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I. "MY SYNTHESIS PRODUCT SHOWS THAT…"
(adapted from the "Phases of research and engagement" in the Practicum course in the expectation that these are also relevant goals for students' work in moving towards the synthesis product)

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

From the beginning of the research portion of 692, my goal has been to communicate one simple message "there's a better way to bring creativity and innovation to your organization" to key decision makers at medium to large size companies. Though there have been subtle shifts in the finished product of my synthesis, the message and the audience has never wavered, so I feel confident that I can absolutely convey those points.

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.

In this instance, I believe my research falls into two categories. The first area is the scholarly study of creativity and innovation in the workplace. I feel extremely confident that I have studied what others have done and thoughtfully applied this knowledge into the theory of my synthesis. The second area is the practical application of these theories to actual workplace innovation processes. In this area, I believe I still have some work to do. As I move my synthesis from theory to reality, it is my goal to continue to look at how others are applying their models and theories in a practical setting and applying these key learnings to my efforts.

C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.

As I mentioned in my synthesis presentation, my initial vision was originally focused on a far different question. (How can I get people to be more creative?) Through exploration of the domain and clarifying the true scope of what I hoped to accomplish, I landed in a far different ending place.

D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.

This was an area of the synthesis in which my writing group was tremendously helpful. My passion and excitement for this project made it difficult, at times, to clearly identify the counter-propositions. Loli, Rhoda and Todd were extremely helpful in pointing out assumptions

and concepts that I may have taken for granted that demanded further exploration, explanation and counter-propositions.

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

My entire synthesis focuses on using action research to influence organizational change for a more innovative work environment. But the experience of concepting and implementing this system has also deeply influenced me as a reflective practitioner. It has influenced not just my synthesis, but also my life.

F. I have gained direct information, models, and experience not readily available from other sources.

Based on my experience in 693 Action Research, I was able to refine the Clover Model of thinking and experiment with a trial run in my work environment. This gave me invaluable experience in attempting to influence organizational change using my proposed system. It allowed me to identify specific tools and models that I found helpful in the experience. Ultimately, these tools were implemented as part of the finished workbook that informed my synthesis project.

G. I have clarified the overall progression or argument underlying my research and the written reports.

The underlying argument of my research and synthesis are founded on my personal experiences in the workplace, but as I refined and developed my synthesis the argument itself was refined. Through readings about organizational change and obstacles to individual creativity, my thoughts on the subject were influenced to what you see in the final paper.

H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

Yes. My synthesis clearly lays out an issue of concern, demonstrates the negative outcomes of the current system and offers a potential solution. In my experience it fulfills every aspect of the GOSP process.

I. I have facilitated new avenues of classroom, workplace, and public participation.

The model I'm proposing definitely facilitates new avenues of discussion in the workplace. Most every creativity model and workshop follow a traditional linear flow. By proposing a non-linear

process that places the control in the hands of the participants, it empowers them to have more control over their creativity.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

This project is absolutely a work-in-progress. Every part of my synthesis existed in multiple versions that were heavily influenced by thoughtful reflection and active dialogue with readers. As my synthesis moves into application of the model, I fully anticipate revisions based on real world experience.

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.

This synthesis is the perfect capstone of my experience in the CCT program. It incorporates ideas and insights from nearly every class. In fact, I made sure to tap into notes, journal articles and other research from each class as I was building the finished product.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

As my learnings from each class combined together into a broader and richer knowledge set, I had additional time to reflect on learnings and challenges from each semester. In the production of this synthesis, I absolutely tapped into that depth of knowledge and experience in the crafting on this project.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

As a lifelong procrastinator, I knew it would be imperative for me to achieve heretofore unexperienced levels of organization and time management for this project to be completed on time and to my own expectations of excellence. I am very proud of my ability to stick to the timeline I established at the outset of the semester.

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

In the crafting of this synthesis, I utilized new software packages, new web services and new thinking skills that I have never tapped into. Each one had a unique influence on the synthesis as it was presented.

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

There were definitely challenges throughout the semester, but I feel confident that I was able to push this project into a space where it grew beyond my influence.

6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.

My small group was invaluable this semester. They challenged me and cheered my on, and I will always be grateful for their help. I sought and received amazing feedback from them all semester long, and they had a profound influence on the finished project.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for the them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

It is not in my nature to drag my feet about a project that I'm passionate about. I was very proactive in fostering the dialogue between my advisor and other readers, so that I could make my synthesis as great as I hoped it would be.

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).

I viewed insights and suggestions from my readers, instructors and classmates as part of the dialogue process. Not only did I internalize their feedback, but I made wholesale changes (for the better) based on their comments.

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the professor so I get a good grade.

One of the strengths of the CCT program is that I never felt I had to jump through hoops to get a good grade. Due to the applicable nature of the subject matter, I was able to apply (in some way) the key learning points of each class into a project that was applicable to my life. From focusing on refining our agency's brainstorm process to discussing the loss of shared knowledge within creative teams, each class offered me an opportunity to explore real-world scenarios that kept me excited and engaged as a learner and practitioner.

10. I have approached the CCT synthesis course and the CCT program as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

Absolutely. I couldn't be happier about my experience in the CCT program and recommend it highly to anyone who wants to expand their life experience.