



Dedicated to the development of capacity and capabilities in adults for change and growth.

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## Finally, clarity in purpose and theory

**To:** [Don Prickel](#)

**Sent:** Friday, January 03, 2003 6:50 AM

**Subject:** Don, a major rewrite on my sol paper

Don, I just finished a major rewrite on my sol paper. When I wrote the paper the first time I knew what I wanted in my mind and understood the importance to me and my work, however I did not know enough, have enough research, or have the references to allow me to develop the idea. Therefore it was weak and I was not at all happy with the outcome. I have invested another 15 to 20 hours on the paper and am re-sending it to you for your review.

I would like you to consider this a more robust fulfillment of my sol requirements and I would also like your input regarding whether I am getting a product that is close to publishable. Your recommendations would be appreciated.

### *Discussion of critical leap*

During our leadership course in the fall of 2002, all of the work, research, and reading in which I invested finally helped me pull everything together. The coming together happened during the authoring of my leadership portfolio. The rigor was high, the research was intense, and I finally figured out how everything fit together. During our self-organization course, I knew the direction in which I wanted to go, but did not know enough to articulate it well. Of critical importance to my research was the publication in October by Baker, Jensen, & Kolb (2002) of an excellent referenced study on conversational learning. I had read two papers during my leadership course originally written that eventually became chapters 4 and 5 and did not purchase the text until the course was completed. With this work now added to my other resources, I began fully to understand conversational learning and its pivotal role in human learning and in living systems.

Another critical event happened during our leadership class. I now understand how important writing, rewriting, rewriting, and rewriting is to the authorship of a referenced paper. I believe that Don tried to instill this understanding in me, however it did not stick. In fact, I believe I actively resisted, believing that I simply could produce work and it would be good. During our leadership course, I began to see just how sloppy my thinking and writing could be without the rigor of multiple rewrites. I will be continuously working on my ability to write researched papers until I am able to say that I am confident in my abilities.

### *Alignment with metaphor and learning philosophy and References to literature*

All of the components that form the theoretical foundation for my philosophy and metaphor came together to support my transformational experience. I experienced the development of efficacy and experienced self-regulation as described in (Schunk, 2000, pp. 78-118) in the chapter on social cognitive theory. Banduras model of triadic reciprocity (Schunk, 2000, pp. 80-81) where behavior, the environment, and personal factors come together to create learning, became clear to me not only as a foundation piece to social cognitive theory, but as an integral component to experiential learning (Baker, Jensen, & Kolb, 2002). Living systems thinking as

described in Capra (1996) and Wheatley (1999) also support experiential learning and seeing individual learning through the lens of an integrated system as in triadic reciprocity is similar to a living systems framework. One can not separate the person from the environment nor from the behavior, they are all part of a living learning system.

Self-regulation (Schunk, 2000, pp. 78-118) is responsible for my ability to bring together and embrace the challenges of this course. I applied much of what I learned over the last 2 years. I self-directed my work. I set goals and persisted in achieving the goals. I truly experienced social cognitive theory, which was largely theoretical for me up to this point. One of the primary drivers for my self-regulation is my passion the intellectual pursuit of knowledge, a cognitivist framework for learning. This is also an important part of my philosophy of teaching and learning and a driver for my metaphor. Conversation as described by Baker, Jensen, & Kolb (2002) and Wheatley (2002) is an important component of this framework as is reflection and real life application as an experiential approach to learning as described in Kolb (1984).

My ability to construct my own meaning of leadership and of self-organized learning allowed me to create this learning experience. If I had not had the opportunity to drive my own vision and construct my own models, my experience would not have been as rich. Constructivism is a foundation theory for my practice and through this experience, I believe that I have finally grasped the framework. With strong behavioral tendencies, it has been a difficult lesson for me to learn and one that I am far from mastering, as Don can attest. I must continue to fight the tendency to be the expert and tell and this experience has helped my bridge that gap.

A social cooperative context provides me with a living systems framework for learning as a social experience through conversation. The path that I am to follow throughout the rest of my career is now clear. This truly has been a major breakthrough for me during this program.

### *References*

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