

Unicist Corporate University

Teaching Hospitals in Business

Based on the Unicist Paradigm
Shift in Superior Education



The Unicist Research Institute
Pioneers in Complexity Science Research since 1976

Unicist Corporate University

Teaching Hospitals in Business

Based on the Paradigm Shift
in Superior Education

*This document is based on the researches led by Peter Belohlavek
at The Unicist Research Institute.*

Copyright © The Unicist Research Institute
All rights reserved

*The cost of a glass is in its solid;
its value is in its hollow.
Its cost has no value.
Its value has no cost.
But both of them are within the glass...*

Peter Belohlavek

*The cost of education is given by teaching;
its value is given by learning.
Teaching has no value.
Learning has no cost.
But both of them are within education...*

The Unicist Approach to the 4th Industrial Revolution

Industry 4.0 is the next stage in business, that deals with the empowerment of adaptiveness, which requires a strategic approach emulating the dynamic of businesses.

The 4th Industrial Revolution introduced adaptiveness in the industrial and business world. The Industry 4.0 concept proposes to manage businesses as adaptive systems increasing customer orientation, productivity and quality.

The concept of Industry 4.0, applied to a business as a whole, is necessary to produce sustainable growth.

It has to be considered that the Unicist Theory and its applications were a precursor of the Industry 4.0 concept. This theory was developed to understand the evolution of adaptive entities and to manage adaptive systems and environments.

The Unicist Approach became mature in the market when the hard technologies allowed developing adaptive industrial processes and gave birth to Industry 4.0.

Industry 4.0, as a concept, can be synthetically defined as the “revolution of adaptive business processes”.

Adaptability requires managing the concepts of the business functions in order to be able to integrate different people, technologies, processes, systems, objects and tools.

As the previous industrial revolutions, Industry 4.0 coexists with the previous stages, providing a significant competitive advantage for those who enter this stage.

The Unicist Paradigm Shift in Superior Education

The unicist paradigm shift applied to education is based on the discovery of the unicist ontology of human learning processes and on the reflection driven education to learn to manage complex adaptive environments.

The unicist logical approach to business and the object driven organization that emulate the structure of nature are the paradigm shift introduced by Conceptual Management. This allows going beyond the empirical approaches to businesses making them reasonable, understandable and predictable.

The learning of this approach requires an ACTION-REFLECTION-ACTION process in which the apprehension of business concepts occurs while actual results are being produced.

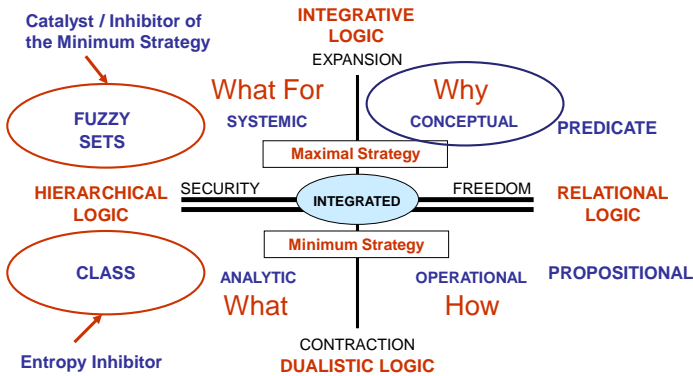
That is why the "Teaching Hospital in Business" requires the use of unicist reflection to learn the unicist logical approach to solve complex business problems by managing their concepts.

Managing Concepts

A Unicist Logical Approach

The conceptual approach requires that people need to know “why” something is happening. This is unnecessary at an operational level, but is a basic question when dealing with strategic approaches. The “know why” is driven by a logical approach to reality that allows managing its concept making it reasonable, understandable and provable.

Unicist Ontology of Conceptual Thinking
 The Ontogenetic Map in Unicist Standard Language



Copyright © The Unicist Research Institute

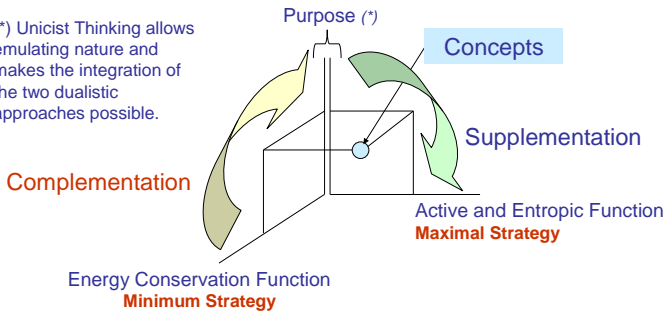
When the boundaries of an activity are being expanded, individuals need to apprehend the concept that is behind its operational aspects in order to influence a new environment. This implies apprehending the ontology (nature) of its concept and its dynamics.

On the one hand, the conceptual approach to reality became possible based on the discovery of the structure of concepts, defined by a purpose, an active and entropic function and an energy conservation function, which allowed apprehending the nature of facts and actions (unicist ontology).*

The Unicist Ontology of Concepts

Ontogenetic Map in Unicist Standard Language

(*) Unicist Thinking allows emulating nature and makes the integration of the two dualistic approaches possible.



Copyright© The Unicist Research Institute

On the other hand, the discovery that the concepts people have in mind work as behavioral objects that drive their behavior made this conceptual approach necessary to deal with strategic approaches.

The Origin of Conceptual Thinking

The endless “Why?” question posed by children (nearly 3 years old) is what allows establishing the neural network needed by a person to apprehend and manage concepts. This process starts when children begin to look for the origin of those things they are interested in.

This endless “why” questioning has three main benefits:

- 1) It sustains the development of the neural network that allows dealing with the origin of things and not only with the operational aspects.
- 2) It expands the language of the child driving her/him to deal with an implicit integrative, fuzzy and predicate logic.

- 3) It provides the “why” that allows children to approach their games, which develop their systemic thinking approach.

Conceptual diagnoses, conceptual design and conceptual management became possible using the unicist logical approach, which made “concepts” tangible and provided the structural functional approach to develop diagnoses, strategies and architectures.

**Based on the research on Conceptualization developed by Peter Belohlavek at The Unicist Research Institute.*

Content

Introduction	10
Unicist Teaching Hospitals for Business in the Real World	10
Difference between Professional and Superior Education	12
What are Unicist Teaching Hospitals in Business?	12
Improving Adaptive Business Processes using Unicist Logical Tools .	15
Avant Garde Groups in Teaching Hospitals	16
Introduction.....	17
1) The Leadership of Avant Garde Groups.....	17
2) Processes Value Analysis	18
3) Elaboration of solutions.....	18
4) Proposal of solutions	19
5) Implementation.....	19
6) Dissolution of an “A” Group.....	19
Levels of Reliability of Solutions	19
1) Empiric Solutions	20
2) Analytic Solutions	21
3) Systemic Solutions	21
4) Conceptual Solutions.....	22
About Knowledge Acquisition	22
Knowledge Objects Storage	23
A knowledge object is stored in the long-term memory.....	23
The Objective of Learning Processes in Dynamic Environments	24
The Unicist Ontological Structure of Learning Objects.....	25
The Ontogenetic Map of Dynamic Learning Objects	26
Maximal Strategy.....	27
Minimum Strategy	28
Types of Dynamic Learning Objects	29
Homological Benchmarks – WHAT FOR.....	30

Specific Fundamentals – WHAT	30
Pilot Test – HOW	31
Reflection Process - WHY	32
The Role of the “Teacher” in Dynamic Learning Processes	32
The Driving Role	33
The Catalyzing Role	34

Introduction

The human body is by definition a complex adaptive system. That is why medical practice can be considered a paradigmatic example of complex problem solving. Therefore, medical education can be used as a benchmark in the education of complex problem solving.

There is also no doubt that businesses, when successful, are intrinsically complex and adaptive. Therefore, the management of the complex aspects of businesses is homologous to medical practice and the educational models should be homologous too.

Unicist Teaching Hospitals for Business in the Real World

The activities of Unicist Teaching Hospitals for Business are developed through Business Residencies and need to integrate three roles and one object. The three roles are:

- 1) **The Chief-Resident** is the coordinator of a Business Residency that has the full responsibility for the diagnoses and for achieving the results that have been defined as being possible to be achieved. The participants of the residency also have full responsibility for the results after they agreed that such results are possible.
- 2) **The "Fallacy-Shooter"** is the person responsible for guiding the action-reflection-action process in order to improve the accuracy of the diagnoses and of the work processes. This guidance is based on the development of destructive tests to confirm the limits of the validity of knowledge and non-destructive tests to validate solutions.

- 3) **The "Ombudsman"** is responsible for monitoring that the proposals respond to the functional needs of the solutions that are required; she/he is the business coach. The role represents the client as a "function" that is responsible for generating value to the environment. The responsible officers are the "owners" of the functions.

The object included is the complex problem solution which needs to be considered as an adaptive system that needs to provide a pre-defined result in order to be functional.

The learning process of the Business Residencies is based on a "Learning by Teaching" model. This model requires that the roles of fallacy-shooting and ombudsman are exerted by the participants of the residency.

The residencies are based on virtual collaboration. As conceptual knowledge is cross-cultural, it allows integrating counselors and experts of different parts of the world to ensure effective solutions and provide the necessary learning context and support to drive and catalyze the activity of the learners.

This requires following the technologies to deal with the nature of each problem and using the unicist superior education technology to manage the learning process of the participants.

Seen from the outside, the process appears extremely simple, because concepts are rationally obvious, and the nature of a learning process responds to the nature of human evolution. From the inside, it requires following strict steps without making shortcuts.

These residencies are in fact productive business units that foster the learning of the participants. They are solutions and knowledge factories.

Difference between Professional and Unicist Education

The Unicist Reflection Driven Education model allows managing businesses as adaptive systems, and dealing with the root causes that allow building structural solutions. It was developed by Peter Belohlavek at The Unicist Research Institute.

Unicist education is based on learning processes that are analogous to “teaching hospitals” based on real problem solving in adaptive business environments. A comparison between Superior Education and Professional Education will clarify the guiding idea:

Aspect	Unicist Education	Professional Education
Educational Framework	Teaching Hospital / Clinics	Workshops / Seminars / Courses
Educational Model	Complex Problem Solving	Systemic Problem Solving
Learning Approach	Action-Reflection-Action (Emulating in mind)	Theory-Practice (Reasoning driven)
Problem Solving Approach	Results Driven	Tasks Driven
Future Forecasting	Logical Inferences / Delphi Groups	Projections / Delphi Groups
Knowledge	Logical & Empirical Approach	Empirical Approach
Type of Tools	Unicist Logical Tools	Operational-analytical tools
Business Planning	Strategic Approach	Analytic Approach
Dominant type of Analysis	Fundamental Analysis	Technical Analysis
Risk Management	Ambiguity	Certainty
Business Processes	Adaptive Systems	Operational Systems

The Structure of the
Unicist Teaching Hospitals in Business
A Strategic Approach to Business for Managers
Leaders & High Potentials

Unicist Micro-clinics
Unicist Strategy Learning
Process

Unicist Counseling
Review of Pilot Testing
Processes

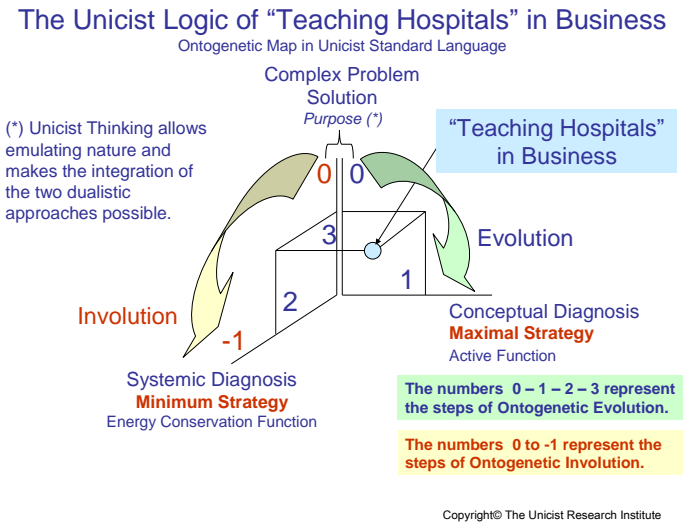
Root Cause Library
Unicist Concepts to Manage
Root Causes

Unicist Reflection
Pilot Test driven
Reflection

Avant Garde Groups
Operational Solution
Building Processes

What are Unicist Teaching Hospitals in Business?

Unicist Teaching Hospitals in Business (UTHB) are installed to foster the learning of complex business problems solving beginning with the diagnoses, following with the necessary strategies, designing the architecture of the solutions and building the business processes that allow ordinary people, who cannot deal with complex problems, managing to manage their operation.



UTHB manage the learning process of individuals who already have the necessary technical-analytical knowledge to deal with business administration. This is similar to Teaching Hospitals that deal with graduated physicians that develop a specialty.

From medical practice, it can be learned that this process requires multiple applications until a specialist is able to deal with the complexity of her/his specialty.

The first step in a UTHB is that the participants learn to define the concept of what they are dealing with. When a complex problem is

being approached, the first step requires finding the idea of the concept of the solution to the problem. In medical practice a physician needs to be able to categorize the disease and its evolution in order to be able to diagnose it.

The unicist logical approach requires having a solution driven approach that begins by knowing the conceptual category of the problem and its solution.

When this is known, it is necessary to develop a conceptual diagnosis and confirm it with a systemic diagnosis in order to develop the solution for the complex problem.

Improving Adaptive Business Processes using Unicist Logical Tools

Adaptive systems are, because of their capacity to adapt, more effective and save more energy than rigid operational processes.

The conceptual design methodology uses the unicist logical tools to define the conceptual design for the IT & business architecture to build a concept-prototype of the solution. Concept-prototypes are essentially analogous to concept cars.

This design methodology begins by using a prototyper based on a homologous operational solution and introduces the concepts that allow installing adaptiveness into the processes.

This methodology uses the unicist logical tools to manage concepts and is complemented with the necessary mathematical and IT tools.

The Logical Management Tools were developed to design and optimize business processes by managing the concepts of their functionality. They follow a pilot tests driven methodology to develop solutions for adaptive business processes.

The Unicist Logical Approach is also the basis for business objects building since it allows emulating the organization of nature and installing objects into the business processes. The Logical Management Tools have been developed for solution thinkers.

The final output is a concept-prototype that is used by an Avant Garde Group until the functionality proves to be reliable based on the use of destructive and non-destructive tests and after the benefits of the system have been confirmed.

Avant Garde Groups in Teaching Hospitals

The Unicist Teaching Hospitals in business have been designed to provide conceptual knowledge objects and logical tools to improve adaptive business processes.

The improvement processes are managed by Avant Garde Groups (“A” Groups) that improve work processes and propose the operating rules functional to each business.

This technology was created to design process improvements and/or implement organizational changes. They need to manage changes without changing the concepts of the business.

Their role is to propose and implement process improvements that increase productivity and save energy.

The unicist approach manages problems based on their nature. That is why unicist technologies are ontology based.

Therefore, unicist diagnostics are far more secure and operational.

Introduction

The unicist continuous improvement methodology is based on making “changes without changing”.

This implies to manage the variables of each culture and of each type of business to generate the changes that enable the increase the competitiveness of companies and its members.

The logical approach to business processes, the building of objects, the management of customer-driven rules, personal motivation and institutionalization are the “hard” elements of the process improvement methodology.

The environmental conditions are given by the values of the culture of each country and industry.

1) The Leadership of Avant Garde Groups

To ensure the success of an “A” Group its leadership has to fulfill the following objectives:

- 1) The Coordinator has to guide participants’ work and delivery. If participants have problems with their delivery the coordinator has to solve them somehow.
- 2) The Fallacy-shooter has to confirm the validity of the proposals. S/he has to ensure that the necessary knowledge to develop the work is available and also support her/his colleagues.
- 3) The Ombudsman has to ensure the achievement of the value adding solutions for the internal/external clients of the group.

2) Processes Value Analysis

The goal of the Value Analysis technology is to analyze the objects and elements included in a work process to define their added value to the final objective.

The Unicist Value Analysis methodology defines the final objective of a process as the output of a “unified field” within which the different objects interact.

The Unicist Value Analysis technology analyzes:

- Utility
- Functionality
- Redundancy
- Opportunity at each step in the process

The process-time is also assessed as an indicator of the productivity process.

The value analysis includes the analysis of the technologies used as well as the possible or necessary automation levels

3) Elaboration of solutions

At least 3 possible solutions must be presented:

- 1) A maximal solution that uses all the investment that is required.
- 2) A minimal solution requiring “zero” or minimal expenses and no investment.
- 3) An alternative, leaving the processes the way they are at the present.

All solutions must include the necessary justifications and foundations.

4) Proposal of solutions

Solutions are proposed to an “A Group Committee” integrated by the managers involved or affected by the change process.

The committee decides which proposal is accepted. It can reject all the proposals and demand other alternatives. If there are two rejections, the project is then considered a big change and is implemented in a non-participative way.

5) Implementation

The members of the group, who are involved in the processes that are being changed, are the natural implementers of the solution. Thus change resistance is minimized.

6) Dissolution of an “A” Group

After the implementation has been finished, the A Groups need to be dissolved in order to avoid the risk of becoming a “parallel power” in the organization.

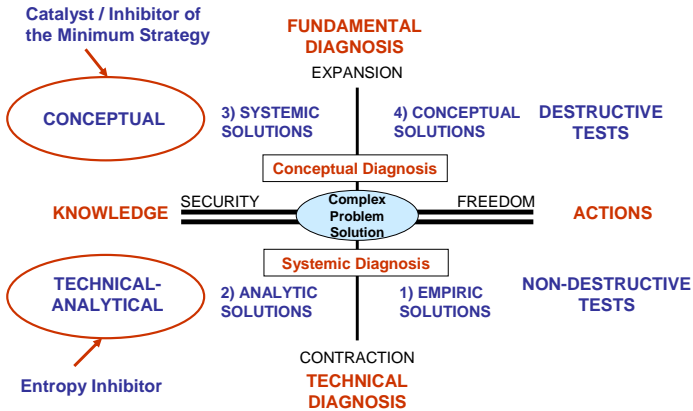
Levels of Reliability of Solutions

Within the environment of teaching hospitals, four levels of Reliability of Solutions have been discovered:

- 1) Empiric Solutions
- 2) Analytic Solutions
- 3) Systemic Solutions
- 4) Conceptual Solutions

The Unicist Logic of “Teaching Hospitals” in Business

Ontogenetic Map in Unicist Standard Language



Copyright © The Unicist Research Institute

1) Empiric Solutions

The Reliability of Empiric solutions is based on analogical operational thinking providing solutions based on the experience of the participants.

These solutions are based on empiric benchmarks and the accepted pathways established by the state of art.

They are extremely effective when the problem that is being solved is fully analogous and homologous with the context of the empiric solution that is being applied.

When the empiric solutions are partially homologous, they are not efficient and need to be compensated by a superior level of efficacy; and when they are not homologous, they are fallacious and destroy the possibility of solving the problem.

2) Analytic Solutions

They include the empiric approach. They include the division of the problem into its components in order to ensure a superior accuracy of the diagnosis and also the solution of those parts that allow confirming the validity of the solution.

The level of reliability of analytic solutions is based on their capacity of integrating the parts of a problem into the solution in its oneness, without destroying the synergy of the set of elements that integrate the solution.

The analytic solutions are fully reliable when the level of adaptiveness of the situation that is being solved is low, which means that the problem can be diagnosed as a static one. When this is not the case, the conclusions of an analytic solution are fallacious.

3) Systemic Solutions

They include the analytic approach. They are based on the definition of the variables of the whole problem considering them to be integrated by cause-effect relationships that can be managed.

The systemic approach apprehends the problem integrating the elements that have been analyzed based on cause-effect relationships and uses probabilistic approaches based on the available benchmarks.

All the problems in which a strong influence can be exerted on the variables can be solved using systemic solutions.

This implies that it is functional when an asymmetric complementation with the environment exists or can be built.

When the unified field of the problem requires influencing while being influenced, the systemic solutions are fallacious.

4) Conceptual Solutions

They include the systemic approach. They are based on the conceptual definition of the problem using ontogenetic maps to describe the unified field.

These approach requires identifying the “objects” that are within the problem and its solution and replacing them by objects that are more adaptive to the environment.

It is necessary that objects, which are adaptive systems in themselves, be transformed into systemic solutions in order to make them manageable in the environment. This is not the case when they are managed by adaptive robots.

These solutions are fully reliable because they include the preceding levels of diagnoses. This approach sustains the description of Sun Tzu “battles are won even before they are fought”. But they require developing strict destructive and non-destructive tests to avoid fallacies.

About Knowledge Acquisition

It needs to be considered that complex problem solving requires having dynamic knowledge in mind, which implies having it stored in the long-term memory.

Long-term memory is integrated by:

- 1) **Episodic memory**, to recall personal experiences from our past.
- 2) **Semantic memory**, to store facts, information, concepts, rules, principles, and problem solving skills.
- 3) **Procedural memory**, to remember how to perform or employ a strategy.

These three types of long-term memory are integrated. They store the cognitive objects that people need to respond on time to influence an environment.

Knowledge Objects Storage

The objects stored in mind must fulfill several conditions.

- 1) They must include the conceptual structure to be meaningful
- 2) They must be secure, to be reliable
- 3) They must include the individual's beliefs, to be remembered. When the individual's beliefs are not included, they are forgotten.
- 4) They must include knowledge, which includes the possibility of application.
- 5) They must include groundings, which have to be reasonable, comprehensible and provable.
- 6) They must include action procedures to make the objects useful.

A knowledge object is stored in the three types of long-term memory:

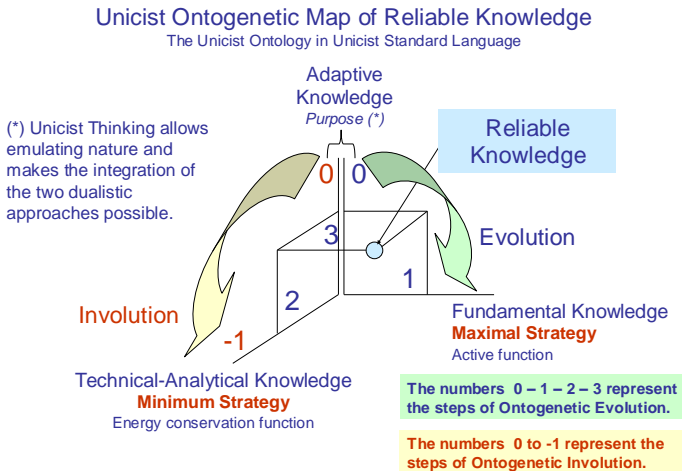
- 1) Episodic memory pictures the object's functional experiences, which permit an analogical approach.
- 2) Semantic memory stores the idea of the concept, its structure and mechanics.
- 3) Procedural memory contains the taxonomy to implement the actions that are included in the structure of the cognitive objects.

Reliable Knowledge: The Objective of Learning Processes in Dynamic Environments

Reliable knowledge has been achieved when it has the necessary adaptiveness so the individual can deal with reality in a dynamic equilibrium. The knowledge is adaptive when it allows apprehending reality as a complex adaptive system and the individual is able to transform the knowledge into actions, understanding the consequences based on its foundations.

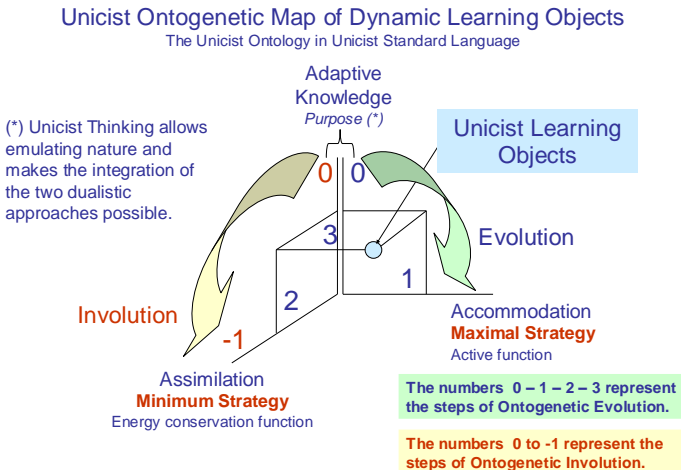
The development of actions requires knowing the fundamentals of what someone is doing. The knowledge of the fundamentals is required to do things. Technical analytical knowledge allows controlling the cause-effect relationships after the actions were implemented.

Reliability is based on the integration of the knowledge of the fundamentals, the technical-analytical aspects and the possibility to adapt to the environment.



The Unicist Ontological Structure of Learning Objects

The purpose of a learning object is to install an adaptive knowledge object in the mind of the learner. This implies that the learning objects drive the accommodation process to accept new aspects that were not managed before and integrate these new aspects in mind through an assimilation process which requires storing this integration in the long term memory of individuals.



Copyright© The Unicist Research Institute

Learning objects are complex adaptive systems that have been designed to drive the learning processes of the learner without needing external support when working within functional learning environments.

A functional learning environment exists when there is a need of a specific knowledge to do something, the necessary capacities of an individual are available and accessible and the objects have the necessary authoritative role to be accepted.

Learning objects cannot work when these conditions are exceeded and then the participation of a counselor becomes necessary to substitute these objects by personal action.

This is homologous to the autopilot of an airplane which needs to be substituted by the pilot when the conditions of the external environment exceed the possibilities of the object.

The Ontogenetic Map of Dynamic Learning Objects

The final purpose of the use of dynamic learning objects is to generate adaptive knowledge in the mind of the learner.

Adaptive knowledge is what allows managing an adaptive equilibrium which is fully necessary to manage complex adaptive systems.

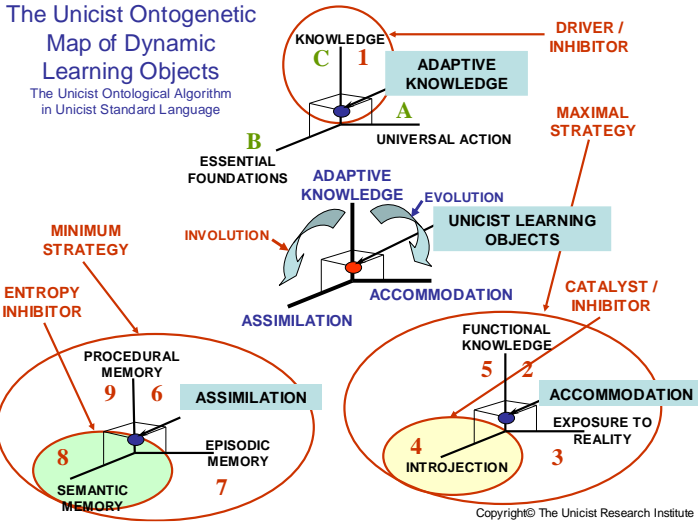
As they have open boundaries they are continuously adapting to the environment in order to fulfill their purpose.

The paradox is that a static position is required to evaluate a situation.

On the one hand, there is the possibility of managing reality in a dualistic way which transforms the operational level into static while it destroys the complex adaptive system as such.

There is another possibility of establishing a static position that is based on the concept of a complex system which behaves within the functionality or credibility zone defined by the purpose, the active function and the entropy inhibiting function. This defines a stable, measurable, although not static position.

A dynamic equilibrium requires finding a stable zone in order to deal with a system that is in permanent evolution.



After the necessary adaptive knowledge needed to adapt to an environment is defined it becomes necessary to define the actions that have to be done in order to influence the system. These actions need to be defined in a universal way in order to be able to adapt to situations that are changing.

This becomes possible if the conceptual foundations are known. Based on the integration of the necessary universal actions and their essential foundations it is possible to define the knowledge that needs to be stored in the long term memory as an object in order to be accessible when it is necessary to produce something.

Maximal Strategy

The maximal strategy is driven by finding the functional knowledge that is needed to manage the complex problem that has been defined. This becomes possible if an individual begins to act in the environment. Observers cannot learn to deal with a dynamic equilibrium in true reality.

The exposure to reality is possible if the individual has a conscious knowledge of the field in which s/he is acting or has this knowledge in a homologous field. Learning to manage dynamic equilibrium requires dealing with known fields.

The paradox is that while an adolescent has experienced all the fields adults need to manage, the question is if s/he is aware of such experiences or they were the result of an over-adaptation that did not allow awareness.

After an action process has been implemented it is necessary to introject the action in order to emulate reality so as to transform external actions into internal knowledge. This introjection is the catalyst and inhibitor of the learning object.

If the object allows making a valid introjection, it is the catalyst that accelerates the functionality of the learning object. If the introjection happens to be fallacious, the object ceases to work and has to be replaced by human intervention.

The final stage of the maximal strategy is accomplished when its purpose, the access to functional knowledge, has been achieved.

Minimum Strategy

The minimum strategy provides the complement to the adaptive knowledge acquisition process that ensures the achievement of the goals. A learning object needs to define the actions which are included in the procedural long term memory.

To install true action driven knowledge it is necessary to have a picture of functional experiences in the episodic memory that allow an analogical approach and provide the final picture of the actions to be developed.

When this has been achieved it is necessary that the learning object allows storing the idea of the concepts that provides the guiding idea of the actions and the unicist ontological structure and the mechanics to use it in the semantic memory.

Finally, the minimum strategy has been achieved using dynamic learning objects when the procedural memory has the actions that are included in the structure of the cognitive object. These actions need to be adaptive based on the possibilities of the environment.

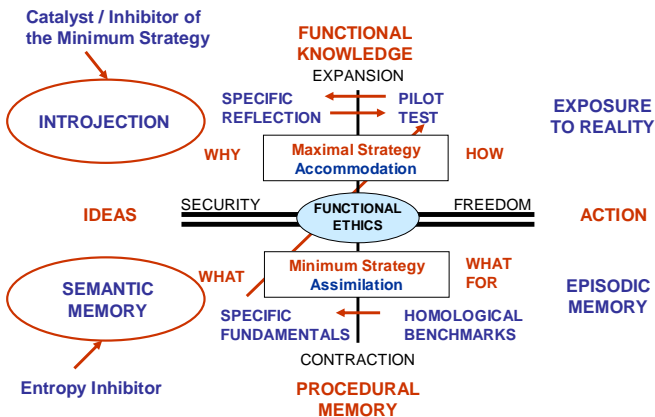
Types of Dynamic Learning Objects

We have developed four types of dynamic objects to deal with the learning of complexity.

- 1) Homological Benchmarks – WHAT FOR
- 2) Specific Fundamentals – WHAT
- 3) Pilot Tests – HOW
- 4) Specific Reflection – WHY

Unicist Ontogenetic Map of Dynamic Learning Objects

The Unicist Ontology in Unicist Standard Language



Homological Benchmarks – WHAT FOR

These objects drive the definition of what is needed to be achieved. They might have different shapes:

- 1) Benchmarks in homologous fields
- 2) Pre-pilot tests (Japanese Parks)
- 3) Pre-established standards because the action field belongs to a superior complex system that has to be managed.

The participants need to find the picture of other experiences they had to work as homological benchmarks. By definition there is no possibility to transfer experiences. An experience is necessarily subjective.

Therefore this object needs to work allowing participants to discover that the field they are entering is manageable because they have a final picture in mind. This object integrates the three aspects that have been mentioned above.

A homological benchmark defines the WHAT FOR of the learning process. This is the purpose of the idea of a concept. Concepts can only be discovered, they cannot be taught; the WHAT FOR allows approaching the idea of the concept and thus beginning with the learning process in a complex field.

Specific Fundamentals – WHAT

After the WHAT FOR has been defined, the approach to the learning objective can begin. This is necessarily focused on specific relevant aspects of a reality.

Relevant aspects of reality are the ones that behave as an object within the unified field of a complex adaptive system. The goal of this

object is to provide the fundamentals of the specific relevant aspects of reality.

It defines the WHAT is being learned. It appears to be analogous to a teaching process but in fact it is just a messaging process. It can be done by a “teacher” assuming the role of an informant.

This role is a driving object in itself that fulfills the purpose of providing the information of the fundamentals to the learner. This role can also be developed by a virtual object that needs to be designed as a message.

The role includes recycling information with the participants until the fundamentals have been rationally apprehended. The knowledge of the fundamentals allows designing pilot tests to confirm that the fundamentals have been apprehended.

This stage allows entering the next step of developing pilot tests.

Pilot Test – HOW

The pilot tests are real applications in the specific action field that is being learned or in homologous fields when the full real application is too risky.

Pilot testing allows learning HOW the knowledge works and is transformed into actions. These pilot tests are developed to confirm that the fundamentals have been apprehended in their true application amplitude.

The pilot tests begin with a destructive pilot test to evaluate the limits of their application.

The destructive tests end when the participant has apprehended the limits of the validity of the knowledge s/he has.

The non-destructive pilot tests are real applications in the specific action field or its homologous alternative. They require having pre-defined the results that will be achieved.

This stage drives towards a reflection process, which is the next step that allows improving the results until they are consistent with the goals established in the learning process.

Reflection Process - WHY

This object is a systemic object that needs to produce improvements in the application process of what is being learned. It requires having a personal value adding approach in order to seek for improvements.

The reflection process begins by exposing the pre-concepts the learner has to achieve the goals of the learning process in order to confront them with the real world and open the possibilities of confirming them, expanding their boundaries or change them.

In the normal case of needing to expand or change their pre-concepts the participants will have opened their minds to use the knowledge in real life. The decision to use knowledge in an adapted way will have empowered the capacity to “listen” to the results achieved.

This reflection object drives towards remaking the pilot tests until the results are the ones that have been defined. This stage allows installing the knowledge in the long term memory of the learner.

The Role of the “Teacher” in Dynamic Learning Processes

Teachers have two roles in the unicist object driven learning process.

On the one hand, their role is being a “driving object” to provide information and, on the other hand, they exert a catalyzing role that accelerates the learning process by empowering the reflection process of the participants.

The Driving Role

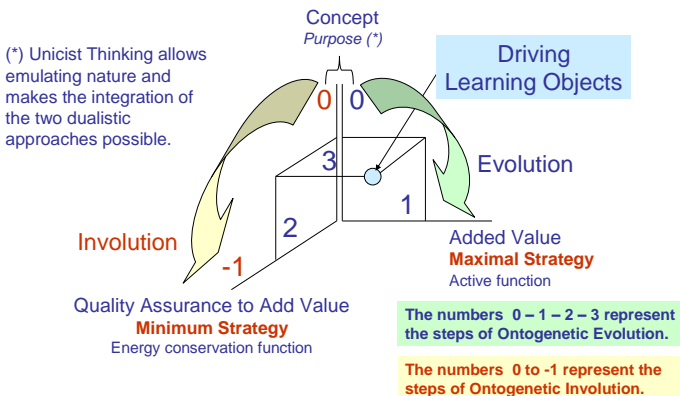
As a driving object, teachers work as informants of the fundamentals of the specific reality that are being learned.

They are messengers of this information that is the input to allow participants to rediscover its content.

To do so they need to generate added value and have a quality assurance system that ensures the value they add.

Unicist Ontogenetic Map of Driving Learning Objects

The Unicist Ontology in Unicist Standard Language



Copyright© The Unicist Research Institute

This personal teaching activity can be substituted by virtual messengers that use natural spoken and written language to provide the fundamentals.

The Catalyzing Role

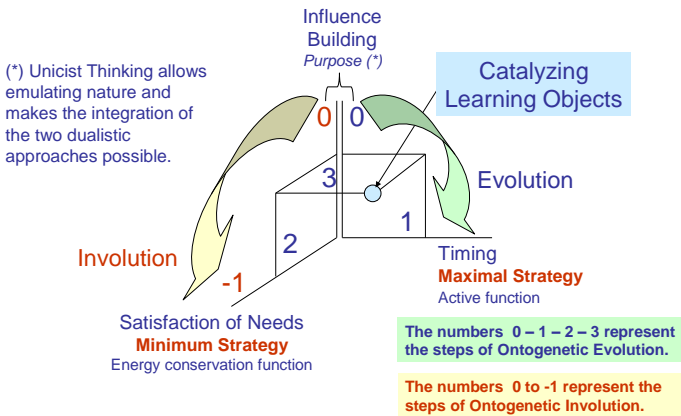
In object driven learning the core activity of teachers is to catalyze learning processes.

The catalyzing role of the teacher is based on upgrading the reflection process of participants.

This allows ensuring the learning process and drives it towards an upgrading process of the learning attitude.

Unicist Ontogenetic Map of Catalyzing Learning Objects

The Unicist Ontology in Unicist Standard Language




Copyright© The Unicist Research Institute

Teachers as catalysts need to exert influence to ensure the focus of the learner towards the value that needs to be added to the environment.

Their main characteristic is that they need to have the necessary synchronicity, acceleration and speed to work when they are needed.

The Unicist Root Cause Library




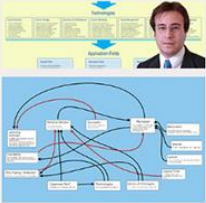
UNICIST
ROOT-CAUSE
LIBRARY
As a Web Service

e-mail
Password
Login
Buy
Free Trial

Unicist Concepts to Manage Root - Causes

+ 170 e - books + 2,800 Papers & Documents

Solution Building
Unicist concepts and fundamentals define the root-causes of problems and are the root - drivers of solutions. They allow defining what is possible to be achieved and developing the maximal and minimum strategic actions and business objects to make it happen.



A Complete Set of Solutions
The solution library is based on more than 5,000 researches developed at The Unicist Research Institute. It provides the knowledge objects, concepts and fundamentals to build business solutions including strategies, processes, roles and business objects.

Unicist Conceptual Design

The information of the structure of the concepts included in this library allows defining the conceptual design of processes, projects, systems and solutions in adaptive environments. Conceptual design becomes necessary to ensure results by managing the fundamentals of the solutions, defining the functions that are integrated as a unified field and ending with the definition of a dynamic process architecture.

www.unicist.com

Peter Belohlavek was born on April 13, 1944 in Zilina, Slovakia. His works expanded the boundaries of sciences. He is the creator of:

1. The unicist theory, which explains the dynamics and evolution of living beings and complex adaptive entities.
2. The unicist theory of evolution, which allows developing future research.
3. The epistemological structure of complexity sciences, which allows managing the complex aspects of reality.
4. The unicist theory of the unified field in nature, which allows managing the unified field of complex adaptive systems.

He is the founder of The Unicist Research Institute, a private global research organization specialized in complexity sciences, that has an academic arm and a business arm. More information: www.unicist.org/peter-belohlavek.php

The Unicist Research Institute was the pioneer in complexity science research and became a private global decentralized leading research organization in the field of human adaptive systems. www.unicist.org/turi.pdf