

# The Process of Continual Learning with Information Technology

by  
Peter Kimber

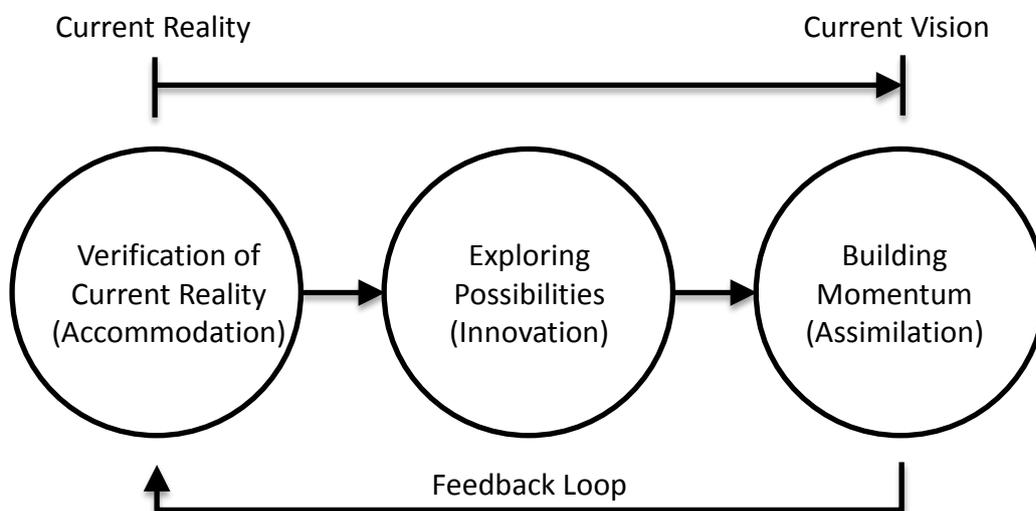
---

This is an abstract of the full paper.  
Get the full version by contacting Peter Kimber  
[peter.kimber@visualstrategy.net](mailto:peter.kimber@visualstrategy.net)

**The Process of Continual Learning with  
Information Technology**

by

**Peter Kimber**



These materials contain confidential and proprietary information in the nature of, for example, trade secrets and know-how, and are not to be distributed or replicated by any means without the written expressed permission of the author.

## Table of Contents

Table of Contents.....	3
1 Executive Summary.....	4
1.1 Management Needed to Champion Team Learning.....	5
1.2 The Transition of Traditional Team Operations.....	5
1.3 Tools & Design Aids for Team Learning .....	6
1.4 The Iterative Learning Process.....	7
1.5 Verification of Current Reality .....	8
1.6 Exploring the Possibilities .....	9
1.7 Building Momentum .....	10
1.8 The Empirical Learning Model .....	11
2 Introduction to Verification & Falsification of Current Reality.....	12
2.1 The Purpose Model.....	15
2.2 The Iterative Process (Second Loop or Higher).....	15
2.3 Inclusion Strategy.....	15
2.4 The Iteration (Second Loop or Higher) .....	17
2.5 Context-Free Questions .....	17
2.6 Sources of Ambiguity .....	20
3 Exploring the Possibilities .....	23
3.1 Direct Questions .....	23
3.2 Exploring Using the Right Brain Methods.....	25
3.3 Nurturing the Dialogue .....	26
3.4 Name of the Process .....	28
4 Building Momentum .....	29
4.1 Functions.....	29
4.2 Attributes .....	31
4.3 Constraints .....	33
4.4 Preferences .....	34
4.5 Expectations.....	35
5 Learning in Strict Sense.....	36
5.1 Quality and Mental Images.....	36
5.2 Single- and Double-Loop Learning.....	36
6 References .....	38

## 1 Executive Summary

One speaks about competence when successful results have been achieved. To be competent is to maintain control over the situation so that successful actions can be accomplished. To have control is accordingly to have or possess the knowledge that is required to solve a specific problem.

The challenge managers and organizational theorists face today is how to design organizational processes that maximize the rate and quality of organizational learning while not exceeding the organization's capacity to utilize the knowledge that has been acquired. (How to select the scope - translate the learning into how to utilize it.)

Sociotechnical systems theory is one in which the empirical learning model allows us to examine the constantly evolving, tightly linked interactions between actors (the social system, that is, the team member and his/her knowledge and skills) knowledge (the technical system, the knowledge is perceived as a key component of the technical system) and the idiosyncratic organization (the environment where to design or produce a product or service) and its needs.

Constructive organizational interaction or dialogue is supported by sociotechnical systems theory, which helps focus participant's actions and make them goal-oriented. The individual's tacit knowledge will be unleashed if participants have the knowledge and support necessary to be innovative in one particular environment.

It is not just the computers that meet the management objectives - it's the proper use of the sociotechnical system. Organizations need to convert to more non-linear and non-routine work processes than ever before. Computers and IT (Information Technology) have a tendency to lead into static linear and routine based processes.

Change has accelerated so rapidly that what one generation learns in childhood no longer applies later in adulthood. There is a lot of talk today about the need for life-long continual learning. But learning new facts isn't enough: Each generation must now be able to quickly learn new paradigms, or ways of viewing the basic pattern of doing something recognizable. The instant communication offered by today's media often doesn't promote understanding because isolated context-free factoids replace context, sequence, and exposition.

A well-conceived environment for learning calls not for absolutes but for relationships and contrasts. The empirical learning model requires understanding of the current reality, that is, what we see and think we are doing in regard to the main objective, so that the participants can rapidly gain understanding of the problem being solved.

One of the most important features of the empirical learning model, and one of the characteristics that make it capable of achieving deep understanding, is its momentum building effect. Building momentum feeds rapid learning which, in turn, is built upon the momentum previously built.

This paper summary describes how an organization can accelerate team learning and support management for more accurate decision making while maintaining control over the current working situation by using structured learning methods in conjunction with the latest information technology.

This is an abstract of the full paper.

Get the full version by contacting Peter Kimber

[peter.kimber@visualstrategy.net](mailto:peter.kimber@visualstrategy.net)