

A Cycle of Learning, Exploration and Discovery

In each work cycle, and in preparing and following up on each meeting and each deliverable, have the team repeat:

- an appropriate habit of questioning the problem, exploring the opportunities outside its definitions, and sharing and recording what they find.
- For example, you might have meeting attendees send an email to be posted with the minutes on the project correspondence site with a quick sentence or two on
 - what the thought was accomplished,
 - what should be looked into,
 - something they discovered on their last open exploration

- easy to do, easy to read, easy to refer to, substantive and useful accumulating information

Learning

Small steps can add up. There are numerous learning and creativity methods, and it is OK to explore them to find the one that fits with you. The following notes are something of a 'footnote' on the method described in "[The Learner's Path](#)" by Brian Hinken, who is a systems thinker and writing for a systems publisher, Pegasus. Brian's model (with some paraphrasing) is both very basic and sophisticated:

1	2	3	4	5
<u>Acknowledgment</u>	<u>Willingness</u>	<u>"Single Loop"</u>	<u>"Double Loop"</u>	<u>"Triple Loop"</u>
What's the Problem?	Will you Respond?	Will you vary your strategy?	Will you be Creative?	Will you question your purpose?

Each of these steps will have their own 'skill set' and you might well do self-evaluation for how well you do them and look in the resources for ways to improve.

- for example, a kind of 'trick' for step 5 might be to explore ridiculous possibilities and make fun of them to help expose things not seen before, maybe asking "What could 'never work' here, and how would you do it anyway?"

I'd also add a level 6...

Exploration

- an undercurrent of inquiry continually nourishing steps 1 to 5
- getting to know the territory
- exploring for the pleasure of discovery, free of problems
- practical exploration, gestalt exploration

Looking around: Exploring the place on earth, in change, with neighbors, in opportunity

- Who's there?
 - Organisms, ecologies, communities, local processes
 - Cells of organization connected to each other through less ordered mediums
- What's there?
 - How are they connected?
 - What are visible fragments of past organization?
 - What fragments might be compost for the future?
- What's going on?
 - What kinds of traffic intersect?
 - What stages of development are events in?
 - Development (,,·´~) or decline (~`·,,)?
- How do you fit?
 - How will others independently respond to intervention?
 - Are you intruding or engaging?
 - Which are the important partners?

Connection - Cycle of Learning

- What would be a better problem or purpose?
- What do you really want here?
- How can you help?

Looking within:

- The environment inside a project is also a complex world like the outer world a project is taking a place in.
- Develop your own simple list of exploratory questions for discovering how it's parts can work better together
- Don't forget if it's not being done for the pleasure of making these worlds a part of you, you may be missing most of what the independent parts of inner and outer worlds have to share with you...

Asking dumb questions:

- Ideally one would have the courage to ask dumb questions in the morning and then have the unexpected answers all afternoon. You might 'look' stupid to ask about things everyone acts as if they already know, but you're actually being brilliant to see where there are things hidden from you.

ph 3/7/08

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