

## **You Bet It Can! by Louise A. Salinski**



**Once “assembled” through action learning, we become like a magnificent structure – strong, functional and valuable**

If asked if I thought action learning can provide someone the opportunity to grow professionally and personally, and at the same time help their company solve business problems, I would say, “You bet it can!”

Over the past year, I have lived through a life-altering experience. What was once just a group of people working in the same department has now become an awe-inspiring team. We have grown from one another’s strengths and learned from one another’s weaknesses as we have demonstrated to the company how to solve numerous business problems. Even those members who were quiet and less secure have now blossomed. We have learned that we have the capacity to do great things and have become cognizant of the abilities we all have to offer.

Before action learning, our team was like a plot of ground loaded with an abundance of material, but all of it just sitting there. Just as a vacant lot strewn with materials does not provide significant value on its own, so was our individual worth to the company of little value so long as our contributions remained in isolation of each other. Once we were “assembled” through action learning however, we became like a magnificent structure – strong, functional and valuable. The combination of it all is what makes it better and stronger than any one part. If someone were to ask me if action learning could do the same for him or her, I would say, “You bet it can.”

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**Louise A. Salinski** is a bachelor’s degree graduate of Sodexho University, Newark Campus

## **My Opinion Counts by Francine A. Dowd**



**I focus on what I can do to change  
and make a difference**

Action learning has brought out the best in me. I used to attend meetings or seminars and just listen, not giving any input. It was not that I did not want to share my opinions – it was because I was afraid of speaking up in public. The reason I would never join in or share my thoughts was that I was anxious about embarrassing myself. However, through action learning I have come to realize that everyone can add beneficial input to any subject.

I recently attended a seminar with approximately thirty Sodexho employees whom I had never met before. During an open forum with Philippe Taillet, CIO of Sodexho, a discussion started about the release of a new software program. One employee was discouraged because the “Go Live” kept getting pushed back. I had a different view, one that was the complete opposite of his, and without hesitation I raised my hand and shared my thoughts. This is something I never would have done in the past. As it turned out, my opinion was based on an action learning lesson learned: “Do not let timelines drive the process.”

I basically feel more positive in my way of thinking as a result of action learning. In the past, I often felt overwhelmed by deadlines and by others’ demands of me, and I felt there was nothing I could do about it. Now, as a result of action learning, I am able to focus more on how I can change and make a difference. Lesson learned: “Hold myself accountable.” I know I have grown in the last year personally, professionally and academically. Thank you Sodexho University for the opportunity to achieve my goals!

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**Francine A. Dowd** is a bachelor’s of management degree graduate of Sodexho University, Newark Campus

## **Example of a Sodexho University Questionnaire by Dave Bradford**

**1. How do you feel that Sodexho University is matching up with other Universities across the country?**

My feeling is that Sodexho University is much more practical and useful. Sodexho University, through its action learning format, requires you to deal with real world complexities, not some case study that has been sanitized to highlight a specific point or to make it easy and less complicated. Sodexho University teaches critical life skills that are transferable. When you complete Sodexho University, you leave with an identifiable and documented skill set, not just simplified and sanitized theories.

**2. What is your personal belief in regards to Sodexho providing these learning opportunities for employees?**

I believe that Sodexho has made a significant investment in the people of the company. Sodexho has demonstrated a willingness to partner with employees in the development of their life-skills. While these skills have an immediate positive impact on the company, these skills are also transferable. Sodexho preaches Team Spirit; I believe that this is demonstrative of their commitment to that value.

**3. What would be your criteria for selecting employees to participate in Sodexho University?**

I believe that the ideal candidate for Sodexho University is someone with goals. By that I mean people who believe that they can be better tomorrow than they are today. I would look for someone who is curious. I would also look for someone who likes challenges and who is not afraid to work hard to achieve a goal.

**4. How do you feel about the opportunity of earning a degree while working?**

The opportunity to earn a degree while working is a tremendous advantage. Quite often, if you travel for work, or have significant family responsibilities, it is nearly impossible to find the time or to make the commitment of attending conventional college courses. The advantage of Sodexho University's action learning approach is that it opens up educational opportunities to more people.

**5. How do you view the procedure of traditional training as opposed to the action learning process?**

Traditional education requires a significant commitment of time. In many ways, traditional education fails to address the reasons why adults learn, whereas action learning addresses it head on; adults learn because they have a reason to. Traditional learning is often based upon sanitized theories. Action learning requires practical application of theories in situations that are complex and interdependent.

**6. Do you feel it is important for a company to develop its people both educationally and professionally? Why?**

Important? Absolutely! For years, psychologists have spoken about a “Psychological Employment Contract.” That’s an unwritten contract in which the expectations of both the employee and employer are important. My feeling is that Sodexho has clearly stepped up to the plate in this regard. The advantage to the company is that they are getting a much more capable employee; the advantage to the employee is that their opportunities of advancement both within and outside of the company grow significantly. It also becomes clear to the employee that the company is worthy of the employee’s best efforts. I believe that many in the Human Resource and Psychology communities would call this a basic building block for “Employee Engagement.”

**7. What additional educational programs should be provided to further benefit both personal and professional growth of students?**

That’s hard to say. Sodexho University and its action learning process make conventional educational programs almost obsolete. That is to say that the ability to learn and advance is not limited by a selection from a curriculum, but only by the student’s desire to learn.

**8. What were the high points? When did you feel most involved, excited, etc.? Why?**

Thinking; interacting with others; exchanging ideas and theories.

**9. What were the low points? What were the toughest times? How can we fix it for the future?**

The hardest times are the individual processes, especially the writing. I feel it’s a matter of self-confidence and scheduling. I think a personal journal of interaction with others working on your specific project and daily identification of your learning triumphs and failures is key. Then, when it comes to paper writing, it’s merely an exercise of polishing and presentation.

**10. What is the most important lesson you've learned from Sodexho University? Why?**

See all the above.

**11. What would motivate you better and why?**

A mutually agreed upon schedule of interaction: planning. I guess I'm task-oriented.

**12. What are your plans once you finish your degree?**

Move onto the next Sodexho University degree program.

**13. Are you planning on obtaining your next degree through the Sodexho University program?**

Absolutely.

**14. How did your team work together?**

Through forming, storming, and norming.

**15. How do you intend to use your education and how do you plan to continue learning?**

As someone well entrenched in middle age, I'm planning for a teaching position in my "retirement" years.

**16. Do you feel you have received appropriate learning education during your participation?**

Yes.

**17. Do you have any plans for the graduating students?**

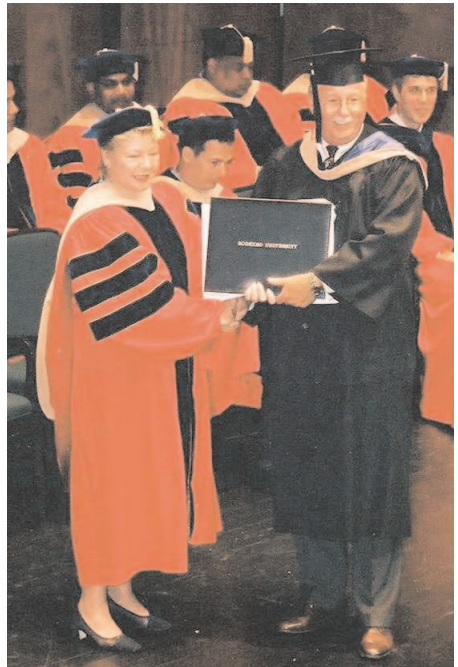
I'm not in a position to make plans for the graduating students other than to wish them well and encourage them to never stop learning.

**18. Do you have any advice for the next class?**

The art of life is learning and experiencing. Give it all you can.

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**Dave Bradford** is a bachelor's degree graduate of Sodexho University, Newark Campus, and is a master's degree candidate



*David Bradford receives his bachelor degree from Provost.*

## How Do I Become Part of a Team? by Laura C. Antal



When I was approached to earn a degree through action learning, I was incredibly happy to have the chance to further my education, yet unsure about how it would work. I also was not a member of a learning team, but I knew

that somehow I would still be a part of the learning process – I just was not sure how. So I did some initial studying and reading on my own and began doing my outputs while I waited for a team to form. I kept waiting and learning on my own, but I felt like I needed to be part of a team. Eventually, the waiting got painful; it was going on too long. I was not where I should be in the process and I knew it. Even though I am a leader myself and can figure out a way to solve problems, I had to admit to myself: I was not being a doer. I was waiting for someone else to tell me what to do, how to do it and where to go.

I went back and reviewed the materials on action learning, and found that I should start by asking questions and reaching out for help. I let people know that I felt lost and needed to be in a team, and I started questioning mentors and peers: How do I become part of a team? What kind of team would work for me? Can I be a part of your team? Do you want to be part of my team? This is how I began really using the action learning principles. I learned that, for the most part, if I did not have all the answers, I at least had enough questions to ask to get me going in the right direction, and I could start moving forward by just asking the right questions. I also learned to let people know when I had problems and when I was lost and unsure, even if it was hard for me to tell them. Additionally, I learned to stop doing unproductive activities and to identify when I find myself waiting for someone else to lead me.

I also learned that I felt isolated without being in a team and that I could only learn so much on my own, so I found a way to create my own teams. I stumbled, and tried a bunch of things. I found myself moving forward on sheer will and self-determination, working on gut instinct and trying to will a way to make it work. Some ideas worked well, others worked okay; some ideas did not work at all while others required great effort – but I was never quite sure if I was actually gaining anything through them. I thought, “I am moving in a positive direction and I’ll

keep going with this one, I'm probably learning more than I realize." Although, I would have preferred one team at my office, I found that I could create teams for specific pieces of my project through calls, visits and e-mails.

My work started moving along rapidly once I started forming teams. The members just logically fell together once we started asking questions and brought in those who we knew had the answers or could point us in the right direction. I really saw how teams form naturally and dynamically. I now knew how to make teams that could perform and I felt empowered. I also realized that short-term, project focused teams also work well. They helped me gain the knowledge I needed in order to create a successful business plan as part of my masters.

When I started this master's degree, I wanted to understand the business planning process and logical thinking and application, which I now believe I have done. I am confident in my ability to create a business plan and know when to abandon or rethink a plan or new idea because it will not make sense for the company.

I now understand business at a higher level, and I know financing, marketing, HR and operations better. I can now integrate these various approaches into my daily business needs. This makes my current job easier by reducing costs and enabling better communication with upper management.

I am constantly surprised by what I can now do that I was unsure of before. Along with creating a business plan, I have learned to do the following:

- Oversee the implementation of a plan, and
- Implement one or more of the pieces of the plan with a staff

In the end, I have learned that I can help myself to learn, as well as others along the way. Learning is a process; it is dynamic and sometimes difficult, and it occurs best with teams that start by asking questions and concentrating on individual strengths, knowledge, skills and abilities. These teams can ultimately succeed when they ask themselves tough questions, look at themselves and each other honestly, and face their parts in a problem while keeping an eye on growth, understanding, resolution and positive gain. This process is not easy – either personally or professionally – but it is worth it as it helps people become more productive, efficient employees. I am a better person and employee as a result of this experience.

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**Laura C. Antal** is a master's degree graduate of Sodexho University, Newark Campus



*Laura Antal, Master of Business Administration, with her family after the ceremony.*

# *The Graduation Celebration*

There is something very special about being a part of a graduation ceremony, and it is a particular honor to be asked to give an address. My being here is no remarkable achievement; your being here is.

There is also something very special about the process by which you came to graduate. It is reported that Pope John XXIII was once asked by a visitor: how many people work in the Vatican? His answer: about half!

Talent can so often go untapped at work, ability can be squandered, mediocrity accepted. The action learning process you have gone through in earning your degrees has required you to focus on key issues at work, address challenges that matter, impact the lives of those around you, and bring value to your workplace. And you know what hard work it has been – but rewarding and satisfying, too.

You took a leap of faith in joining the Sodexho University program – you are the pioneers. But I would also like to pay tribute to the corporate leaders of Sodexho and Sodexho University. Through their actions they have said that they believe in the “talent of our people,” and that they will nurture that talent and employees and customers will benefit.

Within Revans University and the International Management Centres Association, Sodexho has already been recognized as the outstanding learning organization among organizations served. Our Egoli Trophy (meaning Place of Gold) was awarded in 2002 to Fran Szabo, who received it on behalf of a strong team that made things happen at Sodexho University. Among the team I would particularly like to highlight the work of Dr. Harry Lenderman, Dr. Fred Lastar, and Richard Lenderman. We are in awe of their hard work and dedication every day.

New standards better aligning learning with work are already being set. You are setting them. As an organization you are now positioned to move your radical



*Dr. Eric Sandelands, Senior Vice President (Professional Development) for Revans University and President of the Canadian School of Management speaks at the Sodexho University Class of 2003 Commencement Ceremonies.*



agenda of success-through-people forward. Many more people have already joined action learning programs – following in the footsteps of you brave pioneers – and many more are set to join.

Next time I pass an airport bookstand, I will no longer expect to read about the “GE Way,” rather I expect to see featured the “Sodexo Way.” You truly have the spirit to serve. Other enterprises around the world have seen what you have accomplished and are seeking to follow suit.

I would now like to share some thoughts and observations on graduation. Learning is fun, but it is also hard work along the way. Successes need to be celebrated.

The graduation ceremony is a wonderful celebration of achievement – there are few moments in life like it. As adults, we sometimes feel that such things are just for kids. They are not. Every learner who graduates has earned the right to be recognized as a success. They should seize the moment and enjoy it!

For those leading action learning programs, the graduation ceremony provides that light at the end of the tunnel – an almost tangible thing in a world of intangibles. It is the immovable deadline. The one no one wants to miss. So from an educational design perspective, the graduation ceremony matters. But let us forget educational design just for now – whatever the perspective, the graduation ceremony really matters.

When I received my master’s degree at the age of thirty, I was struck by the unreality of the award being made to me when my wife had done all of the work. My writing the papers had been the easy part. Her keeping the kids entertained, forgiving me for missed chores, watching TV alone night after night, skipping parties and refusing invitations – all to fit around me – was the real work.

It is the same for work colleagues who cover for those on the programs – filling in on the more mundane tasks in order that exciting new futures can be grasped. And for friends temporarily snubbed.

So what is really special about graduation? Partners, family, friends and work colleagues all coming along and joining in the fun. Learning is a team effort, and everyone should take pride in it.

Enjoy today, take a rest tomorrow, and remember to implement, implement, implement what you have learned when you get back to work – and try and have some fun while your at it.

**Dr. Eric Sandelands**

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*Dr. Eric Sandelands* is the Senior Vice President of Professional Development for Revans University – the University of Action Learning. This article is excerpted from the graduation speech he gave at the Sodexo University graduation on July 19, 2003

# *Commencement Speech*

*Following is the commencement speech of the first Sodexho University graduation ceremony held on July 19, 2003, delivered by Ron Coia, Esquire, Local Union 226 representative.*

Dean Lenderman, Dean Lastar, Associate Dean Lenderman, graduates, family and friends. I bring the greetings of Local Union 226 of the Laborers' International Union of North America which extends its most heartfelt congratulations to the Sodexho University graduating class of 2003. It is certainly a pleasure to be here with you today as we celebrate all that you have accomplished this year, and also that which you will accomplish as you embark upon endeavors enriched by the experience and learning attained at Sodexho University.

As many of you know, our Union is one that celebrates its diversity both in its demographics as well as in the various vocations it represents. Our diverse nature has caused us to recognize the various specializations that are required by today's sophisticated employers. We have long recognized and appreciated the value of training and education as necessary components toward the development of a competitive workforce. Our various training facilities and trust funds are testament to our fundamental beliefs in this regard. However, as important as training and education are to the makeup of a worker, they are more important to the makeup of a person. The self-esteem and sense of accomplishment that is engendered by learning cannot be overstated. My own personal experiences have demonstrated to me that the qualities and skills that are developed in the successful pursuit of education are those that are necessary in life's other pursuits – discipline, patience, steadfastness, structure, dedication, and hard work are all qualities that translate well from the classroom to the workplace. We as a Union are delighted that Sodexho shares our recognition that the development of workers through direction and training has the dual benefit of promoting better trained workers and well rounded contributors to society. Our partnership in this regard has manifested itself in many ways – most notably through such efforts as Sodexho University as well as our Tuition Reimbursement Program which is funded by Sodexho and provides our members with the opportunity to enroll in college level courses at no expense to them.

So, graduates of this program, you should feel grateful for the opportunity that has been provided to you. As the saying goes—from those to whom much is given, much is expected. In this regard, I would challenge you from this day forward to

use your education and the skills you have obtained to serve those who could benefit by what you have accomplished – your family, your friends, your colleagues.

I once heard a commencement speaker say that one's life work falls into one of three categories: a *job* is something one attends in the morning and leaves at night in order simply to earn a wage, performed with an indifferent feeling about the nature of the work; an *occupation* is a job performed with a particular inclination toward the work performed; a *calling*, however, is an inner feeling one has about their work that impels them to dedicate the entirety of their talent, effort and devotion to a particular endeavor. My advice to you on this most important day is to use the opportunity presented to you by Sodexho University to make whatever it is you do your calling. It is in this way I am sure you will find greatest personal satisfaction.

In closing, let me again extend my most sincere congratulations and best wishes to you for not only receiving a degree today, but for all your hard work, dedication and sacrifice that made this day possible. I know I speak for everyone here when I say that we are very proud of you indeed. Thank you.



*Ronald R. Coia, Esq., Business Agent for Laborers International Union of North America, Local 226 delivers the Commencement Address.*

# Appendix

## Why and how does Revans University – The University of Action Learning – work with corporate business schools and universities around the world?

“The enterprise where we work is far and away the most significant business school that managers ever attend.”

*‘Your Enterprise School of Management’* (1993), Dr. Gordon Prestoungrange, Chancellor, Revans University – The University of Action Learning.

### Why does Revans University work with corporate business schools and universities?

Our mission is to support corporate business schools and universities as they strive to become recognized, educational entities in their own right. Sodexo University is just such an organization. Our “campus” lies in the global workplace and uniquely, we provide the services and support of an accredited university to assist organizations to build their “own brand for learning”.

Why are we committed to such a mission? First, in the books that we wrote during the late 1990s about our experiences of working with corporations in the emerging corporate university field<sup>1</sup>, we saw that a radically different approach to management education was emerging and we wished to provide leadership for that approach. We learned that:

- A dynamic professional curriculum and quality assurance model is essential. A “pre-cast” academic curriculum imposes an external view of “what is important” – it completely undermines the organization’s own agenda.
- Economies of scale can be found using a “wholesale” model. This enables many more people to gain their degree at work – an excellent, cost-effective alternative to the traditional, rather elitist “retail” model of business school education in the classroom.
- The organization’s own brand is far more relevant and important as a sponsor for learning than a traditional university brand name.
- Participant engagement is vital – one cannot assume that busy managers will “buy in” to the opportunity to gain a degree at work unless they can learn what

they want, in a way that is meaningful to them. The level of customization required here poses the ultimate challenge to educationalists.

- The corporate world is “fast and getting faster”<sup>2</sup> and most managers are literally “swamped” every day with emails and information of every kind both in hard copy and electronic formats.
- Organizations have very significant agendas of their own and that it is perfectly possible to craft a program of learning for managers at all levels, without the need to rely on conventional frameworks for management education.
- Academic wisdom is not actually very helpful in creating frameworks for learning at work. In fact, the organization’s own model for professional excellence is more meaningful – and more challenging.
- The “holy grail” of learning at work is tangible evidence of return on investment in learning – practical, trackable outcomes help managers to learn from experience and organizations to achieve better results.

Second, we firmly believe that the enterprise itself *is* the best business school environment for busy managers. This is not a fanciful idea – the senior faculty members of Revans University already possess a very distinguished track record of achievement in conventional business schools around the world. But our shared conviction is that *learning at work is a better way for practitioners to become more effective managers.*

To achieve this we created IMCA Socrates™ specifically for the purpose. Our goal is to help organizations to use it with confidence and to build innovative 21st century structures for accredited learning at work.

### **How does Revans University work with corporate business schools and universities?**

IMCA Socrates™ is an embedded system for accredited workplace learning. The word “embedded” means that the system sits at the core of the organization’s corporate business school, where it blends with the culture, language, politics and imperatives that characterize each user’s own brand for learning.

Our single biggest challenge was to design a system that organizations can use “as their own”. We found that if doesn’t “fit like a glove” it doesn’t work! Prototyping with three foundations users in Europe and the USA – all large organizations – meant that every aspect of the system was fine-tuned with this objective in mind. How does it work then?

**Step 1:** Where possible, we like to start by posing questions to senior line operators – they have to deliver outcomes and these always involve people. The aim of the

discussion is to capture their realities – we use notes, diagrams and any other helpful device to frame a learning design in their own words. We then play this back to check that the specification is right. We have for example, used this approach to assist with large projects via an organizational cascade. We also find that always operators have their own ideas. The managing director of an international company recently told me that his chairman had given him three special projects to do. He'd already decided how to delegate these and so he created his own project design. Above all, the purpose is to specify what work needs to be done and how the outputs will be captured and implemented. IMCA Socrates™ is entirely outcomes-driven – here “credit” is the currency we use to enable everyone involved to obtain a qualification appropriate to their level of contribution.

**Step 2:** Involves working with a small team from the human resources function. We run a “train the trainer” program to explore how the system works and thereafter they manage it with support from an external accreditation adviser – a member of the IMCA Socrates™ team.

**Step 3:** Brings participating managers face-to-face with their learning coach (ideally their boss). Each will have separately reviewed the work completed and, after each output, they agree what went well and what could have been better. A third person “verifies” the grade. This gives the coach a constructive role in supporting managers who are working towards a work-based degree over a 12-24 month period.

**Step 4:** The management team with support from the accreditation adviser, prepare quarterly self evaluation review (SER) reports. These include inputs from all the stakeholders groups – the participating managers, their coaches, internal advisers and external quality assurance team members who provide an independent perspective. The quarterly SER reports help the team to track all the changes and outcomes and, in audit terms, they provide a storyline (rather like a book in four chapters). An annual operational review completes the cycle and subject to satisfactory progress, the IMCA Socrates™ team renew the organization's accreditation licence.

**In summary:**

- IMCA Socrates™ users like the system – it delivers the right results at low unit cost and our *100 percent* renewals record shows that it works!
- Stable, secure partnerships arise from working with organizations on the *inside*. The embedded approach enables the accreditation adviser to work with the management team – in the long term.

- *Quarterly self evaluation review reporting* brings with it the necessary discipline to reflect on what is “going well” and “not so well” – where necessary we put things “right” – *together*.
- We *always* build from customer realities and priorities and create unique learning designs based on practical ground rules.
- We *always* leverage the company’s own resources, activities and professional curricula. There is a mass of content available already!
- We are wholly *outcomes focussed* – plenty of “worldclass” training and development goes on elsewhere, but the evidence of learning and application is nearly always absent.
- We are determined to help our customers to build and continually improve their *own brand for learning*. The only one that really matters!

**Dr. Richard Teare**

*President*

*Revans University – The University of Action Learning*

*& Principal & CEO,*

*International Management Centres Association*

### **References:**

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- (2) Dixon, Patrick (1998) ‘Futurewise’ Harper Collins, London.

# *Epilogue*

We gathered all these contributions together in this book because we felt that we needed to create something that shares our action learning journey with others. We envision many more people joining us in our journey for knowledge here at Sodexho and feel that what we have learned will also help and inspire individuals in other companies or communities. We have been asked to speak to many groups outside of Sodexho on action learning, and have been met by compliments on our practical approach to learning and personal development. The time that we have spent has been well worth the effort. Reviewing all the lessons learned has further taught us all about the power of our people and their ability to grow personally while propelling Sodexho as a business beyond its competitors.

The real power of the process of action learning comes from the personal journeys of each individual as they perform their learning as a team member. You can read this book and share in our journey. Hopefully, what you read and think about will provide you with the opportunity to stand on our shoulders to start your own journey. Every one of our learners would be glad to lend a hand in helping you get started on your degree. And, if you can find the ambition and guts to grow and become a more effective person and team member, you will surely be writing the next chapter of this book.

Thanks for your attention. Our attempt to provide a window into the process of learning at work should give you some measure of what it is like to be an action learner. It is true that the only real way to understand action learning is to become an action learner. Certainly, reviewing the progress of these individuals and teams is inspiring for leaders who crave results while developing their people. Results speak for themselves.

Thanks to Revans University and the International Management Centres Association (IMCA) Socrates™ team led by Dr. Richard Teare for their vision of an action learning degree that is achieved at work through solving work-related problems. Dr. Teare had the wisdom to tap the innate potential of our people and to help move our company forward. Our outputs can hold their own against the finest professional achievements of any university, and our students have achieved the highest standards of any professional learning community.

As we go to press with this book, the next chapters are already being written. Stay tuned for further details!

**Dr. Harry Lenderman**





*Sodexho University Class of 2003.*



*Sodexho University Class of 2003 and Faculty*







This book is the finest imaginable *Celebration* of the life and ideals of Dr. Reg Revans, Founder of Action Learning for Managers, who died aged 94 in January this year. It demonstrates beyond a shadow of any doubt that our workplace is potentially “the best Business School we can ever attend”. The employees of Sodexho USA have spelt that out here for us – Lesson by Lesson.

It is ironic that this defining evidence of the power of performance based learning in the workplace should have been so comprehensively demonstrated in a French derived enterprise which is now a leader in the USA in its field – as well as around the globe. But such irony would not have surprised Reg Revans any more than the fact that Sodexho’s partner in the endeavour should be *his* University, *Revans University*, established on American soil by his long-standing sets of British and worldwide disciples from the International Management Centres Association (IMCA).

Sodexho is now the 51st major corporate enterprise around the globe with which IMCA has worked on action learning programs since it launched its action learning qualifications in 1982. The list is an international ‘Hall of Fame’ including IDV, ICI, Maybank, NatWest Bank, Shell, Fina, Seagram, Ernst & Young, Rocco Forte, Trafalgar House, Dow Corning, Dupont, Cummins Engines, Malaysia Airlines, Westpac, Australia Post, British Railways, Vodaphone, Interbrew, Price Waterhouse, St John Ambulance, Whitbread, National Health Service, Compas, Halifax Bank of Scotland, Pfizer and Thomas Cook.

But Sodexho’s pioneering work as a Corporate University in partnership with Revans University which holds its accreditations from the DETC in Washington DC is totally unique. It has taken the corporate training \$ and explored via action learning how to spend it more powerfully for the benefit both of the individual managers and the enterprise. It has discerned almost overwhelming scope for improved return on the training \$ investment. It has shown that the action learning approach is the best, truly the best, way to achieve that objective.

From Revans University therefore, we wish to dedicate our contribution to Sodexho’s action learning success to the memory of our inspirational founder, Dr. Reg Revans.

*Dr. Gordon Prestoungrange*  
*Baron of Prestoungrange*  
Chancellor: Revans University  
Boulder, Colorado