

# LOST Meeting Notes

2/11/05

Present: TG, MH, JC, RG, JB, JR, GK

## 1. Organizational purpose

- 1.1. TG suggested that, following Hock, articulating organizational purpose is an iterative process. We should offer to the class a tentative purpose with the suggestion that we accept it as “good enough” for now to move forward and understanding that it will change as we move forward (see 1.4 below). In my opinion, continued haggling over the details of an organizational purpose will only impede the implicit purpose we currently agree on ...the purpose of learning. Also, I think we were trying to “force” a purpose too soon. I think if we are patient things will play themselves out a little bit and the purpose will come around more naturally.(MH)
- 1.2. GK suggested that this be done together with a similarly tentative set of organizational principles or “core values” pulled from the group articles and subsequent group discussion. It may be easier for the whole class to agree on *how* we are (or *how* we want to be) than on *what* we are (*what* we want to be). The principles go some way towards answering the “What would we lose if there were no organization, no class?” question; they partially define a the sort of learning community we aspire to be. Moving forward without an explicitly stated purpose is somewhat of a risk and I would argue that taking risks is one of our “core values.” (MH)

Elaboration: perhaps we should also seek to establish values for the larger group. One method in which to do this might be for everyone in class to write down 2 things that they have seen another member of the class do to contribute to the learning of the class and 2 constructive criticisms of instances where learning has been hindered. There would be no names, teams or genders associated with these comments, and then LOST would be able to assemble these comments into values for the larger group of what (at this point) we see as conducive for better learning. (If not values- this could just serve to further learning later- such as where we have been and where we are going with our learning. In other words it would allow us to say, "Hey, in week 5, we thought "A" was important to learning, but now in week 12 we see that it's much more "Q".) (RG)

- 1.3. It was agreed that LOST members would reflect on and submit some “purposes & principles on probation” based on the group work done so far. I am hoping that this will process will include discussion by LOST reps with their groups, not just LOST member input alone. (TG) I have concern that my group already assumes there is more than one degree of separation between our group and the mothership. Engaging them in this process will hopefully force them to think about the larger class (MH)

- 1.4. RG and JR emphasized the value of having a more specific organizational goal (a “mini-BHAG” – or an LHAG, I guess) that would help tie individual group projects into the organization’s purpose (whatever that turns out to be). In conjunction with helping tie individual group projects into the organization’s purpose, I think working toward goal is good for two related reasons: (1) It is concept that we, acting in the traditional roles of students & teachers, are familiar with. (2) (Already implicitly stated) It will give us something to shoot for while we all learn these new concepts and figure out our new roles are and what the organizational purpose is. Maybe the organizational goal could be to come up with a clear and meaningful organizational purpose? (MH) JC returned to the “initial BIS experience” initially presented by the True Learning group at C’ville Coffee: To change the structure of BIS classes and the hierarchy between faculty and students so that a community of learners is created. More specifically, we discussed creating a detailed proposal for a class in which all entering BIS students would participate. We might present this proposal, as an organization, to the BIS staff and perhaps the Dean of SCPS at the end of the semester. Groups would continue to work individually towards their own goals over the next 5 or 6 weeks. At the end of the semester (perhaps session 11-13) the class would focus on tying the learnings, reflections, and achievements of the individual groups into a plan for the “initial BIS experience” proposal. JC suggested that along with the specific team deliverables defined by the groups we could also ask groups also to consider along the way how aspects of their project might tie into the organizational goal. JC also pointed out that allowing individual groups to diverge along their own paths could result in exploring areas important to the organizational project that might otherwise not have been explored. It introduces a random element into the process; this is a standard and proven technique in many creativity models. (A few other possible organization level project are considered at [http://www.faculty.virginia.edu/orgsthatlearn/project\\_ideas.htm](http://www.faculty.virginia.edu/orgsthatlearn/project_ideas.htm) GK)

Elaboration of a possible organization-level LHAG: A possible direction of the class could be: developing a foundation/guide for the next generation OTL class- eventually becoming a model to better teach other BIS classes- but that would be an Extra- BHAG. Just in some of my thinking after we left on Thursday, I visualised the next evolution of this class beginning in week 1 of the semester with Glenn and John sitting in class while one or two participants from this semester's class kick-off the beginning of the learning. Just a thought- and I realize that this is thinking WAY to far out. But something to keep in mind. (RG)

## **2. Role of the organization in integrating the groups**

- 2.1. Class provides a forum for sharing individual and group learning (JB)

- 2.2. Opportunity for open seat to provide experience and information valuable to all groups (e.g., Lou Centini from the Darden School, community members, members of other organizations, etc.) (GK, TG)
- 2.3. Have groups develop an active learning experience based upon their research in which they engage the whole class (JC)
- 2.4. A “learning fair” at which all groups engage the class in whatever manner is appropriate. (JB)

### 3. Role of LOST

- 3.1. Facilitating individual group work – asking questions rather than managing or directing (TG, JB) much like the journal prompts thus far (TG)
- 3.2. Resource for groups (JB)
- 3.3. Locating external open seat resources that might be useful to one or more groups (GK)
- 3.4. Have groups develop an active learning experience based upon their research in which they engage the whole class (JC) Other than setting the time and place for this, I am not sure that I see this or the next item as a role for LOST so much as a group-managed activity. (TG)
- 3.5. A “learning fair” at which all groups engage the class in whatever manner is appropriate. (JB)
- 3.6. To represent the interests, learning opportunities, and proposed activities from each of our groups and bring back same to our groups from others via the LOST committee meetings. (see 3.2) (TG)
- 3.7. Continued work on the larger organizational purpose and each member represents their group in the iterative process of developing the larger organizational purpose.

### 4. LOST Todo

- 4.1. All - Post meeting notes to LOST area in the Blackboard “Groups” section
- 4.2. All - Review group articles and group purpose summary. (See [orgsthatlearn.org](http://orgsthatlearn.org) and select “Groups” from the left navigation bar.) Post possible “purposes & principles on probation” to LOST area in the Blackboard “Groups” section
- 4.3. All - Contact group members – Class will meet at 8PM next Thursday

### 5. Issues TBD (see blackboard posting)

- 5.1. Next class - readings, journal prompt, assignment for next class
- 5.2. LOST leadership issues
- 5.3. Agenda for next meeting

**Next Meeting:** Thursday, 2/17, 7PM Zehmer

GK