical Psychologist,
Organizational Consultant, México, Distrito Federal and New Orleans, Louisiana.

Béatrice DEPEURSINGE-BURRI

Directrice ABSMAD (Aide et soins à domicile) Payerne - Suisse;
Membre du Comité d'Orientation d'IFSI; Certifiée en Transformation Institutionnelle (Leading Consultation Programme 2 – IFSI).

Guy DOLLÉ

Administrateur de société, Paris, France. Ancien Président de la Direction Générale d'Arcelor, Luxembourg.

Marc FLORETTE

Directeur Recherche et Innovation du Groupe GDF Suez, France

Bernard FONTANA *

Executive Vice President of ArcelorMittal London, UK and Luxembourg, in charge of Human Resources of the Group.
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* Member, Praxis International Network.



The University of Bath is one of the UK's leading universities, with an international reputation for research and teaching at the highest academic standard. In the annual university league tables in 2007, the University of Bath was ranked top ten in the: The Daily Telegraph; the Sunday Times and The Guardian.

The University has a distinctive approach that emphasises the education of professional practitioners and the promotion of original inquiry; as well as innovation in partnership with business, the professions, public services and voluntary sector. It has had close connections with all this sectors since its inception in 1966. The university has also developed strong links with universities abroad.

Its research is internationally-respected, and its students are in demand by employers because of the high quality of the teaching offered here.

Some examples of key research areas:

- **Complex systems**
A major programme to develop analytical and numerical tools to tackle problems in complex systems in disciplines including mathematics, biology, engineering and physics.
- **Drug development**
The development of novel therapeutic approaches using steroids and related molecules mainly in the areas of cancer treatments, women's health, diabetes and hormone-associated diseases.
- **Embryonic development & regeneration**
The study of how a highly structured organism can be formed from a simple egg.. Results from animal models are very likely to apply to humankind, leading to a better understanding of the causes of human malformations.
- **Energy**
The University is involved in six multi-million pound consortia funded by research councils which carry out fundamental and applied research in the engineering and science of sustainable power generation and supply.
- **Genomics**
This research focuses on dissecting the molecular nature of single major genes in insects. It uses associated knowledge and tools derived to analyse fitness traits and the behaviour of the underlying mutations in natural populations
- **Innovative manufacturing**
The research looks at ways of making machines and systems in industries including aerospace, vehicle, construction and packaging more efficient and flexible.
Wellbeing & development
The study of poverty, inequality and the quality of life in developing countries
Current research aims to develop a coherent way to understand wellbeing in specific developing societies.

The School of Management of the University of Bath

The School has an excellent reputation for the quality of its research which covers all areas of management and is structured around issue-based, multi-disciplinary groups and a number of industry-funded research centres and projects are sited within the School.

In the most recent annual surveys of MBA programmes, the Financial Times ranked our Full-time and Executive MBA programme as amongst the best in the world.

Each year some 70 exchange and visiting students join the School for a semester or more from the 30 partner business schools in mainland Europe, North America, Canada and Singapore.

Currently there are approximately 2 100 students on certificated programmes.



**Forum International de l'Innovation Sociale
International Forum for Social Innovation
Foro Internacional para la Innovación Social**

www.ifsi-fiis-conferences.com

Created in 1976, the International Forum for Social Innovation is an international, non-profit association. IFSI's aim is to promote social innovation and institutional transformation in private and public institutions.

By "social innovation", IFSI means the ability to innovate in terms of social behaviour, whether personal or professional. The term also entails the capacity to envision options other than repetition and reproduction of past behaviour; it implies the ability to transform roles and thereby contribute to the transformation of institutions.

In IFSI's reasoning, "institution" designates organisations of all kinds, highlighting the end products they generate as well as the factual and mythical history that underlies them, the implicit and explicit rules that govern them, the conscious and unconscious emotional life that sustains them, and, generally speaking, everything that makes them exist.

By stressing the function of roles in the transformation of institutions and by taking into account the psychic aspects of institutional life, IFSI makes reference to theoretical currents such as personalism, psychoanalytic theory applied to groups and institutions, and systems analysis. Its intent is to probe the complementarities, contradictions, and tensions of these disciplines. One of IFSI's principles is that evolution in behaviours takes place through work on mental representations; it further holds that transformation cannot take place without conflicts or clashes. The origins of its approach can be found in the work of W.R. Bion and associates. IFSI is now developing its own approach, that of Institutional Transformation.

It has been able to develop its own approach by extending practices that were developed for the helping professions to the world of private enterprise. This has been accomplished by systematically holding an international frame of reference, and by using as a resource the conscious and unconscious expression of diversity in language and culture.

IFSI is both a permanent institution, devoted to transformation, as well as a place of transit where it is possible to individually and collectively work in the "here and now" towards the transformation of roles and institutions. It considers the diversity of the origins of its members, consultants, and board members to be a source of richness that it intends to enhance through the high demands it makes on itself as an institution in transformation.

IFSI is financed through individual and institutional membership fees, donations, and the fruits of its activities. It uses these resources to support and develop its own projects, award scholarships to participants who would not otherwise be able to participate in its activities, and initiate new programs conducted independently or in cooperation with other organisations in France and abroad.

In concrete terms, the first activity of the Forum has consisted in organising each year **since 1978**, an international trilingual conference in France on the theme of the **authority, the leadership, and the transformation called TransformaCtion®** since 2005. It has also been developing and conducting conferences abroad (Australia, Belgium, Caribbean English, Catalonia - Spain, Cuba, Finland, India, Ireland, Israel, Italy, Palestinian Authority, Peru, United Kingdom, USA...), in partnership with universities and other organisations, on similar and complementary themes.

In 1993, for the first time a large international industrial company asked to IFSI to put into practice its methodology in one of its production units. From to the present day, others companies have followed in different countries (Caribbean, Europe, Moyen-Orient North and South America), extending this application to the whole of their activities, opening a field of reflection more innovative and even richer on the relationship between the advice and management.

Since 1999, IFSI continues with conceiving others conferences such as: the international annual conference entitled "Body, Soul, and Role" on health and vitality in organisations, or still the F.L.A.M. conference on the theme of Femininity, Leadership, Authority and Masculinity: others are underway.

Finally, the International Forum for Social Innovation is also a place of training to the profession of consultant and more generally of transmission of know-how, in particular for the managers who attempt to develop and increase their knowledge applied of the functioning of theirs companies: it may them be considered as a matrix.

In 2001, it has launched jointly with the Business School, University of Glamorgan (UK), *Leading Consultation*, (M. Phil, Ph.D.), a training programme for managers and consultants : and then, in 2005, with the Business School of the University of Hull, and today it conducts it with the School of Management of the University of Bath (U.K).

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