

Designing Approaches to Learning and Development:

What works (open source, experiential, development) for what capability (three arenas below)?

Overview: Why we do it—learning!

Improving one's self and what we can do in the world is part of the excitement of being alive. Some things are very functional and we can immediately use the learning. Others are much more complex and even take a lot of connection with others that are further along a path. Experienced coaches are needed for most sports, for example.

Some abilities can be learned without help. Some require a teacher and an opportunity to tailor to ourselves. Some are deep and take some reflection and even a mentor or guru. There may be a complex set of abilities, personal discovery and even character development needed. It is interesting, and useful, to think about what kind of learning processes are appropriate to what needs to be learned.

For the straightforward, packaged learning can be a gift because we can find it online or in a book, absorb the content at our own pace and integrate into our business or life immediately. This can be *open source* learning so to speak. The clue is, it is 'knowledge' based. The content can be the same for everyone and it requires little if any reflection to make it useful. Often just a bit of practice. But anything complex or needing to be made unique, does not respond to this approach. This is true, particularly, of those abilities that are not taught in our culture as a part of growing up. E.g. How to grow our sensibilities about other's feelings and our impact on them. But they are equally important to successful businesses and life.

Three Aspects of Learning: Function, Being and Will

There are three aspects of learning and three subsets under each of these, all of which require learning and or development. The first is functional learning. It is associated with 'doing' something better, in a new way, or even for the first time. Its most familiar subset is knowledge and the information in knowing.'

The second arena is development of Being. This is related to improving us as persons on the planet, in our families, our leadership roles, and as a citizen and member of society.

The third arena is the management of our own motivation and consciousness of the perspective we are taking, rather than being at the mercy of our fears and our borrowed worldview.

Functional Learning

Function Capability Subsets

- ❑ Knowledge (information, data, facts)
- ❑ Behavior, including thinking -
- ❑ Languaging, language structuring

Function: The aspect of function is about *knowledge* acquisition, appropriateness of *behavior* and how we *structure language* to communicate and make sense of the one another and the world. *Knowledge* is about information and facts. The information is gathered by studying what comes from the senses and often can be packaged and self-taught. The second subset is behavioral learning, including how to think about something. This is socialized into us as children, particular to a culture or family. It cannot be packaged to any degree and requires immersion. This learning is sometimes called ‘manners’ or civility. The third subset is about language. It includes how to understand the effect of language on our selves and on others. This subset is poorly developed in most cultures. Since we learn to speak easily, we think it is not important to understand how language gets formed in a culture or how it frames our worldview. Our language, if noticed, can give great clues to our worldview.

Being Learning- 3 Subsets- a person has mastery of their own state of being and response to stimuli

- ❑ Aims- used to grow us as a person and manage state of being in dynamic changing conditions.
- ❑ Meaning- how we see what really matters and learn to live and grow ourselves to be involved at deeper levels
- ❑ Imaging- to see people and situations as living and interactions as alive and dynamic rather than static and fixed

State of Being: This development is about how to manage ourselves in tough and changing situations including how to manage our emotions and response to other’s evocations. This often requires mentors, spiritual advisors and even being part of a community working on the same thing. It requires experiential learning and it is most often combined with reflection. It is not about knowledge unless we call it self-knowledge. More accurately, it is about understanding to better *see* and understand oneself beyond data points or other’s ideas.

The second subset is about *finding meaning* in the acts of life. This is a call for us to “learn to see where and how to engage and understand the effects of our actions”. One of the most important sources of personal transformation is consciousness of what really matters by having it be challenged. It can happen with the death of a loved one. An illness or opportunity that feels beyond us! This requires penetrating

reflection into our thinking and experience. Without the reflection and often a friend or counselor, people miss the learning and bury it, ignore it, or just get on with life.

The third subset or ableness is one that makes us flexible, intelligent and gives the ability to 'read' a situation when it is not transparent. We call it *imaging*— that is watching, in effect, a movie in one's mind of a dynamic interactive process that a whole is engaged in. That can be *seeing* a Watershed in action or a group dynamic; the interplay of nations or the trade-offs a family makes. It is an inner imaging ability. It feels contrary to much of our school learning since it is most often about breaking things into parts which effectively 'kills' any dynamic. It takes much practice to learn to engage in *imaging*. It requires of any us to experience is an unfolding in the mind's eye. It is the only way to grasp Being aspects.

All of these three aspects and capabilities require engagement for comprehension and most often with some one who is further along the road on that capability. It cannot be learned alone since it requires learning a different means of learning and development than offered by reading and expecting instant skill.

Examples: this is the work of team building, of spiritual teaching and of personal coaching and counseling. It is part of our school where we work to destabilize people, intentionally on these things that bother them the most, always in a bounded setting where they are also taught to see it for themselves and be better at the new pattern in being, each time. It happens over months, years and decades. It cannot be packaged or crammed. It would not be appropriate to a website.

Third Arena:

Will Ableness- This aspect is about self-directing our motivation and personal development, including what we value and influence. *Will* work requires building a different mind to put to work as we seek to learn and understand it. We tend to work with a mental approach that does not call on any of these three capabilities. The lack of it, is the source of great waste and misunderstanding.

- ❑ *Greater whole connecting* (e.g. a stakeholder system)- we seek to engage with the relationships of all contributors and beneficiaries in a system and the reciprocity they call for us to build
- ❑ *Spiritualizing Existence*— we seek to reveal the patterns that underlie life and the essence nature of a live and living system. We seek to awaken the spirit in the mundane and bring its essence into our experience
- ❑ *Paradigm consciousness*—we seek to consciously connect with a the cosmology that is present in each engagement, creation and interpretation; thus enabling choice in regard to our world view and its effect on our existence and others we affect.

The third arena is the development of Will. This means being able to develop and manage one's own motivation and self-determination. It is taught in very few places.

For some sports coaches, the Being and Will components are core. As with the Seattle Seahawks coach, Pete Carroll, who offers mediation to players with the intention of building the ability to work on *Will*. He provides coaches for instruction in how the mind works for development of Will. This is the work of Carol Sanford Institute and it's work with business. Without the capacity to be self-determining as a person, a team and business or even an industry, the level of responsibility becomes volatile and unpredictable. It is difficult to stay the course on things that take a long time to accomplish.

Greater Whole Connecting: The first subset is the development of understanding of ecosystems and how they work. Or don't. It is the study of ecology that brings this about for some. Or living near a river and watching it be affected by loss of wildlife from upstream dumping. In business terms, to succeed, the ability to see the stakeholder system, including customers lives at work, builds the mind that can see these connections.

Therefore:

One of the ways of making it clear that our material is about the development of Will is to make it proprietary. I do that on all my materials. It says, "you must learn the whole thing and not take and make it merely functional." The reason for this is I don't want people to use the wrong mind and miss the real power. It will do them no good any other way and will even confuse and make the material seem wrong. We want anyone who is committed to learn and development themselves with it to have access but only by using the appropriate learning and development method. The use of experiential learning and developmental processes, so they truly become more able, more conscious.

Explanation: Why not everything can be Open Source

The use of most of Carol Sanford Institute materials and Regenesys processes, requires the development of the mind that can see living systems and to *image* how things work. Most people use their mind in a linear and digital way (parts and pieces) that leaves them seeing everything as static, fragmented, separated from humans and fixed. That is how we ended up with a planet we see as *ours to do with what we please*. CSI and Regenesys works on building the mind while we do the work that needs doing. Then persons have a better mind for everything to follow. For us, proprietary is a signal that it is not functional nor 'knowable' in a short time. But it is very ready to be engaged and can be developed as the right mind is put to work.

This is a very tricky and highly skilled process. We teach all of it in the process or changing a situation and make it more powerful. Proprietary does not mean it cannot be used by others but doing so requires a different learning method and even content at a meta-level. All the capability is left behind with people, but is done so in a way that integrates the development of Will, Being and Function, simultaneously.

We have a very successful track record of helping a whole business where communities and whole systems get a 'change of mind', (metanoia) one that

becomes able to see life and wants to improve it. This is the ableness needed to solve global climate change (we may have the knowledge but we do not have the mind and capability) and to invent societal solutions (to see how we cause the underlying practices to be flawed). In Regenesi there are eight academic disciplines needed to do a Story of Place (geology, hydrology, biology, urban development, economic development, cultural anthropology and spiritual traditions across time and space). As they do the assessment, they do it with locals who will gain much knowledge and function and get curious about gaining more.

To take on this Integrated Assessment ability requires many years of 'rethinking' how we are thinking about living situations. To see the paradigm we often use that is based in the study of machines and transferred inappropriately to living system, is foundation to 'significant change. This is the work of developing Will. To learn a new way to see and to stick with it until the mind shifts and new understanding emerges.

Three Types of Learning

Open Source- great for knowledge and quick transfer of information. E.g. Training, some skills and most content that be absorbed and immediately applied.

Experiential- critical to being and development as a person. It can change a person deeply and even groups.

Developmental- needed for integrating our whole being in the learning and development, which begins with creating a new mind that experiences and sees every thing as alive and dynamic. It requires seeing ecosystems *at work*, Essence and potential as the source of aliveness, and pursuing understanding of the paradigms that frame our worldview and either limit or elevate our learning and development. Development is needed to grow the ability to work on big problems and to take a business to a much bigger plateau and make a much bigger difference. It has the power to change the course of history.