

The approach I use in teaching "Organization Theory to Practice" at Saint Mary's College (Morag, CA) Doctoral Program.

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Below is a description of what I thought, planned and did...

Reframing Organizations was chosen as the textbook for the class mentioned above. I was happy to use this book because in 1990's, while going through the JFK/NTL Masters of Arts in Management, this book was used in the Organizational Theory class. So, I was familiar with the Four frame model and had used and applied on many occasion in my work (at AT&T - for 27 years) as well as in my teaching of Organizational theories courses.

Over the years, I have used the facilitation approach to teaching. I have acquired and practiced this model/approach/method due to my long association with the NTL now known as the Institute for Applied Behavioral Science. (I had my first lab in the summer of 1972 in Bethel, Maine. I worked with Professor Jerome Gold at CCNY on many Sensitivity Training groups (1972-73). I worked with Sherman Kingsbury, Tobe Reisel On the Centering Lab (1992-4). I went to Fielding and completed my doctoral studies in Human and Organizational Systems. I was actively engaged with the late Will McWhinney, Frank Friedlander, Charlie Seashore, Libby Douvan, Dorothy Blackmore, etc.) [my apology for the digression]

In preparation, I thought about non-conceptual ways to introduce, habituate, and help students learn to associate things in their normal life to the notion of *four*... So, I brainstormed and collected as many fours as I could:

- The four directions, (north, south, east, west);
- The four seasons, (spring, summer, fall, winter);
- The four stage in life, (Indian: student, householder, relinquisher, forest dweller);
- The four noble truths, (Buddhist: suffering, cause, cessation, path);
- (The teacher(s); the teachings; the community of practitioners; and me);
- The four gates of the Mandala;
- Christinanity: (father, son, holy ghost, me) ;
- ...

In the late 1990's, I used walking meditation in my collaboration with the late Dr. Blackmore on Human Development from a Christian/Buddhist perspective. I asked students to walk along the four walls of the chapel at LaCasa Maria and to reflect on the four seasons of life, using the literal seasons and the Indian model of stages in life...

This past spring, I was in a retreat with Dr. Andre Delbecq, for his course on Spirituality in

Business leadership. During the retreat, he asked me to demonstrate the walking meditation. I had practiced walking meditation for many years, but never had to demonstrate in front of a group of 40 other people before. I accepted his request and did the walking meditation. I was totally absorbed in the doing and had no consciousness of the surrounding beings...

The instruction of walking meditation was simple: "lift, move, place": 1) lift one foot, 2) move it forward, and 3) place it on the ground. Then, repeat the instruction for the other foot. I adapted this three steps and add the pause. So, the instruction become:

1. Lift one foot,
2. Move it forward,
3. Place it on the ground, and
4. Pause.

Then, repeat the four steps for the other foot.

So, I decided to ask the students to do this exercise, the walking meditation. I gave them the instruction to do this exercise for 3-5 minutes so that they memorize the four steps and that their body/feet are used to these four moves/steps/modes.

After, the 3-5 minutes practice, the student were to associate each step with one of the frames of the four frame model.

Scheduling context:

This class was scheduled to take place as follows:

1. Weekend 1: a) Friday, January 11 (5 pm - 9 pm); b) Saturday January 12 (8 am - 9 pm);
2. Weekend 2: a) Friday, January 25 (5 pm - 9 pm); b) Saturday January 26 (8 am - 9 pm);
3. Weekend 3: a) Friday, February 15 (5 pm - 9 pm); b) Saturday February 16 (8 am - 9 pm);

The walking meditation took place Saturday morning of the second weekend. So, the students were introduced to 2 of the Four Frames the week before. The first weekend was conducted by Dr. Rebecca Proehl. I was committed to co-present a Seminar with Dr. Jeddloh, and Dr. Kennedy on "Mindfulness, Improvisation and Joy" and the Annual Winter Session at Santa Barbara. So, Dr. Proehl, was gracious enough to support me in my absence.

Friday, January 15, I primed the student with playing Vivaldi four seasons before class started. After, introduction and building the agenda for the night and the tentative agenda for the next day, I reviewed the first two frames and addressed the questions and concerns regarding the first two frames. I segmented the students into three groups and asked them to share their insights among themselves about the remaining two frames and to prepare to improvise or act out their case study before the night ended.

So, the students were primed with Vivaldi's Four Seasons, and with the improvisation and acting out the case study approach. I strongly believe in the somatic approach to learning in addition with the cognitive, logical rational approach.

Saturday morning, after checking-in, I gave the instruction for student to do the walking meditation and the mental frames association exercises with the four frames. I allowed ½ hour for this walking meditation and mental frames association exercise. The students have a choice of doing this exercise as a group or individually. All chose to do the exercise individually. After completing this exercise (which they undertook outside of the class room), they returned to the classroom. I gave them instruction to reflect their experience of walking meditation (4 steps) and the mental frames association by drawing their learning/conceptualization on chart paper individually. This drawing exercise of mind dumping and mind mapping, provided yet another opportunity to engage the artistic, non-verbal part of our being in the learning process.

Students drew their interpretations in artistic, symbolic, narrative representations. Afterward, they took turns sharing their four frame interpretations and understandings. Once, they completed the presentations, I asked them to put their representations on the walls so everyone could look at them. In the closing checkout of the day, everyone appreciated the non-verbal dimensions of learning and added that the shared activities added more spectrum to their individual learning.

PS: There was an overwhelming request to provide more presentation and material on the symbolic frame. So, I shared with the class the introduction to the 6 part series of Joseph Campbell's the power of Myth's video. And showed the "Hero's Journey" about Joseph Campbell. I xeroxed the picture of Black Elk with the quote : "I saw myself on the central mountain of the world, the highest place, and I had a vision because I was seeing in the sacred manner, of the world. " The sacred mountain is Hary Peak in South Dakota. And then he says, "But the central mountain is everywhere." And provided a PowerPoint presentation based on Jack Hawley (Reawakening Spirit at Work). The PowerPoint presentation was done in silence.