First Interlude

Transition from Reasoning Competencies to Social Systems Development

The very substance of the ambitious is merely the shadow of a dream.
—William Shakespeare

Overview of Learnership Artifacts.

The Chapter One Introduction to this book provided a foundation for the development of a new concept: “Your Integral Life Matters: A Whole-Brain Life Management Mindset for Learning, Leading and Legacy Success in the American Tradition.” A learnership philosophy and learnership architecture were defined and developed, and a social role for learnership practitioners was described. This role has been evolving in this Handbook from chapters one through nine as personal desires and reasoning competencies were developed and advocated for use in the new knowledge economy. Five Reasoning competencies—systems thinking, pattern recognition, situational learning, knowledge management, and adaptive leadership—were featured as an interdisciplinary set of knowledge, skills, and abilities that operate in a mutually enhancing manner. These competencies are believed to empower people and social entities to plan, manage, and improve their respective capabilities and responsibilities so that four Integral Social Systems domains may be achieved in support of higher levels of human performance.

The Learnership Integrated Systems Architecture (LISA) (Figure I-1) is a montage of selected elements of the five reasoning competencies, and serves learnership practitioners as a graphical model and University of the Mind (Mindset) in which reasoning competencies are harmonized and comprehensively applied at each level of social system responsibility, e.g. in the personal (self-fulfilment), organizational (high performance), community (common good), and societal (human enlightenment) domains of human system development and performance. Concurrently, an Integral Training and Knowledge Management (ILKM) capability has evolved as a major part of the systems architecture, and knowledge management practices and technologies are positioned to support performance improvement at all levels of social system activity.

Additionally, the Figure I-2 individual personal preference model should be considered as a symbiotic concept to Chapter Two Figure 6-2 in ensuring that human personality factors are given sufficient attention when designing and implementing social system development initiatives. The wide variety of personal styles and cultural factors to be addressed make Change and Culture Management a topic worthy of advanced planning.

Beginning with the next chapter, our task is to apply the learnership concepts and practices discussed so far in this Handbook for even greater social system-of-systems development. Chapters ten through thirteen explore a broad range of topics and issues of importance for personal, organizational, community and societal integral learning, meaningful living, personal branding and a memorable way-of-being. Our ultimate goal is to demonstrate the interdependence and viability of lifelong learning—and to specify how almost everyone can craft a productive way-of-being, experience happiness and establish a memorable living legacy.

The LISA appears again in Figure I-3 as the major component in the Learnership Architecture and Collaboration Instrument (LACI). Here it is presented as a tool for observing and assessing the quality of discussion among people charged with problem solving, opportunity finding and/or associated decision-making. The graphic may be copied and used as a template by individuals during meetings and decision-making to track the breadth and depth of conversation leading up to a conclusion. Participants are encouraged to make a copy of the LACI and a copy of the instructions on the page following Figure I-3. Then, follow the instructions provided wherein colored markers are used to track meeting deliberations, and to remind the group when important areas are not being given sufficient integrated social systems consideration.

The Learnership Integrated Systems Building Blocks presented on three slides (Figures I-4, I-5, and I-6) are matrixes of 78 distinguishing features (building blocks) each, relevant to the learnership concept and practice. The dynamic relationship among these activities and concepts is meant to convey the breadth and depth of the foundational "University of the Mind" insight—and to encourage thoughtful review. Their arrangement allows easy identification of each specific block (e.g., B4 = “Continuous Change”) in preparation of practical exercises that support the Handbook's use in training exercises. Readers are encouraged to make copies of these graphics and create team exercises for reinforcement of concepts under discussion.

The Learnership Practitioner Characteristics presented on two slides (Figures I-7 and I-8) are presented as a summary of the attitudes and behaviors our learnership practitioners have acquired as part of their professional development. Each characteristic is useful in its own time and place—and when used in combination with the other positive characteristics; a
personal and professional demeanor devoted to total learning, knowing, and leading for life, work, wealth, health and legacy may be reinforced. Readers are encouraged to make copies of these guidelines for ready reference.

**Application of Learnership Artifacts.** The artifacts just summarized are major contributors to a proposed methodology for successful group/team dialogue and decision-making. The primary component in this approach is the expanded use of the LISA not only as a static conceptual model, but as a Learnership Architecture and Collaboration Instrument (LACI) that may be used during meetings and conferences to keep track of the efficiency and effectiveness of ongoing communications and deliberative activity. This technique for facilitating and monitoring the quality of conversation and information exchange incorporates the building block features in Figures I-4 to I-6 and the practitioner characteristics in Figures I-7 and I-8.

The proposed life management methodology borrows reasoning processes and social communication skills from various perspectives offered throughout this handbook, such as: the five reasoning competencies, techniques for interpersonal dialogue, strategies for handling wicked problems, use of cycles of learning, application of whole brain deliberation, effort toward integration versus differentiation, use of critical thinking, and many others. These objectives and challenges for significantly improving group/team decision-making, problem-solving, and opportunity-finding may be achieved in this manner.

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**Figure I-1**

**Personal Preferences**

The subject of Pattern Recognition back in chapter two is addressed here again in Figure 1-2 as reinforcement of the notion that all people have both similar and different characteristics, preferences and styles of psycho-social self-awareness, cognitive thinking and emotional tolerance. The American Learnership University of the Mind (brain training)
approach used in constructing this Handbook includes concepts, graphics and practices that appeal to our mind's cognitive and emotional, left and right, language and pictures, and analysis and synthesis interests and capabilities.

[Author's Note: At this point in time, the American Learnership Learning Process, Interdisciplinary Reasoning Competencies, and Integrated Knowledge Management benefits derived from systematic inquiry reflection and learning have been positioned to deliver holistic social systems development in the personal (family), organizational (business), and community (societal) domains. Figures I-1 and I-2 together are American Learnership tools for achieving total learning, knowing, leading and legacy fulfilment in the next chapters. Additionally, Figure I-2 is submitted as another illustration of how personal psychological patterns or preferences are prevalent across a group or human population so that at any point of time or situation a variety of mindsets may be operating and generating supportive or non-supportive group thinking, learning, knowing, and leadership when addressing objectives, decision alternatives or chosen courses of action. Achieving agreement on the relevant content or context on any issue or opportunity is often a tedious activity.]
Figure I-3

Learnership Architecture & Collaboration Instrument (LACI)

Learnership: An Integrated Systems Architecture (LISA)

"Self-Fulfillment"

"Human Enlightenment"

"Common Good"

Economic

"Human Structure" (Culture)

"Human Insight" (Intuition)

"Human Sensing" (Sensing)

"Human Adaptation" (Adaptation)

"High Performance" (Performance)

"Complexity"

Political

Social

Technological

Geographical

"Sense"

"Adapt"

"Renew"

"Operate"

"Assess"

"Decide"

"Execute"

Process

People

"Technology"

"Culture"

"Beauty - Goodness"

"Justice - Equality"

"Skilled Conviction"

"Responsible Discussion"

"Language"

"Adaptation"

"Past to Present"

"Tradition-Based"

"Truth - Honesty"

"Freedom - Democracy"

"Strategy - Change"

"Present & Future"

"Models"

"Language"

"Adaptation"

"Past to Present"

"Tradition-Based"
Before the Meeting:
-- Choose a facilitator to assist in using the learnership methodology.
-- State the topic for discussion – in writing.
-- Indicate if one or more meetings are planned on the subject
-- Establish a time limit for the meeting and the desired outcome.
-- Request that information to be shared is acquired and brought to the meeting.
-- Request that participants prepare by scanning the learnership building blocks and practitioner characteristics information provided in Figures I-2 through I-7.

During the Meeting:
-- Assign a recorder to take key notes and assigned actions.
-- Discuss what a good outcome for the meeting would be. What does “done” look like?
-- Identify the information to be shared by contributing members.
-- Commit to getting everyone involved in an open and sharing dialogue.
-- Evaluate meeting accomplishments: substantive (task) and learning (process).
-- Encourage everyone to independently use the Learnership Architecture and Collaboration Instrument (LACI)

After the Meeting:
-- Distribute meeting notes and request comments.
-- Obtain additional information for further sharing and use.
-- Complete assigned tasks and report results.
-- Maintain cordial relationships among participants.
-- Prepare agenda for next meeting (if appropriate).

Use of Colored Markers:

BLACK = The major subject/issue being addressed: (P) Personal, (O) Organizational, (C) Community, (S) Society

BLUE = Sub-topics under discussion. Content, context, and dialogue process is balanced.

GREEN = Sub-topics adequately discussed and being prioritized for inclusion and closure.

RED = Sub-topic not being addressed. Negatively impacts blue and prevents green.

Decision-Making Process: (1) Information Gathering; (2) Information Analysis; (3) Strategy Development; (4) Strategy Implementation; and (5) Results Evaluation

Notes: Observations pertaining to breadth or depth of discussion, degree of member participation, and/or other deficiencies that may affect knowledge gathering and commitment to action.

[Author’s Note: This methodology is designed to maximize the quality and productivity of teamwork, and requires a foundation of personal openness and fairness in social relations – particularly when dealing with divergent issues. All participants are enjoined to balance their inquiry and advocacy tendencies and their intellectual and emotional dispositions.]
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<td>Systems Thinking</td>
<td>Knowledge Management</td>
<td>Wicked Problems</td>
<td>Adaptive Leadership</td>
<td>IJSA</td>
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<td>Universal Goals/Ideals</td>
<td>Evolutionary Development</td>
<td>Constructed Reality</td>
<td>Mental Models</td>
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<td>Flat New World</td>
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<td>Multiple Intelligences</td>
<td>Organizational System</td>
<td>Mid-Life/Career Transition</td>
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<td>Critical Thinking</td>
<td>Chaos &amp; Complexity</td>
<td>Whole Brain Learning</td>
<td>Cognitive Dissonance</td>
<td>Societal System</td>
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<td>Ex-Body Objectivity</td>
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<td>Perception &amp; Judgment</td>
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<td>Community System</td>
<td>Double-Loop Learning</td>
<td>Rights &amp; Responsibilities</td>
<td>Efficiency &amp; Effectiveness</td>
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<td>Integration vs Differentiation</td>
<td>Balance &amp; Moderation</td>
<td>Sensing &amp; Intuition</td>
<td>Self - Renewal</td>
<td>Thinking &amp; Feeling</td>
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<td>Time &amp; Stress Management</td>
<td>Social Dialogue</td>
<td>Emotional Maturity</td>
<td>Organizational Teamwork</td>
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<td>Facts &amp; Feelings</td>
<td>Tradition &amp; Innovation</td>
<td>Life Transitions</td>
<td>Quest for Identity</td>
<td>Future Orientation</td>
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<td>Pattern Recognition</td>
<td>Leader Attributes</td>
<td>Learnership Practitioners</td>
<td>Courage &amp; Persistence</td>
<td>Adaptive Technologies</td>
<td>Situational Learning</td>
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Figure I-4
### Learnership: Integrated Systems Building Blocks

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<td>Rational Living</td>
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<td>Meaning of Life</td>
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<td>Free Agent Learners</td>
<td>Emotional Health</td>
<td>Adult Generativity</td>
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<td>Corruption &amp; Terrorism</td>
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<td>Workforce Versalists</td>
<td>Posterity &amp; Immortality</td>
<td>Optimal Experience</td>
<td>Psychological Archetypes</td>
<td>Intelligent Organization</td>
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<td>Enterprise Architecture</td>
<td>Project Management</td>
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<td>Business Processes</td>
<td>Cultural Cohesion</td>
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<td>Moral Development</td>
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<td>Responsive Communities</td>
<td>Sense of History</td>
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<td>Managing Attention</td>
<td>Age of Enlightenment</td>
<td>American Revolution</td>
<td>Social Saturation</td>
<td>Constraints &amp; Trade-offs</td>
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<td>Theory of Everything</td>
<td>The Human Prospect</td>
<td>Communities of Interest</td>
<td>Authentic Branding</td>
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<td>Senior Legacy</td>
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**Figure I-5**
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| Personal Bias | Technology & Innovation | Leadership Practices | Self-Acuity | Professional Presence | Wealth Generation | Disease of Adoption | Life 
| Needs vs. Wants | Character | Development | Actualization | Transitions | Learning by Immersion | Project Risk | Psycology of Wealth | Work 
| Skills vs. Abilities | Building your | Reputation | Senior | USA & LACI | Decision Analyis | Phases of Change | Professional 
| Social | and Fluctuation | Open Minded | Senior | Rejuvenation | Policy | Professional 
| Capital | Corporate | Knowledge | Executive | Leadership | Design | Professional 
| Ambition | Action | Knowledge | Facilitating | Planning | Legacy | Professional 
| Self-Awarness | Required Knowledge | Pursuit of Happiness | Delegate | Period | Triple | Deep | Respect 
| Theorists | Practices | Constraints | Triple | Knowledge | Smarts | Responsibility | Tools 
| 85 L | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 |

**American Learnership: Integrated Systems Building Blocks**

**Figure I-6**
1. A desire to understand and appreciate the fundamental theories in their fields of interest and education.

2. A capacity for good cognitive and reflective skills. But unlike their more academic counterparts, those skills are valued to the degree they align with their need to turn knowledge into action in a timely manner.

3. A capacity for “learning to learn.” They get psychological rewards from the process of learning, and do it all their lives.

4. A desire to operate as “free agent learners” and to be distinguished from many others that they are not bound by the limitations of the traditional educational curricula taught in formal school and classroom settings.

5. A capacity for curiosity concerning the world around them that enables them to achieve important career and life objectives through all phases of their adult lives.

6. An enthusiasm to fully absorb their experiences and to learn from them. They also become influential through their ability to put their knowledge into action.

7. A willingness to embark on humanity’s journey toward mindful growth and an understanding of life’s mysteries and human purpose.

8. A desire to motivate themselves and others to discover life’s opportunities, pursue a unique purpose, confront personal challenges, develop enlightened perspective, and attain a higher level of being.

9. An appreciation for interpersonal dialogue based on open inquiry, rapid learning, interpersonal understanding, and reasoned decision making.

10. A capacity to improve human relations by exemplifying the principles of leadership, followership, stewardship, citizenship, fellowship, and statesmanship.

11. An enthusiasm to participate in issue resolution in the political, economic, social, technological, geographical, and ecological domains of societal knowledge and endeavor.

12. A developmental perspective on how individuals, organizations and communities progress through their respective phases of development – each with its own objectives, challenges and rewards.

13. A systems perspective on societal learning and development that balances the human need for both stability and change to achieve higher levels of societal development and performance.
14. A focus on personal learning and knowledge management as key capabilities in the development of social systems: personal, organizational, community, and society.

15. A personal commitment to learning reasoning competencies that improve systems thinking, pattern recognition, situational learning, knowledge management, and adaptive leadership.

16. An expectation that personal development depends primarily on being responsible and responsive to the ever-changing political, economic and social forces occurring locally or on a global scale.

17. A desire to replace differentiation with integration as a lifelong practice – and the ultimate foundation for a mindful journey through life.

18. A commitment to use knowledge, science, and practical experience to challenge over-reliance on mysticism, superstition, and supernatural intervention.

19. An advocate of the means between the extremes – weighing personal rights with social responsibilities in order to negotiate adequate, inclusive outcomes.

20. An appreciation for balancing inquiry and advocacy in all one attempts to accomplish. No one knows all that could be known in life to reduce potential risk and to guarantee success.

21. A capacity to perform multiple roles such as consultant, coach, facilitator, student, mentor, thought leader, and project manager as situations require.

22. Are people who systematically increase their understanding of life’s opportunities and challenges; develop their skills through questioning and learning; and produce products and services of value to themselves and others.

23. Have historically been contributors to societal development due to their “innovation and problem-solving” proclivities. They are people who have eclectic learning interests and acquire the skills and technologies that enable their achievements.

24. Are “knowledge managers” in their own right in that they continually identify, acquire, organize, use and share new found knowledge within their respective social systems.

25. A willingness to apply the Learnership Integrated Systems Architecture (LISA) model at all levels of personal and social systems development.

Figure I-8