

# Knowledge Complexity Framework<sup>©</sup>

## Easy Reference Chart



This Knowledge Complexity Framework<sup>©</sup> Easy Reference Chart is from Verna Allee's book, *The Knowledge Evolution: Expanding Organizational Intelligence*, Butterworth-Heinemann, 1997.

### Knowledge and Learning Mode

### Action and Performance Focus

### TIME PERSPECTIVE & CONSCIOUSNESS

<p><b>DATA (Instinctual learning)</b> <i>Sensing.</i> The data mode of learning is at the sensory or input level. Little actual learning takes place.</p>	<p><b>DATA (Feedback)</b> <i>Gathering information.</i> Receiving input, registering data without reflection.</p>	<p><b>TIME PERSPECTIVE:</b> Immediate moment <b>CONSCIOUSNESS:</b> Awareness</p>
<p><b>INFORMATION (Single Loop learning)</b> <i>Action without reflection.</i> Procedural learning emails redirecting a course of action to follow a predetermined course. Learning is mostly trial and error.</p>	<p><b>PROCEDURAL (Efficiency)</b> <i>Doing something the most efficient way.</i> Conforming to standards or making simple adjustments and modifications. Focus is on developing and following procedures.</p>	<p><b>Time perspective:</b> Very short (present - now) <b>Consciousness:</b> Physical sentence</p>
<p><b>KNOWLEDGE (Double Loop learning)</b> <i>Self-conscious reflection.</i> A larger perspective that involves evaluation and modification of the goal or objective, as well as design of the path or procedures used to get there. Learning requires self-conscious reflection.</p>	<p><b>FUNCTIONAL (Effectiveness)</b> <i>Doing it the best way.</i> Evaluating and choosing between two or more alternative paths. Goals are effective action and resolution of inconsistencies. Focus is on effective work design and engineering aspects such as process redesign.</p>	<p><b>Time perspective:</b> Short (immediate past and present) <b>Consciousness:</b> Self-reflective</p>
<p><b>MEANING (Communal learning)</b> <i>Understanding context, relationships &amp; trends.</i> Learning requires the making of meaning, which includes understanding context, seeing trends and generating alternatives. From this perspective it is possible to detect relationships between components as well as comprehending roles and relationships between people.</p>	<p><b>MANAGING (Productivity)</b> <i>Understanding what promotes or impedes effectiveness.</i> Effective management and allocation of resources and tasks, using conceptual frameworks to analyze and track multiple variables. Encompasses planning and measuring results. Also attends to working roles, relationships and culture.</p>	<p><b>Time perspective:</b> Medium to long (historic past, present, very near future) <b>Consciousness:</b> Communal</p>
<p><b>PHILOSOPHY (Deutero Learning)</b> <i>Self-organizing.</i> Integrative or systemic learning seeks to understand dynamic relationships and non-linear processes, discerning the patterns that connect, including archetypes and metaphors. Requires recognition of the embeddedness and interdependence of systems.</p>	<p><b>INTEGRATING (Optimization)</b> <i>Seeing where an activity fits the whole picture.</i> Understanding and managing socio-cultural system dynamics. Focus is on long-term planning and the ability to adapt to a changing environment. Comprises long-range forecasting, development of multi-level strategies, and evaluating investments and policies with regard to long-term success.</p>	<p><b>Time perspective:</b> Long-term (past, present and future) <b>Consciousness:</b> Pattern</p>
<p><b>WISDOM (Generative Learning)</b> <i>Value driven.</i> Learning for the joy of learning, in open interaction with the environment. It involves creative processes, heuristic, open-ended explanations and profound self-questioning. Allows for the discovery of one's highest capabilities and talents, purpose and intentions.</p>	<p><b>RENEWING (Integrity)</b> <i>Finding or reconnecting with one's purpose.</i> Defining or reconnecting with values, vision and mission. Understanding purpose. Very long term time frame leads to deep awareness of ecology, community and ethical action.</p>	<p><b>Time perspective:</b> Very long-term (very distant past to far distant future) <b>Consciousness:</b> Ethical</p>
<p><b>UNION (Synergistic)</b> <i>Connection.</i> Learning integrates direct experience and appreciation of oneness or deep connection with the greater cosmos. Requires processes that connect purpose to the health and well-being of the larger community and the environment.</p>	<p><b>UNION (Sustainability)</b> <i>Understanding values in greater context.</i> Inter-generational time perspective evokes commitment to the greater good of society, the environment and the planet. Performance is demonstrated in actions consistent with these deeper values.</p>	<p><b>Time perspective:</b> Inter-generational, timeless <b>Consciousness:</b> Universal</p>