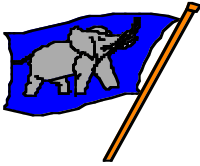


(Excerpt from ....)



# Sabu, Inc.

Helping those  
who must deal with  
*whole systems*

Lewis A. Rhodes

# M E M O

814 Lambertton Drive  
Silver Spring, MD 20902-3037  
Phone/Fax: 301-649-1296  
E-mail: lewrhodes@aol.com

DATE: 2/8/06

TO: .....

RE: **Road Building**

(.....-)

You noted recently that much of the district's work has involved moving from *promises* to *pathways*... and now it required moving from *pathways* to *roadways*. When we meet on the 15<sup>th</sup> my primary purpose will be to stimulate your interest in a "different" type of partnership with the ..... Foundation that would directly add value to, and reinforce, your "*road building*" process over the next four years. It would be a *collaborative learning partnership*.

Because of the operating nature of the .....foundation, my sense is that this will not have to be the "*same 'ol, same 'ol*" type of foundation relationship. From their staff's experiences as district and corporate leaders, they know the dismal history of conventional foundation relationships, and seemed to like the idea that this one might be able to connect to the short- and long-term requirements of both MCPS', and their, work, and contribute to both organizations capacities. (Sounds like a *Virtuous Cycle* to me.)

My reading of the attached materials from them suggests several possibilities, but the most important is a strategic connection (as I noted in my 2/1/06 email - .....i, *PELP, the ELT and Working Smarter*.) You are both playing in the *same* ballpark. What they term "Knowledge Management" is what you call "Working Smarter."

Understanding the full meaning of this commonality, however, is the problem... and the reason for the other reading materials in this package. These address the *lens* I've been using to observe and capture the power of your "story" for the past six years.

As you'll see when you read them, it makes it possible to "see" and understand schools as the one institution in society where *Knowledge Creation and Management* is both its "product" (i.e., students with the *capacity* to manage their own learning through life), and its "process" (as it continually learns how to improve its "product" development process.) And I believe I can fit *everything* you've been doing into that "dot-connecting" model.

This means that this different way of "seeing and thinking" might serve as a *Rosetta Stone* to begin to translate your experience into useful knowledge for all school systems.

Over the past 8 months I've struggled to find a way to tell your story without having to first describe this lens that's made it possible to understand it. But it's been like a *Chicken or Egg* situation. However, as I began to interact with the .....folk, I realized that this really was a tool for *Knowledge Management* and can be more understandable in those terms.

"...and so these men of Indostan  
disputed loud and long.

Each in his own opinion  
Exceeding stiff and strong.

Though each was partly in the right,  
They all were in the wrong!"

The Parable of the Blind Men & The