

## Background info with presentation:

### The proof of the pudding is in the eating: Changing perspectives on learning

By Anna Snel for the Dommel Valley Group on October 20th 2016

Dear all,

I'm aware that my presentation with mere pictures without the talking is perhaps less useful for actually doing something in practice (which was the reason for getting together in the first place if I'm not mistaken). So I've taken the time to make something for those of you who really want to get moving. Here are all the sources I built my story on, so you can choose for yourself in which directions you want to explore further. At the end I also give some food for thought for what you can do tomorrow that we didn't have time for. I wish you a lot of fun and inspiration!

All the best,  
Anna Snel

- Many topics from the presentation I have also discussed in ['For the love of experience: Changing the experience economy discourse'](#).
- Pine and Gilmore have explained the progression of value in terms of coffee in their article and book on The Experience Economy. [Welcome to the Experience Economy](#) (the article) and [The Experience Economy: Work is theatre and every business a stage](#) (the book)
- The term swampy (of the swampy problems) comes from Donald Schön, from his 1983 book 'Knowing in Action' to be exact. He also described the swamp in [this article](#). If you Google swampy lowlands you will find a lot more information.
- No one knows exactly who came up with VUCA, or the military acronym for Volatile, Uncertain, Complex and Ambiguous, but [this](#) is the earliest source we know of (see abstract on page 2).
- Wicked problems is a term that originates from an [article of Rittel and Webber](#) in the 70s. They describe 10 characteristics to recognize whether you're dealing with a wicked problem or not.
- The diagram with possible, probable and desirable comes from Prof. Taeke de Jong. He explains it in [this article](#).
- The Golden Circle with What, How and Why is described in Simon Sinek's book [Start with Why](#), but you can also watch this TED-talk of him explaining it: ['How great leaders inspire action'](#), from 2009.
- The chapter on how we often just follow the what and how of management fads and neglect, ignore or plainly forget the why, causing us to 'rediscover the end-consumer, over and over again' comes from the book [The Support Economy](#) by Zuboff and Maxmin. They also describe the Copernican inversion of the organization as the centre of the universe to the individual as the centre of the universe in this book.
- The economist Galbraith's quote "Faced with the choice between changing one's mind and proving that there is no need to do so, almost everyone gets busy on the proof" comes from his 1971 book [A contemporary Guide to Economics, Peace and Laughter](#)

(page 50). For the insomniacs among you: The [‘Age of Uncertainty’ videos](#) are on YouTube ;-).

- The levels of learning from surface to deep come from Marton & Saljo (articles On the qualitative difference of learning i & ii, both beyond paywalls). On [this site](#) you find an overview of this and other literature on the topic.
- The combinations of (un)consciousness and (in)competence have no agreed upon definite source. The earliest source that has been found is an interview with W. Lewis Robinson from 1974: ‘Conscious competency – The mark of a competent instructor’, in Personnel Journal (not available online). [Here](#) you can read an explanation.
- All the info on how I got to the 3 main themes (Engagement, Direction and Investment) and the related subthemes you can find in [chapter 7 of For the Love of Experience](#)
- The program where I teach about the topics from this presentation and where I have incorporated the insights from my research is the [Managing Information & Sustainable Change \(MISC\)](#).
- I have written some things on design thinking on my website (more to come). One of my inspirations has been [IDEO](#), a design firm related to the Stanford University, and on their site you can find lots of helpful tools for design thinking.

#### TOMORROW

- Under the things you can start doing tomorrow the first one was related to Experience and involved finding out in the swampy reality what people need. Jane Fulton-Suri makes a case for this type of observation to understand the problem in [‘Going deeper, Seeing further’](#).
- What you can do tomorrow in the area of exploration is learn to reframe the problems by finding inspiration in the world of arts, design, philosophy etc. Nissley has written an article on [how arts-based learning can help the workplace](#). But for some great inspiration you can also visit the [Dutch Design Week](#) next week or any museum near you of course!
- Related to Experimenting you can start trying out small, agile and flexible prototypes to learn from feedback, instead of rolling out huge plans and programs all at once. We suffer from change blindness in a VUCA world, so small babysteps. What you can REALLY do tomorrow is [test your own change blindness, and other cognitive biases etc](#) (doesn’t work on Safari)
- Engage means that you won't be able to tackle the messy swampy wicked VUCA problems by yourself so you need to engage others and make them enthusiastic to work with you. But you need to check what style of communication fits with your audience and message, with their intelligences. You can read [more about Gardner’s types of intelligence](#) and many of you mentioned their love for the picture of the multiple intelligences so [here it is!](#)

And if you still want to know more or you want to know different things, of course don't hesitate to [contact me!](#)