

Project Work in MiL

Lennart Rohlin

MiL Concepts

MiL Concepts publishes articles and reports about the MiL way of working with change and development – theories and models as well as empirically based experiences. It is always written in a 16 page format, to keep it short and succinct.

Lennart Rohlin, dean and president of MiL Institute, is the editor of MiL Concepts. Gudrun Nilsson, network assistant at MiL, is in charge of all administrative matters.

MiL Concepts primarily presents the philosophies, theories, viewpoints and empirical experiences of MiL Institute.

One copy of each edition of MiL Concepts is distributed free of charge to contact persons and subscribers at member companies, and members of the MiL professional staff. The price for individual copies is SEK 400 (excluding VAT) or SEK 1.000 for 5 copies (excluding VAT).

Foreword

In the MiL programmes, project work is used as an instrument for learning, and at the same time a useful result is produced for the project host responsible for the assignment. From the very beginning, when MiL started its first programme in 1978, project work has been the single most important element and still accounts for half the working time that participants devote to their MiL programme.

More than 600 MiL projects have now been completed, and the experiences gained are so many that they can hardly be condensed into a few pages. But that is not our aim. Rather it is to describe some basic prerequisites for a successful MiL project, and a number of variations which have been developed in recent years.

The material in this publication is presented in the form of a number of questions. Some answers are given but each project group together with its project host and learning coach creates its own structure with the double aim of creating a learning experience for themselves and producing results for the host company.

Why is project work so important in MiL (page 4)? In what way does project work interact with other elements of the MiL programme (page 5)? What characterises a good project assignment (page 6)? In what manner does project work differ in various types of programmes: open, partner and company programmes (page 7)? How is a good project created and described (page 8)? How is the project organisation built in in a MiL programme (page 9)? What is the role of the project hosts and what kind of input is expected of them (page 10)? What is the learning coach's role in the project group's learning process (page 11)? How do we evaluate the project work (page 12) and what have we learned from previous MiL projects (page 13)? How does a project group from MiL work in practice (page 14)? What does the confidentiality agreement look like (page 15)?

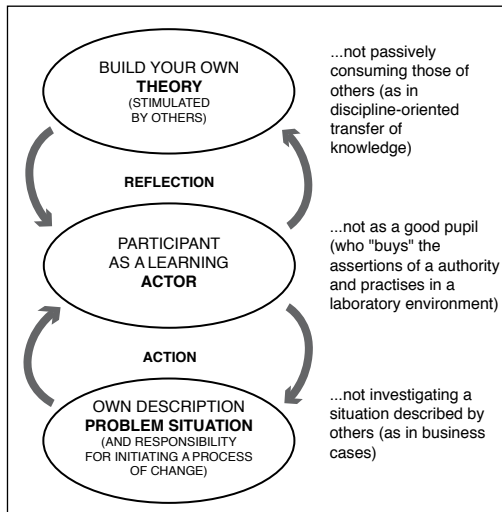
The following pages are at best an introduction. Hopefully they will prove useful to a MiL programme project host and to contact persons initiating projects that would be suitable for a MiL programme.

The MiL way of working with projects often differs markedly from a company's normal way of conducting project work. Some companies have their own manuals for project work and project management. In such cases it is especially important to describe in what respects our projects have other aims, rules and roles for the participants.

This issue of MiL Concepts has been translated from the Swedish edition. It has been adapted, however, mainly through additions specifically concerning international MiL programmes. Some of the MiL staff members most experienced with such programmes have given me valuable comments: Eva Arnell, Bill Braddick, Ernie Turner, and Thomas Sewerin.

Lennart Rohlin

Why do we work with projects?



As a rule, managers do not learn a lot that is new (or unlearn what is old) by passively consuming the theories of others. Nor is working on analyses and studies of problems described by others an efficient use of time for managers who wish to develop their qualities as leaders.

Action Reflection Learning

The MiL method of working is based on a philosophy of learning that we call Action Reflection Learning® (ARL). Put very succinctly, it means that we learn and develop through our own experiences, through acting and solving problems in real situations and through reflecting on our experiences together with colleagues and learning coaches. From this process we draw conclusions and build relevant and generally applicable knowledge: a theory of our own. Theories based on our own experiences that we have reflected on are those that work in practice, at least when it comes to issues pertaining to complex social systems, such as leadership.

This philosophy of learning, ARL, is the main reason why we emphasise project work to such a degree in the MiL programme.

Learning in project groups

The purpose of project work is both to achieve learning and to achieve results for the project host. The more clearly the project

host expresses expectations of results, the more learning can be acquired. This often requires the participation of a learning coach.

The key role of the learning coach

The participation of the learning coach and the nature of this function is perhaps one of the most important aspects of MiL. A learning coach ensures that opportunities for learning are created and made use of in everything that happens in the project group.

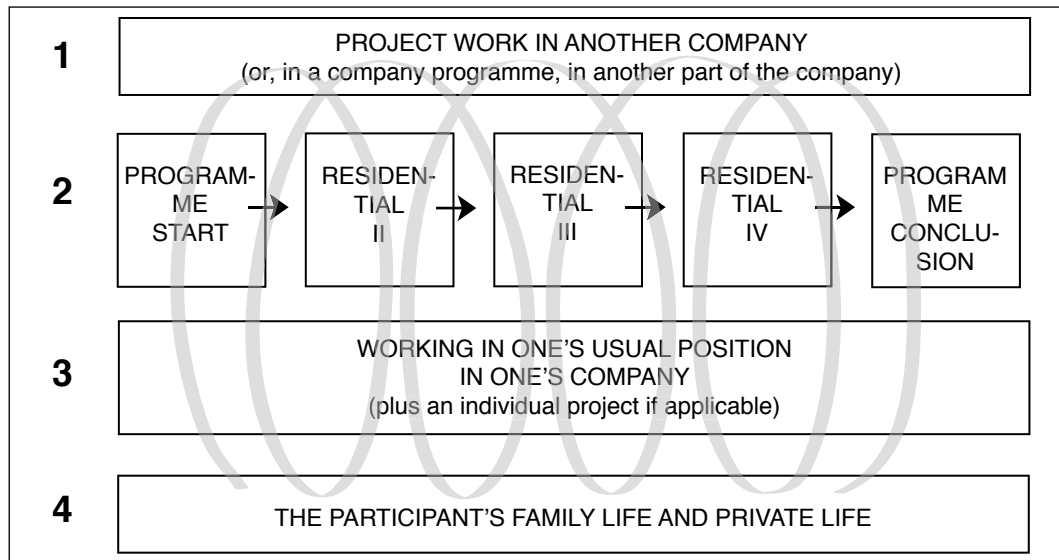
There are those who assert that a learning coach is not necessary, and that the programme participants are competent enough to deal with the task themselves. That is to miss the point of the function of the learning coach, which of course is not to solve the problem on behalf of the participants in the project group or otherwise deprive the participants of learning opportunities.

Among other things, the learning coach should offer opportunities for reflection and lead the reflection processes in such a manner that the participants learn to lead this process themselves, first in the project, and then in the daily work at their own company. A reflection process is necessary from time to time, both in order to achieve good results and in order to learn from one's actions and experiences (Action Reflection Learning).

Earning while learning

In our experience, many project groups produce new and creative solutions, whose innovative qualities far exceed those that an external consultant or an investigation group can achieve. In internal company programmes it is specifically stated that the

The place of the project in the programme



Four parallel processes

The MiL Project is one of several parallel processes in a MiL Programme. The second principal process consists of the 4-7 residential workshops lasting 3-5 days each. They form the basis of the programme during the 8-10 months that it lasts. This is where new knowledge is gained from guest resources and experts, experiences from the project work are processed, and new shared experiences are created. In the MiL programme, the concrete situations arising in the project work govern part of the content of the residential workshops.

A third process consists of the participants' work in their customary positions in their own companies. This is where new insights and tools from the programme are gradually tried out, and where new material is continuously retrieved for the dialogues in the programme. Sometimes a parallel individual project is arranged that deals with the participants' leadership situation at their home company. Finally, the participants' total life situation is taken into account in a MiL programme.

At MiL we believe in the principle of applying while you learn, and learning while you apply. Our aim is that the models presented during the workshops are continually subjected to development by the actors themselves in confrontation with reality.

That is why project work is a continuous ingredient throughout the programme. The project group "gets beneath the skin" of their host company and gets to grips with the reality processes.

International programmes

A common design for an international programme is four 6-7 day residential workshops where 3-4 days are reserved for seminar topics and the rest of the time for project work. Thus project teams and their learning coaches have the opportunity to work close together and readily share experiences, compare results and continually learn from each other. The learning coaches are sometimes called programme facilitators in such programmes. To increase multicultural understanding these seminar occasions are usually located in different areas of the world.

The need for preparation

What is done before the actual programme (such as visits from the programme director in order to direct expectations and start the development process), and what is done afterwards (such as follow-up), is often just as important as the way the programme itself is planned and carried out. This also applies to the project work where the first prerequisite for successful results is a good and firmly rooted project.

What is a good project assignment?

The nature of the project task

A MiL project is not a traditional essay or project work of the type undertaken at a university. It deals with a real problem in a real company environment that is affecting somebody in the company who wants the matter taken care of.

Neither is it tackled as a problem to be investigated, in which the project group primarily devotes itself to analysing historical descriptions and figures, after which a comprehensive written report is delivered. Some of these elements are also included, but above all it is an assignment that empowers the project participants in their roles as actors.

Focus on leadership...

Leadership is about identifying where changes are needed and then implementing them. The project is to give the participants the opportunity for developing insights into working with practical processes of change. The participants are confronted with many of the dilemmas and contradictions that go with leadership: reflection and tempo, details and overall view, stability and change, one's own viewpoint and the viewpoints of others, the business perspective and the perspective of colleagues. Sometimes major changes take place during the course of the project, including a change of project host. This is a part of the reality the participants get to deal with. The project should function as an arena for the participants to learn about leadership, and it should increase the participants' insight into themselves.

...and general management

The project should have a managerial character. This means that it should deal with both strategy/structure/finance and people/relations/processes at the same time. This fosters the ability to integrate dimensions that are otherwise often seen as disparate. The project should enable the participants to broaden their perspectives. Therefore the project should be linked to a higher level of the organisation than that represented by the participants themselves.

The project might be a problem that people have been trying to solve for a long time, but

have not yet been able to solve in an acceptable fashion. It could also be a completely new problem area for the company.

A useful test is to ask yourself if you are considering engaging the services of outside consultants to solve the problem, but would like to have a different and more practically oriented solution.

Requirements of the project task

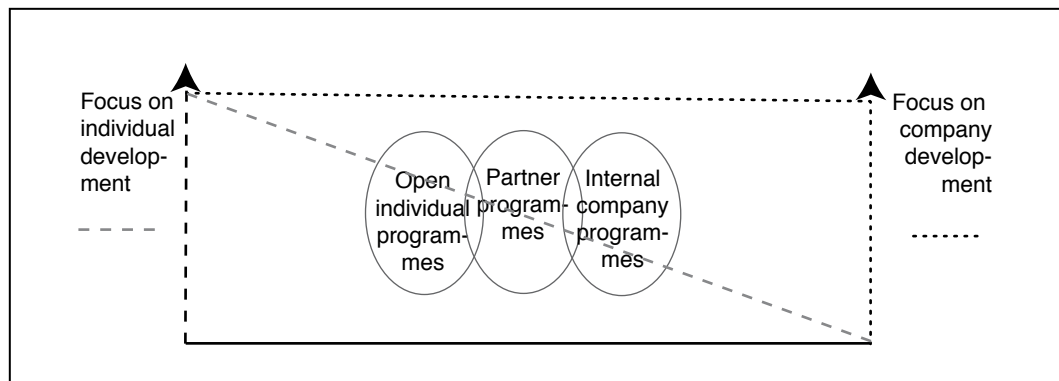
To sum up, it is necessary to devise a project (to be processed in the programme) that has the following qualities:

- ◆ It should be of strategic importance for the company, and implementation should be the aim.
- ◆ It should have the character of high-level general management. Corporate projects with regional complications are often used in international programmes.
- ◆ It should be demanding and innovative: it should require originality.
- ◆ A project group consisting of 3-5 people working for 15-25 days over 6-9 months should be able to bring it to a conclusion.

Perhaps the most important requirement of the project is that its solution is of great significance for the company and the project host, that it is firmly established at various levels within the company, and that the work for a solution receives internal support. It should enable the participants in the project group to get to know the culture of the company and its patterns of action, as well as different national cultures in international programmes.

The company project is a unique opportunity for the participating company to have a troublesome and important management problem processed by a group of managers and to achieve a solution with other qualities than those achieved in traditional ways. Sometimes the result is also very profitable.

Projects in various types of MiL programmes



Three main types of MiL programmes

The project features are given somewhat different designations, depending on the type of MiL programme: open individual programmes in which each company nominates one or two participants; partner programmes, in which a programme advisory board is formed from the contact people for the 4-6 companies that nominate 3-6 participants each; company programmes in which we design and execute the programme in close collaboration with an internal programme manager and sometimes an internal programme advisory board.

In a MiL programme, the aim is both individual and company development, but the emphasis is somewhat different in the three types of programmes. In open programmes the emphasis is on the participants' individual development and personal maturity, while the strategic development of the company is often more emphasised in the company programmes. In the partner programmes an equal balance is often achieved.

Open programmes

In open programmes all the participating companies are usually urged to submit project proposals, which means that some are discarded when the final selection is made. This competitive situation can be used as an opportunity for learning – both for the programme participants and the potential project hosts.

Partner programmes

One particular advantage of the partner programme is that all the partner companies are guaranteed a project. This is much appreciated since the project work often gives results that would otherwise have involved considerable costs for the project host. There are no problems of confidentiality in the partner programmes since we do not form partner constellations from competing companies.

Company programmes

One problem that can arise in company programmes is that the projects do not present a sufficient challenge to the participants by forcing them to enter unknown territory. On the other hand it is very likely that the measures proposed by the project group, together with any interventions actually made by them, really do get implemented. There are various angles and ambitions here. In large groups of companies we can mix projects and participants in order to achieve maximum individual development (by entering unknown territory).

International programmes

The three types of MiL programmes also occur in global settings. Here the participants come from different parts of the world. They speak different languages and represent various multicultural facets of the business world. In global programmes seminar days and project work days are often scheduled together. One reason for this is to reduce the complexity and the heavy costs of travelling.

How does the project originate?

Who originates the MiL project?

In open programmes and partner programmes it is usually the company contact person (and/or the programme participant) who originates a good project from his or her organisation. They can tell the company's management group about the programme and the significance of the project. One way of finding a good project is to go through the company's strategic plans, sales and marketing plans, or other development plans. In company programmes it is often the members of the programme advisory board who originate the projects. Sometimes the programme director undertakes to produce a description of the project by means of a dialogue with the proposed project host. Sometimes project proposals are submitted directly by the project host.

The function of the project host

When looking for projects, it is just as important to think of the person (the project host) as it is to think of the content. The project host has an important role in ensuring that there are good descriptions of the problems as well as productive solutions. Project hosts are chosen for their personal commitment, their ownership of an interesting project and their professional interest in ensuring that the task of the project is processed in an optimal manner. Sometimes the project host uses the team as a professional resource to implement results. The project host is thus the project group's client, the person making demands on it, and the one to whom results are submitted. In the initial phase it is the project host's responsibility to produce, or at least approve, a project description.

How can the project be described?

There is no standard method for producing project descriptions. The projects vary and the use of a standardised way of describing them might risk obscuring the specific character of a particular project. Nonetheless, there are some points worth making.

- ◆ The project description should be open,

which means that it should facilitate various approaches and solutions. On the other hand the project description should not be formulated in such general terms that it becomes a general investigation.

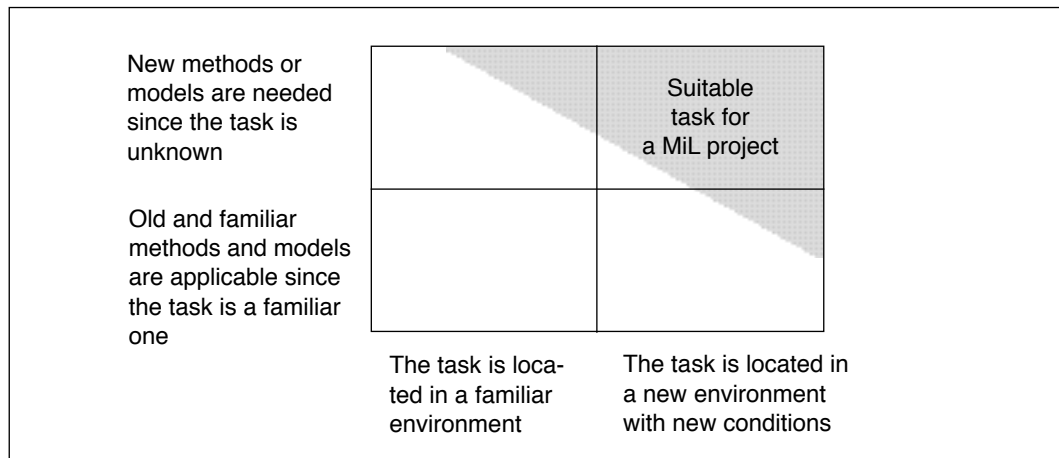
- ◆ The project description should contain certain basic data about the company/department and its situation as well as the project's place in the company's development. The name of the host company should be included in the project heading.
- ◆ The project description should be formulated in such a way that it can be freely distributed to all the programme participants. (This does not mean that all the programme participants can be considered for the project). However, material produced at a later stage of the project can be made confidential. (See the confidentiality agreement on page 15).

In the project description, the project host can also mention people who the project group may need for support and information. Already at the stage of project description, an approximate budget can be given for additional costs that may arise. At a later stage this budget will be an area for discussion and negotiation between project host and the project group.

Description of the framework

A less ambitious, but at the same time more open, description of the project task can be made in the form of an outline of the framework, which is given to the participants during the initial residential workshop. Using this framework as a starting point, the participants visit the project host and company during the first residential workshop in order to collect as much information and as many impressions as possible during a single day. In this case it is the first task of the project group to produce the final project description and gain the support of the project host.

How is the project organisation fashioned?



Choice of project

A MiL programme is about broadening perspectives and increasing one's ability to deal with new, unfamiliar and risky situations. Becoming even better at what one is already good at is not a priority in a MiL programme. This is why the first obvious criterion for the participants' choice of project is to "venture into the unknown", as indicated by the shaded part of the diagram above.

The project organisation

The 4-6 project groups, with 3-5 participants in each, can be put together in various ways. The classic model in MiL is that the programme participants, on the basis of given criteria, prioritize the projects that have been submitted to the programme. The programme staff then put together the project groups, taking into account these priorities as well as other criteria, such as ensuring the diversity of the project group.

Since the middle of the 1980's a more organic model has often been used, which entails that the participants during the first residential workshop organise themselves in project groups in the light of the criteria agreed upon together with the staff. One of these criteria is to maximise the diversity of the project group. This organisation is then compared with the criteria agreed on before it is confirmed.

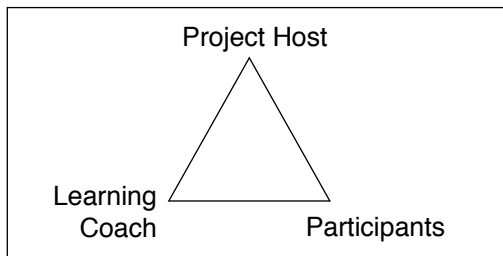
The composition of the group

The group is put together in such a way that the participants are as dissimilar as possible with respect to their qualifications, their background, their nationality and the nature of their present work. In the open programmes and the partner programmes, participants should not work with projects that have been submitted by their own company. Similar considerations must be observed in company programmes in large groups of companies. Nobody in the group should have "an expert's advantage" when it comes to the project task. Everyone should view it as a new and unfamiliar task that is to be tackled, thus increasing the opportunities for the participants to learn.

The dissimilarities within the group enable the participants to increase their tolerance and develop their ability to work together with people who have different viewpoints and frames of reference. When working on an unfamiliar project task where familiar solutions are not applicable, the participants are obliged to practise new attitudes as actors. Working in an unfamiliar environment – that of another company and possibly in a different culture – fosters the ability to progress without the benefit of an established network and prior knowledge of that specific company culture.

This has advantages for the companies as well, since it increases the likelihood of the project task being viewed afresh and tackled anew.

The role of the project host



Successful project work depends upon an open and mutual interplay between three parties: the project host, the programme participants, and the learning coach. In addition, it is presumed that other people at the host company will contribute information and the necessary contacts. Finally, those who contribute as guest and expert resources to the programme also share their knowledge and experience of relevance to the project task.

The project host's contribution...

The project host is the project group's contact person within the company and the person who ensures that other relevant people and departments within the host company know about the project. The amount of time that the project host needs to devote to the project can vary. To a large extent this is a matter of negotiation between the project host and the project group, but three to four occasions constitute a necessary minimum: participation at the start of the programme during the first residential workshop; at the handover point when the project work is concluded; and a few meetings with the project group in between. In practice, it sometimes happens that the project host never visits the programme group as a whole. When a description of the framework of the project is used as a starting point (see page 8), the project group visit the company during the first residential seminar. Participation in the final residential seminar, where the learning effect is the main subject of discussion, is not always designed for the participation of the project hosts.

What is most important is that the project host feels a commitment to solving the problem, makes demands on the project group and helps ensure that the project group's

suggestions are presented and discussed on various occasions in the company.

...and his learning process

During the course of the programme, the project host can choose to exploit the opportunities to foster his own learning process to varying degrees. In addition to the planned meetings with the entire programme group, additional parts of the programme are sometimes made available for the participation of the project host. Sometimes a special meeting for the programme's project hosts is also arranged. What is most important, however, is the opportunities available to the project host while the project is in progress (and sometimes afterwards) to make use of the project group for various internal meetings, interventions and workshops (see page 14).

Deputy project host

For practical reasons it may sometimes be appropriate for the project host to appoint a deputy who the group can contact when the project host is unavailable.

Previous participants as project hosts?

Sometimes a participant in a previous programme is appointed project host in a subsequent MiL programme. We generally have good experience with this. The project host knows what it is all about and can make demands that are both tough and reasonable. However, it is not always an advantage. Sometimes it is as though the project host wishes to relive the programme, in which case he risks identifying too strongly with the participants.

The function of the learning coach

The participants' learning process

The project work has two main purposes: on one hand the participants have to solve a task, on the other hand the project has to be a learning process that develops the participants' qualities of leadership. The project work can form the basis for a learning process with respect to:

- ◆ the participant as an actor in new and unfamiliar situations
- ◆ increasing understanding and tolerance for working with people who have other frames of reference and personal qualities
- ◆ group dynamics and how the participant functions in various team situations
- ◆ how the participant functions and is perceived by other members of the group, i.e. an arena for personal development
- ◆ developing the use of genuine dialogue as an aid when there is no obvious right or wrong.

Balancing work on the task at hand against the learning process with respect to these questions is a difficult but important objective. It is the role of the learning coach to maintain this balance and ensure that the learning process and personal insights develop during the course of the project. The function of the learning coach is to stimulate the project participants to work with more than merely the task itself, i.e. what happens in the group and between the members of the group. The function of the learning coach is to encourage the group to become a team and clarify those phenomena that transform a work group into a learning team with a high level of achievement.

The role of the learning coach

Each project group has a learning coach (or programme facilitator). The primary task of the coach is not to "take over" and lead the group, or become the group's secretary, but to ensure that all learning opportunities are exploited during the project work. The coach sees to it that the group really learns from its cooperation and tackles their task from new

perspectives. Sometimes this means helping the group to see things from a distance, and sometimes it means helping the group to see the connections to their own companies. The coach helps to keep the quality of the project solution at a high level and ensures that it does not become a customary standard solution. The learning coach helps the project group to remain long enough in the problem formulation phase in order to view the problem from new angles, and sees to it that the solution becomes established in the host company. Another important role for the coach is to give the group feedback on their way of working and help them find relevant knowledge, methods and people to gain information from.

It is important that the learning coach does not steal learning opportunities from the group. If, for example, problems should arise in the relationship between the project group and the project host or between the project participants, the learning coach should first find ways to support the group's capacity to deal with such situations themselves. Sometimes a plain mini-lecture can be the best way to foster the group's learning process at that particular time (JITL: Just In Time Learning).

Learning coaches differ

There are various ways that learning coaches find forms to ensure that the learning process takes place. Each coach has unique experiences, just like the participants themselves. Just as there is no absolute theory of leadership that is suitable for everyone, there is no general theory for the role of the learning coach. However, there are norms and principles for the role of the learning coach. Each of MiL's learning coaches have developed their own relationship to this complex role within the framework of MiL's basic outlook and values, including perspectives on learning, people and development.

Evaluating project work

THE COMPANY PROJECT

Do you consider...

1. ... that the nature and quality of the project task was such that it gave the opportunities for learning that you had expected?
2. ... that the project host took an active part in the work of the project group?
3. ... that you personally have learned a lot, both from the project task itself and the meetings with the host company?
4. ... that the host company will find the project work to be useful in practice?
5. ... that the composition of the project group and the way it worked formed a good basis for getting results from the work and fostering the learning process?
6. ... that you personally took an active part in the work of the project group and its learning process?
7. ... that you personally learnt a great deal from the interaction in the project group?
8. ... that the learning coach took an active part in the learning process of the project group?
9. ... that the learning coach contributed to your learning process to the extent you had expected?
10. ... that what you got out of the company project – viewed as a whole – corresponded to the time you put into it?

Comments:

Evaluation of the learning process

On the left are the questions about the project that we ask the participants when they have completed the MiL programme. Originally there were four pages of questions about the project work, but we have since learned what specific questions, which together with comments and (occasional) follow-up among project hosts and contact persons, provide the most interesting basis for evaluation of the learning process.

Various types of questions

The questions are of various types. Some of them are concerned with the prerequisites for successful project work (questions 1, 5, and 9), and others are concerned with the evaluation of the outcome and the benefits (questions 3, 4, 7, and 10). Three questions concern the involvement of various parties, a key factor for a good result. Question 9 summarises the feedback to the learning coach and question 10 gives the participants' total evaluation of the benefits of the project work.

The aims and the rules of the game

The questions are presented here as an introduction to the next page about the resulting experiences, but also because questions of this nature can be used to agree on the aims and the rules of the game prior to the project work. At that stage they can, for example, be made more profound and more concrete by means of follow-up questions such as, "In what way do we want to...". Moreover, they can naturally be supplemented with questions such as, "In our view, what is a successful project?", "What qualities would we like our work in the project group to have?"

The programme participants answer each question on a scale from 1 (not at all) to 5 (very much so).

Some experiences from MiL projects

Results and learning – do they always go together?

Useful results for the host company and a high level of learning for the project group usually go together. Anything that entails genuine originality is also stimulating and encourages the learning process for the group. A working method is created within the group that not only helps the participants grow, but is also an efficient way to get results. It happens that good results are achieved without any appreciable learning occurring, and sometimes there is a great deal of learning during the course of the work but very few results for the host company. However, our evaluations show that both results generally occur.

What are the characteristics of a successful MiL project?

- ◆ When the differences between the participants are used to create new insights, and when the differences between the project group and the host company are used to create completely new solutions (“We’ve never done it this way before!”).
- ◆ When the project group manages to involve a lot of people at the host company in a combined process of survey and change, so that the debriefing becomes more of a kick-off than a final report. (See the actor’s strategy on the next page).
- ◆ When the project group has encountered and surmounted difficult and weighty obstacles, such as an initially reluctant host company or conflicts and blocks within the project group.
- ◆ When the project group is given a 30-minute audience with the CEO to supply feedback, and the meeting ends after a long evening of mutually enriching dialogue concerning the CEO’s style of leadership and the culture of the company.
- ◆ When the project group gets support in implementing its ideas and it is possible to see the results of the measures they have taken.

The most common mistakes...

- ◆ When the project is permitted to become too extensive, so that not enough work is done on implementation and change.
- ◆ When it becomes apparent that the project task is not an important task for the host company, and when the project host turns out to be uninterested.
- ◆ Not getting the right balance between substance and process, between planning and improvisation, i.e. between all the contradictions that leadership is all about.
- ◆ When the group focuses too much on the task per se, accepts the definition of the problem uncritically, and ends up being a free research resource for the project host.
- ◆ Trying to deal with too much, instead of asking themselves the question, “What particular competence does the group have in relation to both internal and external consultants?”

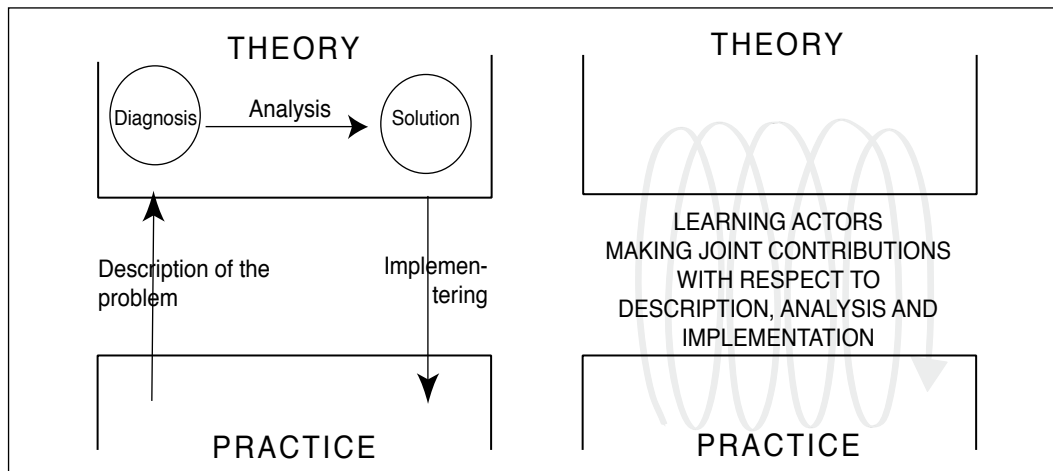
...are also something one can learn from

There is a great deal to be learned from mistakes such as these. An experienced learning coach ensures that these lessons are learned during the course of the programme and makes sure that the host company gets good value from the project. This is the best scenario. It doesn’t always happen: we still have a lot to learn!

Most important for progress

- ◆ An atmosphere at the host company that is open, permissive and without prestige, combined with demands from the project host that the group must “leave its mark behind”.
- ◆ A willingness in the project group to experiment and take risks.
- ◆ A commitment that makes the best use of time with the various individuals and groups. Almost any project task can be made into a challenge and a source of learning!

Project work in practice



Project work develops and trains the participants' ability to identify the significant problem in a real problem situation, analyse it and ensure that an acceptable solution is implemented in practice! At the same time they get an insight into another company's business situation, culture and inner life. Perspectives are broadened by penetrating into a different and unfamiliar business. New impulses are gained as well as new ways of looking at the strategy, culture and management philosophy of one's own company.

The expert strategy

The diagram above illustrates the traditional expert strategy with a straight line from practice to description of the problem, diagnosis, analysis, proposed solution and implementation of the solution that the expert considers to be the best. This is where "implementation problems" often arise. People dealing with practical issues in real life are not always enthusiastic about the solution that the experts have arrived at by a process of theoretical analysis.

The MiL actor strategy

An alternative to the expert strategy is that of involving many people, especially those affected by the changes that arise in a process of development and change, as shown by the spiral in the illustration on the right. At MiL we call this an actor strategy for change and development, and it is this idea of development and this view of the process of change that we wish to inspire the project groups

in MiL to use in their project work. Among other things, this involves far more meetings, interventions, concrete experiments, workshops with corporate management, and so forth. In favourable circumstances the new solutions are implemented before the final report is due.

Getting things moving

Our experience thus far is quite unequivocal: an actor strategy for change and development not only results in solutions that are more practical and that can be implemented as a result, but there is also an educational and developmental effect on many people. At the same time, those who are affected by the changes grow and develop.

A learning team

The method of working that a project group in MiL develops step by step, means that the group evolves into a learning team. This includes the social process linked to the work on the task as well as the training in using practical tools for dialogue, reflection, resolution of conflicts, etc. These are useful experiences when the participants form their own teams in their own companies.

**AGREEMENT
OF CONFIDENTIALITY**

PROJECT

Name of Project:

Host Company:

Project Host:

GENERAL
CONDITIONS

§ 1 The undersigned undertakes, individually and collectively that information obtained from the host company is not disseminated outside the project group in a manner which can cause damage to the company or person(s) employed there.

§ 2 The host company/project host undertake to supply the project group with information which will contribute to a successful outcome.

§ 3 The programme management undertakes to form the project groups in such a way that information exchange within the groups is not obstructed by considerations of competition or other matters.

§ 4 The host company's formal permission is required at all times for the communication of information to other programme participants or persons outside the programme. Material in the form of written accounts and reports shall be authorised by the host company.

REGULATIONS
SPECIFIC TO
THE PROJECT

§ 5

APPROVAL

(Signature and date)

For the programme
management:

For the host
company:

For the programme
participants:

Learning Coach

Project Host

Programme Director

MiL Concepts

- 1/1996 Lennart Rohlin et. al.:
**What do we mean by
ACTION REFLECTION LEARNING®
and other short articles**
- 2/1996 Lars Cederholm and Thomas Sewerin:
**Out of the Box
MiL Partner Program in New York City**
- 3/1996 Lennart Rohlin:
Project Work in MiL

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