

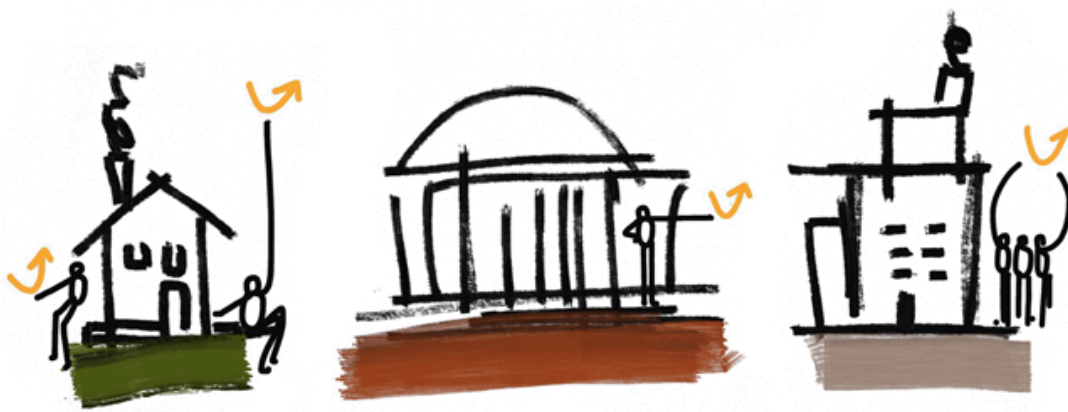
V.LAB:

TRANSFORMING BUSINESS, SOCIETY, AND SELF



SOURCE BOOK

2015



a COURSE for CHANGEMAKERS, LEADERS, EDUCATORS, and STUDENTS...

Welcome! This workbook was created to complement the edX course U.Lab: Transforming Business, Society, and Self – which brings together over 27,000 participants from 190 countries for a six-week experiential learning journey. The U.Lab is for anyone who thinks that changing the world should be connected with changing your self.

This workbook is designed to give you the essential frameworks and tools presented in U.Lab – along with a few bonus materials that we did not introduce in the online course, but have road-tested in various contexts around the world for many years.

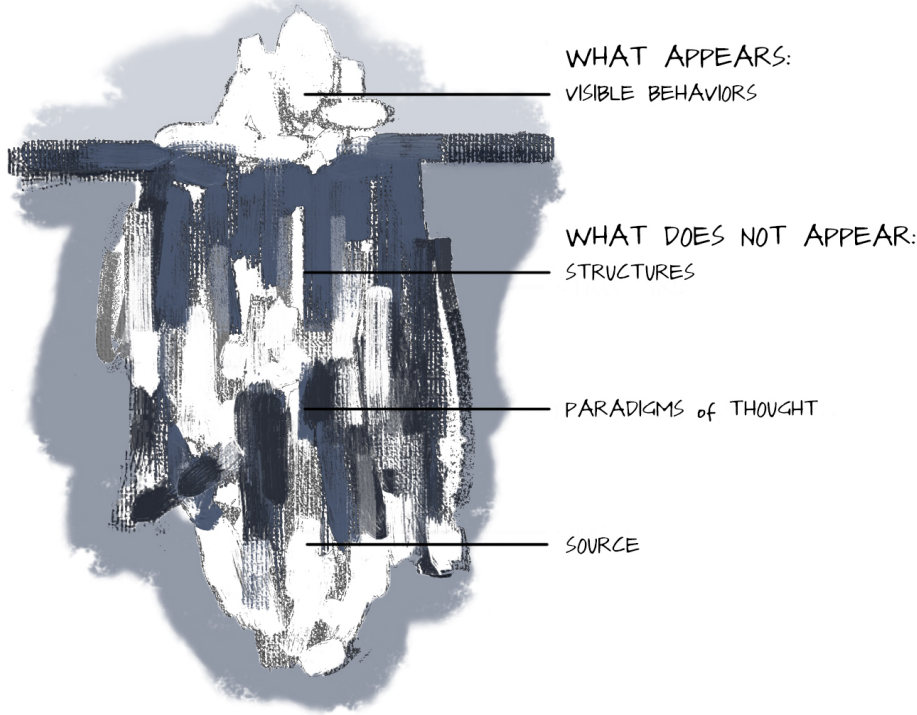
Why are we offering this course – and this book – now? The disruptive social, environmental and cultural changes we face confront us with challenges of a new order of magnitude. These challenges hold the seeds for profound levels of breakthrough innovation while also holding the possibility of massive disruption and breakdown. Whether it's one or the other depends on our capacity to rise to the occasion and to reframe problems into opportunities for system-wide innovation and renewal. We believe it's possible to create profound societal renewal in our generation. It will take all of us. We're glad you've joined for the journey.

Enjoy the U.Lab Source Book!

– U.Lab team

WEEK 1: CO-INITIATING: FROM EGO-SYSTEM TO ECO-SYSTEM ECONOMIES

ICEBERG MODEL of CURRENT REALITY



THE ICEBERG MODEL

The iceberg model as a whole suggests that beneath the visible level of events and crises, there are underlying structures, paradigms of thought, and sources that are responsible for creating them. If ignored, they will keep us locked into re-enacting the same old patterns time and again.

THE ICEBERG MODEL: REFLECTION QUESTIONS

What do you think are the deeper systemic forces that keep us re-enacting results that nobody wants?

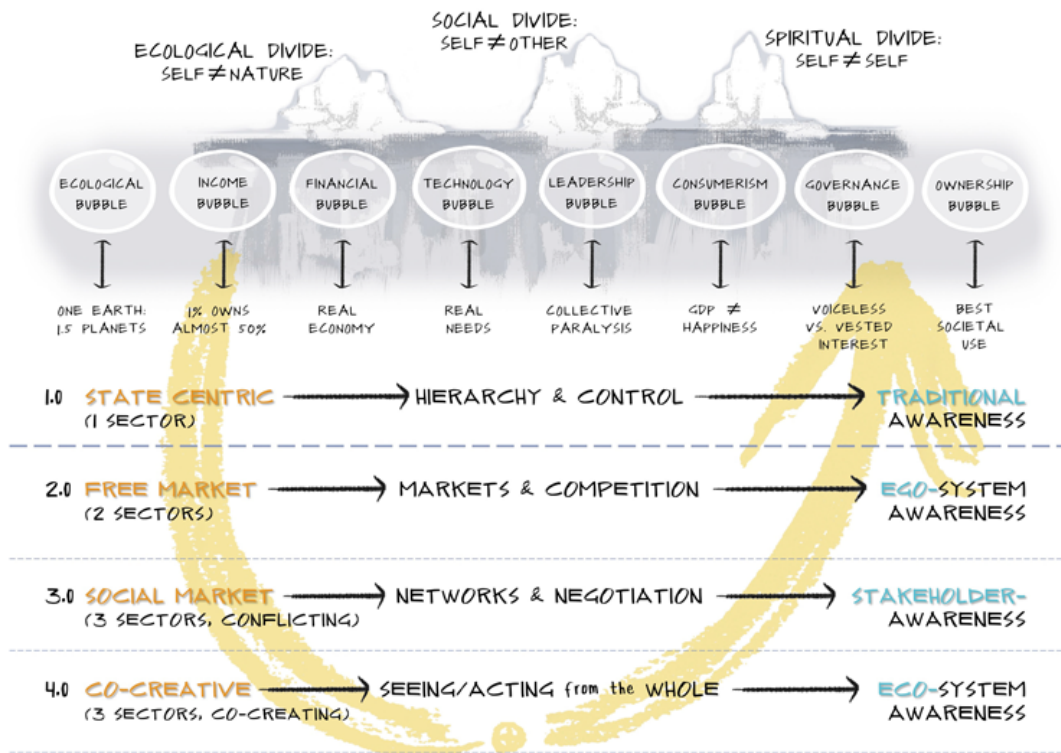
- 1.

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THE ICEBERG MODEL: PARADIGMS OF ECONOMIC THOUGHT

The evolution of modern economy and economic thought mirrors an evolution in human consciousness - from what we call "ego-system awareness" to "eco-system awareness". Paradigms of economic thought and deeper sources of creativity and self give rise to the structures and visible events we see around us.



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GUIDED JOURNALING

1. Where do you experience a world that is ending and dying? And in your response you can refer both to society, to your organizational context or to yourself.

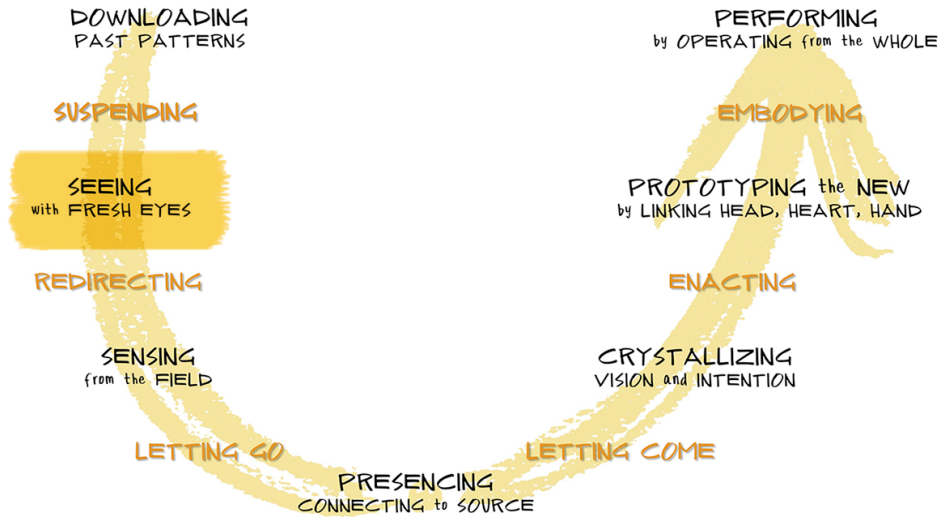
2. Where do you experience a world that is wanting to be born? In society, in your organizational context, in your personal context?

3. Where have you experienced moments of disruption and what did you notice about your inner response to these moments?

4. Lastly, how do the ecological, the social-economic and the spiritual divides show up in your personal experience of work and life?

THEORY U

Today, it's not enough to create change at the level of symptoms and structures. We need to work even deeper, to change the underlying paradigms of thought, and to connect with our deeper sources of creativity and self. Theory U is a framework and method for how to do that. Week 1 covers the whole U process at a high level, with a particular emphasis on the stage highlighted in orange below:



Most learning methodologies focus on learning from the past. Theory U proposes a framework and methodology for understanding and practicing another learning cycle – learning from the future as it emerges.



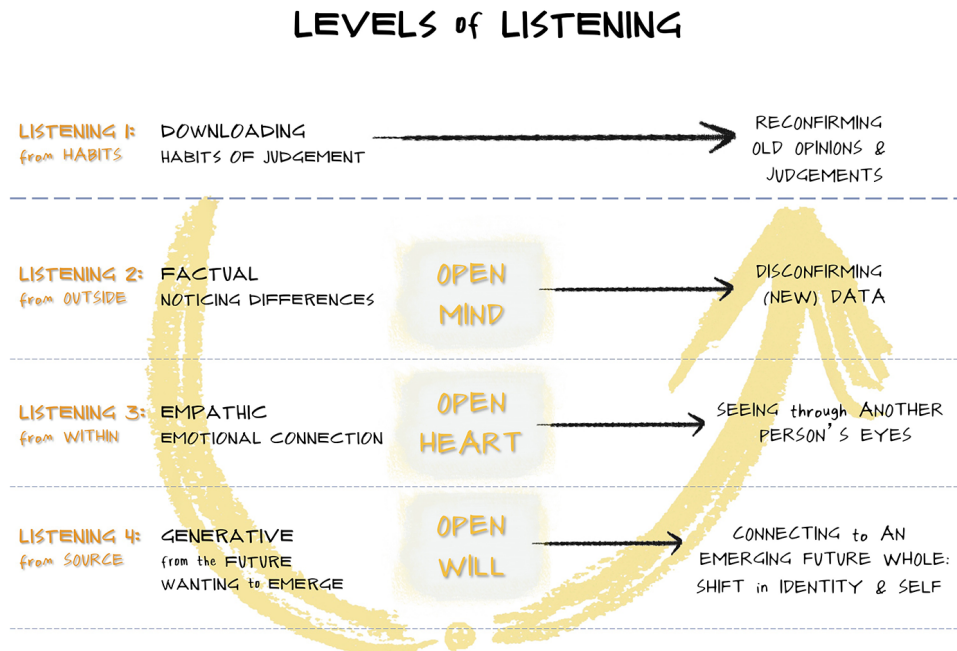
A. LEARNING by REFLECTING in the EXPERIENCES of the PAST



B. LEARNING from the FUTURE as IT EMERGES (PRESENCING)

LEVELS OF LISTENING

One of the core ideas of Theory U is that form follows attention or consciousness. We can change reality by changing the inner place from which we operate. The first step in understanding the impact of attention on reality is to look at our own individual practice of listening. The image below introduces four levels of listening, representing four distinct places from where our listening can originate.



THEORY U: SIX PRINCIPLES

1. Energy follows attention
2. We have to go through a process that deals with three main movements, or "inner gestures": 1. Observe, observe, observe; 2. Retreat and reflection, allow the inner knowing to emerge; 3. Act in an instant
3. This three-stage process only works if we cultivate the inner instruments: Open Mind, Open Heart, Open Will
4. At the source of this inner cultivation process are the two root questions of creativity: Who is my Self? What is my Work?
5. This process is the road less traveled because the moment you begin, you are going to face three enemies that prevent you from accessing your deeper sources of creativity: Voice of Judgment, Voice of Cynicism, Voice of Fear
6. This opening process is not only important to do as an individual; you need to hold the space to go through the same process on a collective level.

REFLECTIVE JOURNALING

Reflect on your experience so far:

- What interest and intention brings you to the U.Lab?
- What is the core question that you want to explore?
- In these early beginnings of your U.Lab journey, what have you noticed about the quality of your listening?

Reading for Week 1

Leading from the Emerging Future: From Ego-system to Eco-system Economies: Introduction, Chapter 1-2

CASE CLINIC



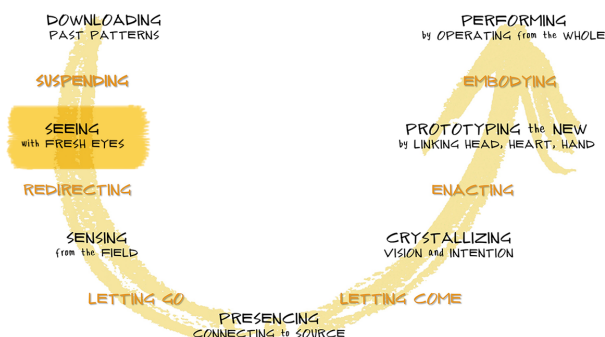
OVERVIEW

Case Clinics guide a team or a group of peers through a process in which a case giver presents a case, and a group of 3-4 peers or team members help as consultants based on the principles of the U-Process and process consultation. Case Clinics allow participants to:

- Generate new ways to look at a challenge or question
- Develop new approaches for responding to the challenge or question

PURPOSE

To access the wisdom and experience of peers and to help a peer respond to an important and immediate leadership challenge in a better and more innovative way.



PRINCIPLES

- The case should be a leadership challenge that is current and concrete.
- The case giver needs to be a key player in the case.
- The participants in the case clinics are peers, so there is no hierarchical relationship among them.
- Don't give advice; instead listen deeply.

USES & OUTCOMES

- Concrete and innovative ideas for how to respond to a pressing leadership challenge
- High level of trust and positive energy among the peer group
- Use with: Mindfulness and listening practices

AN EXAMPLE

Participants of a master class program form peer learning groups. They do their first case clinic while they are in the program, and then use the process for monthly phone calls that allow each participant to present a case.

RESOURCES

C. Otto Scharmer, (2009) Theory U: Learning from the Future as it Emerges. Berrett- Koehler: San Francisco.

SET UP

People & Place

- Groups of 4-5 peers
- Sufficient space so that groups can work without distractions

Time

- A minimum of 70 minutes is required

Materials

- Chairs for each group to sit in a circle or around a table
- The handout of the process

PROCESS

ROLES & SEQUENCE

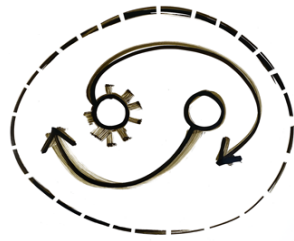
Case giver: Share your personal aspiration and leadership challenge that is current, concrete, and important, and that you happen to be a key player in. You should be able to present the case in 15 min and the case should stand to benefit from the feedback of your peers. Include your personal learning threshold (what you need to let-go of and learn).

Coaches: Listen deeply—do not try to “fix” the problem, but listen deeply to the case giver while also attending to the images, metaphors, feelings and gestures that the story evokes in you.

Timekeeper: One of the coaches manages the time.

Step	Time	Activity
1	2min	Select case giver and time keeper
2	15min	Intention statement by case giver Take a moment to reflect on your sense of calling. Then clarify these questions: <ol style="list-style-type: none"> 1. Current situation: What key challenge or question are you up against? 2. Stakeholders: How might others view this situation? 3. Intention: What future are you trying to create? 4. Learning threshold: What do you need to let-go of – and what do you need to learn? 5. Help: Where do you need input or help? Coaches listen deeply and may ask clarifying questions (don't give advice!)
3	3min	Stillness <ol style="list-style-type: none"> 1. Listen to your heart: Connect with your heart to what you're hearing. 2. Listen to what resonates: What images, metaphors, feelings and gestures come up for you that capture the essence of what you heard?
4	10min	Mirroring: Images (Open Mind), Feelings (Open Heart), Gestures (Open Will) Each coach shares the images/metaphors, feelings and gestures that came up in the silence or while listening to the case story. Having listened to all coaches, the case giver reflects back on what s/he heard.
5	20min	Generative dialogue All reflect on remarks by the case giver and move into a generative dialogue on how these observations can offer new perspectives on the case giver's situation and journey. Go with the flow of the dialogue. Build on each other's ideas. Stay in service of the case giver without pressure to fix or resolve his/her challenge.
6	8min	Closing remarks By coaches By case giver: How do I now see my situation and way forward? Thanks & acknowledgment: An expression of genuine appreciation to each other.
7	2min	Individual journaling to capture the learning points

DIALOGUE INTERVIEWS



OVERVIEW

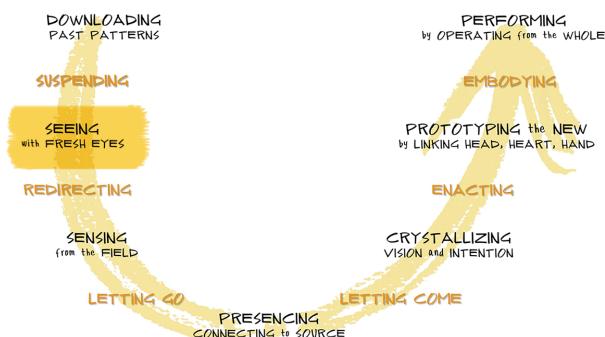
Dialogue interviews engage the interviewee in a reflective and generative conversation. This tool can be used to prepare for projects, workshops, or capacity building programs.

Dialogue Interviews:

- Provide insights into questions and challenges that the interviewees face
- May help you to find partners for a project
- Prepare participants for to an upcoming event
- Begin to build a generative field for the initiative you want to co-create

PURPOSE

To initiate a generative dialogue that allows for reflection, thinking together and some sparks of collective creativity to happen.



Dialogue Interviews can be used in all phases of the U-process - most commonly during the preparation phase.

PRINCIPLES

- Create transparency and trust about the purpose and the process of the interview.
- Practice deep listening.
- Suspend your “Voice of Judgment”: look at the situation through the eyes of the interviewee, don’t judge.
- Access you ignorance: As the conversation unfolds, pay attention to and trust the questions that occur to you.
- Access your appreciative listening: Thoroughly appreciate and enjoy the story that you hear unfolding. Put yourself in your interviewee’s shoes.
- Access your generative listening: Try to focus on the best future possibility for your interviewee and the situation at hand.
- Go with the flow: Don’t interrupt. Ask questions spontaneously. Always feel free to deviate from your questionnaire if important questions occur to you.
- Leverage the power of presence and silence: One of the most effective “interventions” as an interviewer is to be fully present with the interviewee – and not to interrupt a brief moment of silence.

USES & OUTCOMES

Dialogue Interviews are used to prepare for projects, workshops, capacity building programs or change initiatives.

Dialogue interviews:

- Provide data on the participants’ current challenges, questions, and expectations or on the organizational current challenges
- Create increased awareness among participants or within an organization about the upcoming process and how it might serve their needs and intentions
- Increase the level of trust between facilitators and participants that helps to create a generative field of connections
- Use with...Mindfulness Practice, Stakeholder Interviews

EXAMPLE

Ursula Versteegen, who co-developed this method with Otto, describes one of her experiences:

“A while ago, I had a dialogue interview with Walter H. For me the toughest challenge in a dialogue interview is when I have “to jump off of the bridge.” The moment of pushing myself off the safe ground into a total “presence” is the most laborious moment of the interview, and I am really scared when I sense it building up. But once I have dared to jump and have overcome my inner reluctance and clumsiness, it’s the most effortless, beautiful way of being.

“Walter is an engineer in a global car company. ‘I knew at age ten,’ Walter started off, ‘that I wanted to become an engineer, working with cars. As a kid, I spent more time in junkyards than on playgrounds.’ For more than a decade he had been working as a quality expert in different positions and plants. When Walter spoke about cars he was enthusiastic: I enjoyed listening: ‘Everyone linked arms with me right from the beginning. I was given responsibility early on.’ I could almost touch his pride about building good-quality cars.

“‘For a few weeks now,’ he continued, ‘I’ve been in HR/Industrial Relations. It’s an exotic country for me. There is a huge list of things’—and he started reading the list—‘that I am responsible for now: work organization; reorganization; leadership organization in plants; unions; health management; sick-list reports; health maintenance; occupational safety; aging workforce... My challenge is: How do I convince people in the plant to participate in health management? How do I negotiate with the unions, sell them our concepts? How can I make decisions without formal authority about the people who need to comply with all of these rules?’

“After he had read that list to me, I felt funny. It took me a moment to realize that my energy level had dropped from one hundred to zero. Why was that? What had happened? Listening to him while he was continuing to speak about his challenge, I noticed that he had changed as well. His voice had become more formal, he was talking much faster, the manner in which he was talking felt more distant, closing up and maybe even more decisive and resolute. My listening was dropping off. It sounded as if he had shifted from the nice, enthusiastic hands-on production guy into the role of a formal bureaucrat who knew exactly what all these plant people needed to do. I felt distant, too. I asked him about his stakeholders: ‘Who would be the most critical people to talk to and get different perspectives from on your new job?’ I was silently hoping that the stakeholders would tell him what I felt I couldn’t. ‘Oh, I have done these already,’ Walter quickly said, ‘I told my stakeholders what my responsibilities were and asked them for comments.’

“I saw myself standing on the bridge, and I knew I had to jump to make a difference. But an incredible inner gravity was holding me back. Part of me said, ‘Tell him why his way of doing stakeholder interviews is useless.’ The other, the scary part, said, ‘Open your heart. Allow him to change you.’ In that moment a memory was welling up in me: not long ago, when I was working at the headquarters of a

pharmaceutical company, I had been in exactly the same situation as Walter. I had to convince business units and production sites of lots of conceptual positions, statements, and ‘to-dos’ that didn’t relate to my own experience. The more useless I felt, the more my communication style changed from learning to teaching or instructing them.

“I jumped: ‘While I’m listening to you, I’m starting to wonder about the difference between working for a plant and working at headquarters.’ I heard him nodding. Our distance started melting. I slowed down, speaking out of the inner place of the lost and useless person I felt to be at the time: ‘I don’t know whether and how this experience may be relating to you at all.’ I talked as if I were walking on tiptoes, waiting for the right words to come, not knowing what the next word would be. ‘When I, in my case, asked people from production what they needed me for, their answer was ‘Honestly, Ms. Versteegen, we don’t need you at all for the things you’re doing right now, we’re sorry to tell you.’

“Silence. I could hear a pin drop. But the silence was pure energy. I heard a sound of very deep relief, and then Walter said, ‘That is exactly what they told me.’ In that moment, the whole conversation shifted. I asked him, ‘Before, you had mentioned that one of your key learnings in production was that things always appear to be different when you look at them from the outside, as compared to when you’re looking from within. How does that learning apply to your situation now?’

“Time slowed down. Finally he said, ‘Well, one interview was different. It was the one where I spoke to a production head who I know well and respect a lot. I wasn’t talking to him as an industrial relations person, I spoke to him as if I still was a peer, in my former role of also being a production head. He said, ‘Walter, as a corporate person you’re bringing answers to questions I don’t have. But I have a lot of questions and issues that I need your help on as a peer practitioner, to help me find new and innovative answers.’”

Then Ursula asked him, “Why could he say that to you?” Walter replied, “I guess I put myself into the shoes of my colleague, looking from production to corporate. In the other interviews, I was looking from the outside, corporate, into production.”

RESOURCES

C. Otto Scharmer, (2009) *Theory U: Learning from the Future as it Emerges*. Berrett-Koehler: San Francisco.

W. Isaacs. (2009) *The art of thinking together*. Currency and Double Day: NY.

D. Bohm. (2204) *On Dialogue*. Routledge Classics: London and NY.

SET UP

People and Place

- Dialogue interviews work best face-to-face. If not possible, use phone interviews.

Time

- 30-60 minutes for a phone interview.
- 30-90 minutes for a face-to-face interview.

Both figures are estimates and need to be adjusted to the specific context.

Materials

- Use the interview guideline (questionnaire), but feel free to deviate when necessary.
- Use a paper and pen to take notes. Sometimes use a tape recorder.

PROCESS

SEQUENCE

1. Preparation:
 - Define/revise questions to adjust to the specific context and purpose.
 - Schedule interviews.
 - If the interview will be conducted face-to-face, find a quiet space.
 - Get information about the interviewee and her or his organization.
 - If several interviewers will conduct the interview agree on roles (primary interviewer, note taking).
2. Before you meet the interviewee allow for some quiet preparation or silence. For example, 15-30 minutes prior to a face-to-face interview begin to anticipate the conversation with an open mind and heart
3. Begin the interview. Use the interview questionnaire on next page as a guide, but depart from it to allow the conversation to develop its own direction.
4. Reflection on the Interview. Take some time immediately after the interview to review:
5. What struck me most? What surprised me?
6. What touched me?
7. Is there anything I need to follow-up on?
8. After all interviews have been completed, review the interview data, and summarize results.
9. Close feedback loop: After each interview (by the following morning) send a thank-you note to your interviewee.

SAMPLE QUESTIONNAIRE:

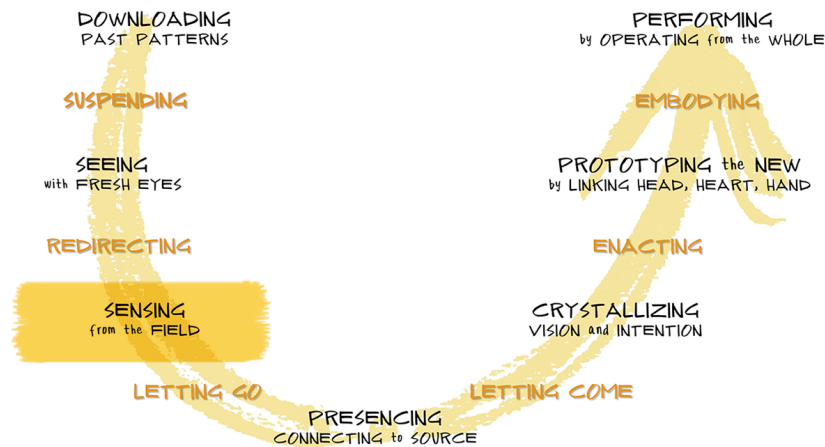
1. Describe the leadership journey that brought you here.
2. When have you faced significant new challenges, and what helped you cope with them?
3. Describe your best team experiences. How do they differ from your other team experiences?
4. What top three challenges do you currently face?
5. Who are your most important stakeholders?
6. On the basis of what outcomes will your performance be considered a success or a failure - and by when?
7. In order to be successful in your current leadership role, what do you need to let go of and what do you need to learn? What capabilities do you need to develop?
8. How will you develop your team? What do you need from your team, and what does your team need from you?
9. Nine to twelve months from now, what criteria will you use to assess whether you were successful?
10. Now reflect on our conversation and listen to yourself: what important question comes up for you now that you take out of this conversation and into your forward journey?

WEEK 2: CO-SENSING

Week 2 begins our journey down the left side of the U. We introduce the principles of co-sensing, the concept of social fields, and how the same structure we introduced last week when describing the four levels of listening manifests itself in groups and teams.

Co-sensing is not about thinking. It's especially not about downloading ideas from the past onto new situations.

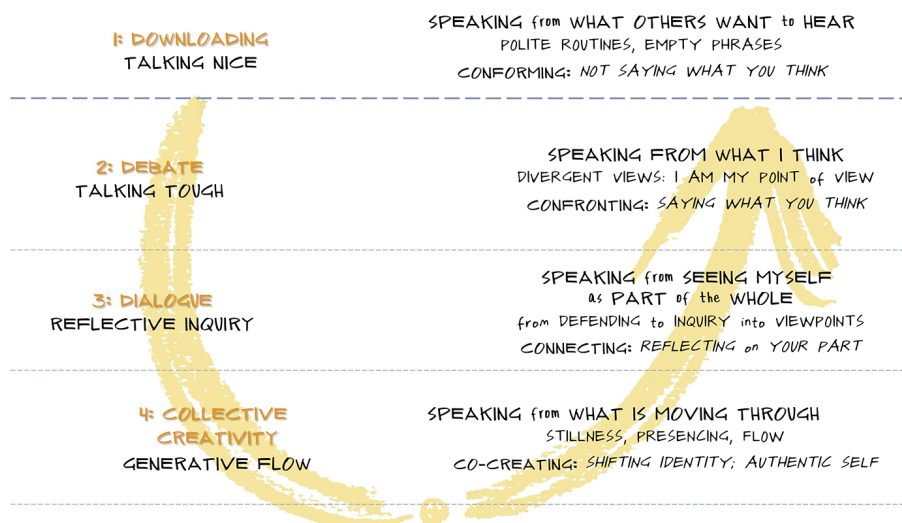
It's about beginning to open up, to suspend habits of judgment, to connect to others with your mind and heart wide open. In every setting, there is much more going on than meets the eye. The more subtle aspects of social reality creation, those that the mind doesn't always grasp, are nevertheless visible to the hands and to the heart.



Reading for Week 2:

Leading from the Emerging Future: From Ego-system to Eco-system Economies: opening & ending of chapter 3

FIELDS of CONVERSATION



SENSING JOURNEYS



PRINCIPLES

A deep-dive sensing journey requires engaging in three types of listening:

1. Listening to others: to what the people you meet are offering to you.
2. Listening to yourself: to what you feel emerging from within.
3. Listening to the emerging whole: to what emerges from the collective and community settings that you have connected with.

OVERVIEW

Sensing Journeys pull participants out of their daily routine and allow them to experience the organization, challenge, or system through the lens of different stakeholders. Sensing journeys bring participants to places, people, and experiences that are most relevant for the respective question they are working on.

These Learning Journeys allow participants to:

- Move into unfamiliar environments
- Immerse themselves in different contexts
- Step into relevant experiences

PURPOSE

To allow participants to break-through patterns of seeing and listening by stepping into a different and relevant perspective and experience. Sensing Journeys can also help build relationships with key stakeholders, and gain a system perspective.

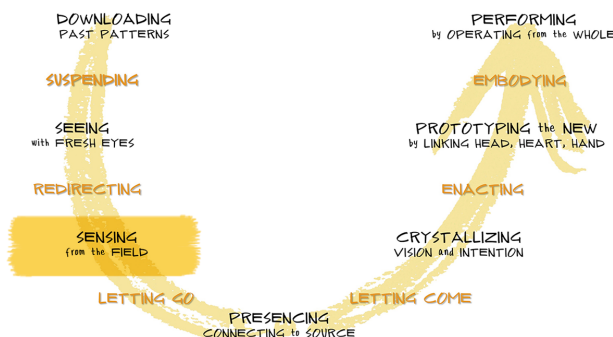
Go to the places of most potential. Meet your interviewees in their context: in their workplace or where they live, not in a hotel or conference room. When you meet people in their own context you learn a lot by simply observing what is going on. Take whatever you observe as a starting point to improvise questions that allow you to learn more about the real-life context of your interviewee.

Observe, observe, observe: Suspend your voices of judgment (VOJ) and cynicism (VOC) and connect with your sense of appreciation and wonder.

Without the capacity to suspend judgment and cynicism, all efforts to conduct an effective inquiry process will be in vain. Suspending your VOJ means shutting down the habit of judging and opening up a new space of exploration, inquiry, and wonder.

USES & OUTCOMES

- Increased awareness of the different aspects of a system and their relationships
- Enhanced awareness of the different perspectives of the stakeholders and participants in the system
- Connections between stakeholders and participants
- Ideas for prototypes
- Use with... Listening tools



EXAMPLE

An automobile manufacturing firm's product development team decided to use Sensing Journeys to broaden their thinking and to generate new ideas. Their task was to build the self-repair capacity of their cars' engines. The team visited a broad selection of other companies, research centers, and even experts in traditional Chinese medicine (TCM).

As it turned out, the visits with TCM experts generated the most innovative ideas for this project (including the idea to design self-repair functions for the "dream state" of the car--that is, for those periods when the car is not in use).

RESOURCES

C. Otto Scharmer, (2009) Theory U: Learning from the Future as it emerges. Berrett- Koehler: San Francisco.

SET UP

People & Place

The group splits up into sub-teams of about 5 participants. The group composition matters because a mix of perspectives enhances the impact of the sensing journeys.

Define places of high potential for the sensing journeys. The whole group of participants should go to several places that can provide insights into:

- The different perspectives of the system's key stakeholders
- The different aspects of that system
- The 'voiceless': people in the system, those who usually are not heard or seen.

A good way to get a sense of the system is to take the perspective of its "extreme users": these can be customers who use services or products more than others or in different ways, or on a societal level, those with special requirements, such as a person living in a remote area needing access to a health system.

Time

The length of a sensing journey depends on the size of the geographic area being covered. It is recommended to allocate at least 1 day to sensing journeys in a workshop context and several days or weeks (sometimes spread over a period of months) in a larger project setting.

Materials

If the hosts agree, it is advised to take pictures and/or videos during the journey. These can be useful during reviews with the other groups and as a reminder for the participants.

Other materials may be collected as well, after seeking permission from the hosts. A pen and journal are required for taking notes during and after the journey.

PROCESS

SEQUENCE

Step 1

Identify Learning Journeys: find places, individuals, organizations that provide you and the group with a new perspective.

Step 2

Prepare as a group by discussing:

- What is the context that we will experience?
- Who are the key players that we will talk to?
- What questions do we want to explore?
- What assumptions do I bring with me? What do I expect?
- Share your most eye-opening sensing experience to date

Start by developing a short questionnaire (7-10 questions) that guides your inquiry process. Keep updating your questionnaire as your inquiry process unfolds.

Prepare the host: Share the purpose and intent of the visit. Communicate that it would be most helpful for the group to gain some insight into their "normal" daily operations, rather than a staged presentation. Try to avoid "show and tell" situations.

Step 3

Small groups travel to the host's location.

While at the site: Trust your intuition and ask authentic questions raised by the conversation. Asking simple and authentic questions is an important leverage point in shifting or refocusing the attention to some of the deeper systemic forces at play.

Step 3, Continued

Use deep listening as a tool to hold the space of conversation. When your interviewee has finished responding to one of your questions, don't jump in automatically with the next question. Attend to what is emerging from the now.

Example questions for sensing journeys:

- What personal experience or journey brought you into your current role?
- What issues or challenges are you confronted with?
- Why do these challenges exist?
- What challenges exist in the larger system?
- What are the blockages?
- What are your most important sources of success and change?
- What would a better system look like for you?
- What initiative, if implemented, would have the greatest impact for you? For the system as a whole?
- If you could change just a few elements of the system, what would you change?
- Who else do we need to talk to?

Step 4

After the visit, reflect and debrief: To capture and leverage the findings of your inquiry process, conduct a disciplined debriefing process right after each visit. Don't switch on cell phones until the debriefing is complete.

Here are a few sample questions for the debriefing:

- What was most surprising or unexpected?
- What touched me? What connected with me personally?

- If the social field (or the living system) of the visited organization or community were a living being, what would it look and feel like?
- If that being could talk: what would it say (to us)?
- If that being could develop—what would it want to morph into next?
- What is the generative source that allows this social field to develop and thrive?
- What limiting factors prevent this field/system from developing further?
- Moving in and out of this field, what did you notice about yourself?
- What ideas does this experience spark for possible prototyping initiatives that you may want to take on?

Step 5

Close the feedback loop with your hosts: Send an email (or other follow-up note) expressing a key insight you took away from the meeting (one or two sentences), and your appreciation.

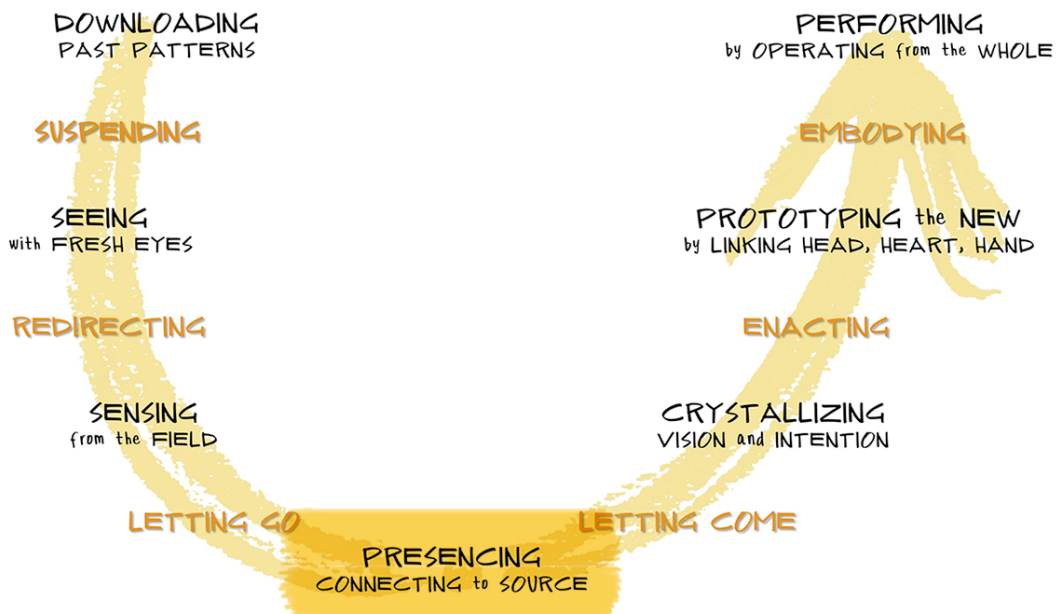
Step 6

Debrief as a whole group: After a one-day learning journey this debriefing would take place in next meeting with the whole group. In the case of a multi-days learning journey you plan to meet between the individual days if logistics allow.

Structure of the whole group debrief meeting:

- Get everyone on the same page by sharing concrete information about the Journeys: Where did you go, who did you talk to, what did you do?
- Talk about your findings and generate new ideas

WEEK 3: PRESENCING



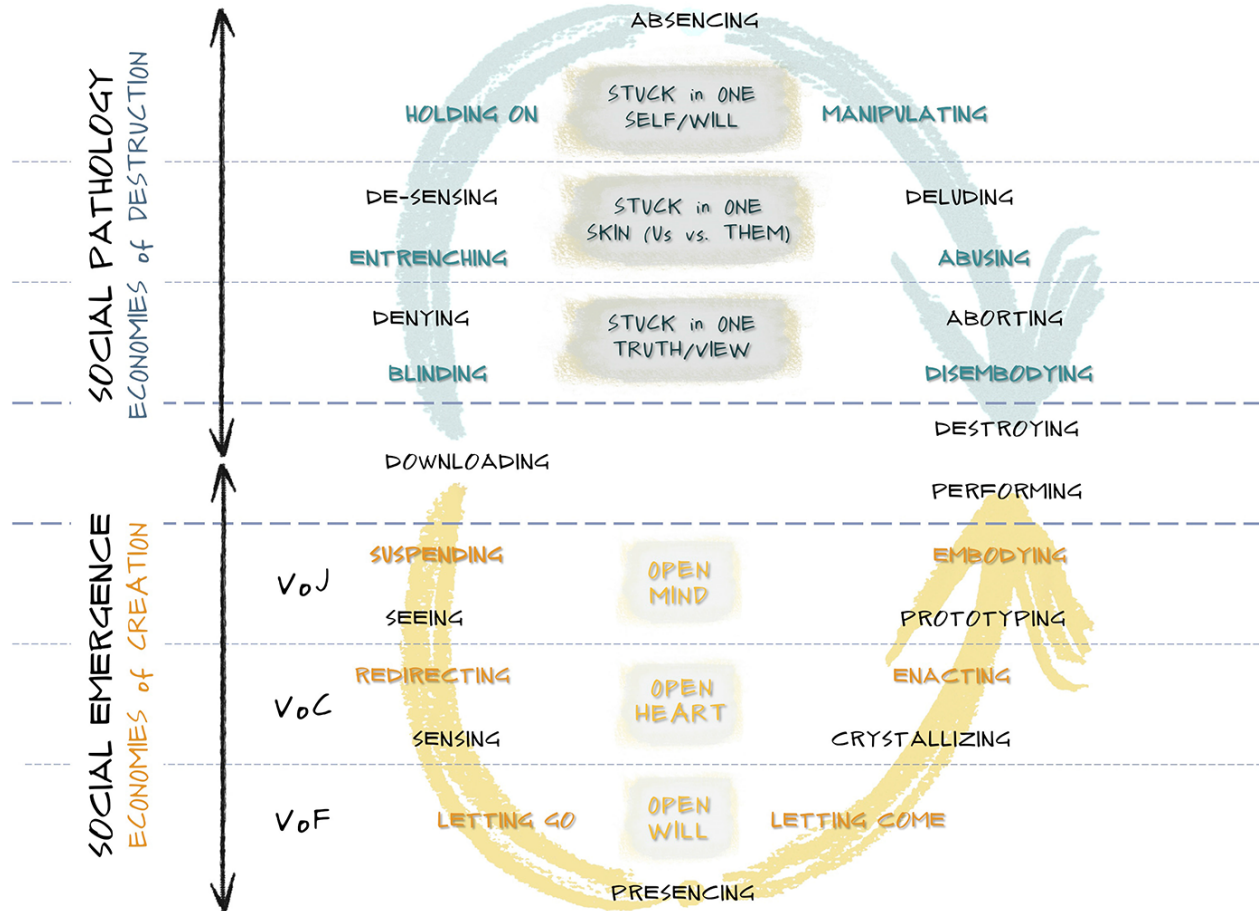
This week, we explore presencing, the stage at the bottom of the U. Presencing, the blending of *presence* and *sensing*, means to connect with the source of your highest future possibility and to bring it into the now. The videos will introduce the principles of presencing, the principles of absencing (the inverse of presencing), and eight ways of shifting the current economic model to one that generates well-being for all.

Presencing requires us to let go of the old and open ourselves completely to something that we can sense but that we cannot fully know before we see it emerging. This moment can feel like jumping across an abyss. At the moment we leap, we have no idea whether we will make it across.

As human beings, we are on a journey of becoming who we really are. This journey to ourselves - to our Selves - is open-ended, full of disruptions, confusion, and breakdowns, but also breakthroughs. It is a journey that essentially is about accessing the deeper sources of our emerging self. This week we introduce the territory of this deeper journey of exploring the bottom of the U - presencing.

ABSENCING

In our everyday reality however, we often experience the tension between two different social fields: the field of presencing (sensing and actualizing the highest future possibilities) and the field of absencing (disconnecting from our sources of the emerging self), as indicated in the visual on the next page. Whenever we find ourselves getting stuck in old patterns of downloading that put us into the collective space of absencing, our job is to bringing ourselves back on track by realigning our attention with our intention. There are many mindfulness and other practices that strengthen that capacity. One such example is given below.



The reading for this week gives various other examples on the power of presence in the face of disruption.

Reading for Week 3:

Leading from the Emerging Future: From Ego-system to Eco-system Economies: chapters 4 and 5

MINDFULNESS PRACTICE

To be read aloud for another person or a group, or to reference for a personal practice:

First, be comfortable in your seat. Sit upright and comfortably in your chair, planting your feet right in front of you. Take a deep breath and relax. You may want to close your eyes. But if you're more comfortable with your eyes open that's also fine.

Attend Downwards

Move your attention slowly downwards, down your legs to your feet to the lower part of your feet. And as you begin to attend to your feet, the feeling of your feet, attend to the connection downwards.

Imagine if we were trees, we would have roots going downwards. As human beings, we don't have these physical roots, but we still can feel the connection downwards.

Attend to your feet and attend to the connection downwards. Imagine this connection would go all the way down to the middle of the earth.

Feel that connection.

Attend Upwards

And now slowly move your attention upwards, up the legs, up the spine to the head, to the upper part of your head.

Attend to the upper part of your head, and attend to the connection that is extending upwards.

As you attend to that connection notice how the sphere, the globe of your head is a small microcosm of the macrocosm that is surrounding us.

Attend to that connection. Attend to the connection upwards.

Attend to the Micro-Macro Connection.

And now slowly move your attention downwards to the middle sphere of your body, to your heart. Not just to your physical heart, but to the whole energy field of your heart, to the whole middle sphere of your body.

Notice how it is this part of our body, this part of our being that allows us to connect horizontally to all the beings that are surrounding us.

Attend to your heart and attend to the connections that are emanating from your heart.

Attend to a Loved One

And now as we explore that space of connection, picture a person that you truly love, and notice how focusing your attention on that person is opening up your heart. It's allowing you to connect with a different level of energy, to connect with deep appreciation and love.

Attend to the Global Body

And now extend that quality of connection to the global community (to all U.Lab participants) to connect to a larger whole that shares a common journey of relating more deeply with the sources of who we really are.

Extend your heart, and the quality of your heart, to our entire community.

And now even extend the quality of your heart even more, to all of us, to all 7 billion human beings on this planet right now.

Try to embrace a whole community, the whole, the entire social field in that deep quality of your heart, which includes all our friends, people we know, people we don't know, and even people we may have problems with, we may disagree with, we may be in conflict with. Try to create a space in your heart that's broad and deep enough for all of us.

Attend to the Present Moment

And now slowly let go of that. Come back to the here and now. Relax for a brief moment. Open your eyes and continue your day from this place of strength and connection.

U-JOURNALING PRACTICE

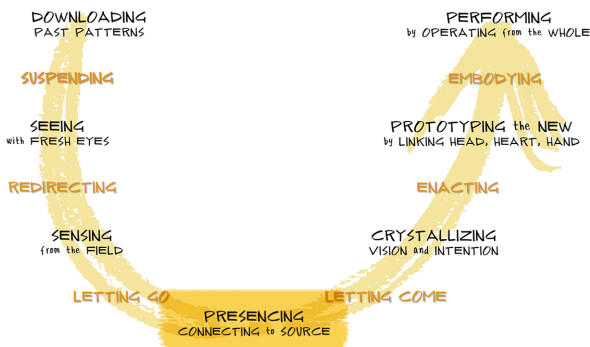


OVERVIEW

Guided journaling leads participants through a self-reflective process following the different phases of the U. This practice allows participants to access deeper levels of self-knowledge, and to connect this knowledge to concrete actions.

PURPOSE

Guided journaling leads practitioners through a process of self-reflection that moves through the U-process. This process allows participants to step into a deeper level of reflection than in an un-guided journaling process, and identify concrete action steps.



Journaling practices can be used in all phases of the U-process especially during the sensing and presencing steps.

PRINCIPLES

- Journaling is a personal process. Never ask participants to share their journaling notes in public.
- After completing a journaling practice you may create an opportunity to reflect on the experience of journaling. Again: emphasize that participants decide what they want to share.
- Journaling means that you think through the writing not to think and reflect, and then write up the reflection. With the instruction emphasize that participants should just start writing and see what emerges.

USES & OUTCOMES

- Access deeper levels of self-reflection & knowledge
- Learn how to use Journaling as a reflective tool
- Connect self-reflection to concrete action steps
- Use with...Awareness or embodiment practices

EXAMPLE

Alan Webber recalled what kept him going on his journey to co-create *Fast Company* despite all the obstacles he encountered:

“People who have genuinely been taken over by an idea or a belief usually can’t answer the question ‘Why are you doing this?’ in rational terms. Years ago my father bought me a collection of interviews of great fiction writers. The interviewer was George Plimpton. He’d say, ‘Why did you become a writer? Why do you get up in the morning and write?’ The answer invariably was ‘Well, I can’t not.’

People would ask me ‘Why are you doing Fast Company?’ At first, the answer was very rational: ‘Well, you know, it’s a magazine about this and that, and the world doesn’t have one.’ But I soon realized that those reasons weren’t the real ones. The reason you do it is because you can’t not do it. But it’s hard to explain that to people without sounding like a lunatic.”

RESOURCES

O. Scharmer, K. Kaufer: *Leading from the Emerging Future: From Ego-system to Eco-system Economies*. Berrett-Koehler: San Francisco.

C. Otto Scharmer, (2009) *Theory U: Learning from the Future as it Emerges*. Berrett-Koehler: San Francisco.

SET UP

People & Place

- Journaling Practice can be used in groups of any size. The exercise follows the co-sensing phase meaning that participants have already moved through the left side of the U-Process.
- It is important that the room is quiet and no noises or other distractions in the environment interrupt the participants.

Time

- A minimum of 45 minutes is required. Depending of the context this process can take up to 60-90 min.

Materials

- Pen and paper for each participant

PROCESS

SEQUENCE

Step 1: Preparation

Prepare a quiet space that allows each participant to enter into a process of self-reflection without distractions.

Step 2: Guided Journaling Questions

Read one question after the other; invite the participants to journal guided by the respective question. Go one by one through the questions. Move to the next question when you sense that the majority of the group is ready. Don't give participants too much time. It is important to get into a flow and not to think too much.

A 17-STEP JOURNALING PRACTICE FOR STEPPING INTO THE FIELD OF THE FUTURE

1. Over the past days and weeks, what did you notice about your (emerging) self?

2. Who have been your “Guardian Angels” (helpers) in your life’s journey so far?

3. Crack: Where do you feel the future in your life and work right now?

4. Frustration: What about your current work and/or personal life frustrates you the most?

5. Happiness: What are your most important sources of energy and happiness in your life and work?

6. Helicopter: Watch yourself from above (as if in a helicopter). What are you doing? What are you trying to do in this stage of your professional and personal journey? Helicopter II: Watch your collective journey from above: what are you trying to do collectively in the present stage of your collective journey?

7. Helicopter II: Watch your collective journey from above: what are you trying to do collectively in the present stage of your collective journey?

8. Question: Given the above, what Questions do you now need to ask yourself?

9. Listen to your young self: Look at your current situation from the viewpoint of you as a young person, at the beginning of your journey: What does that young person have to say to you?

10. Footprint: Imagine you could fast-forward to the very last moments of your life, when it is time for you to pass on. Now look back on your life's journey as a whole. What would you want to see at that moment? What footprint do you want to leave behind on the planet?

11. From that future point of view: What advice have you given to your current self?

12. Now return again to the present and crystallize what it is that you want to create: your vision and intention for the next 3-5 years. What vision and intention do you have for yourself and your work? What are some essential core elements of the future that you want to create in your personal, professional, and social life? Describe or draw as concretely as possible the images and elements that occur to you.

13. Feel the connection of our global U.Lab community that is present across the planet in this moment: What is our collective highest future possibility? What could we be an instrument for? What could we collectively create within the next 3-5 years?

14. Letting-go: What would you have to let go of in order to bring your vision into reality? What is the old stuff that must die? What is the old skin (behaviors, assumptions, etc.) that you need to shed?

15. Prototyping: Over the next three months, if you were to prototype a microcosm of the future in which you could discover “the new” by doing something, what would that prototype look like?

16. People: Who can help you make your highest future possibilities a reality? Who might be your core helpers and partners?

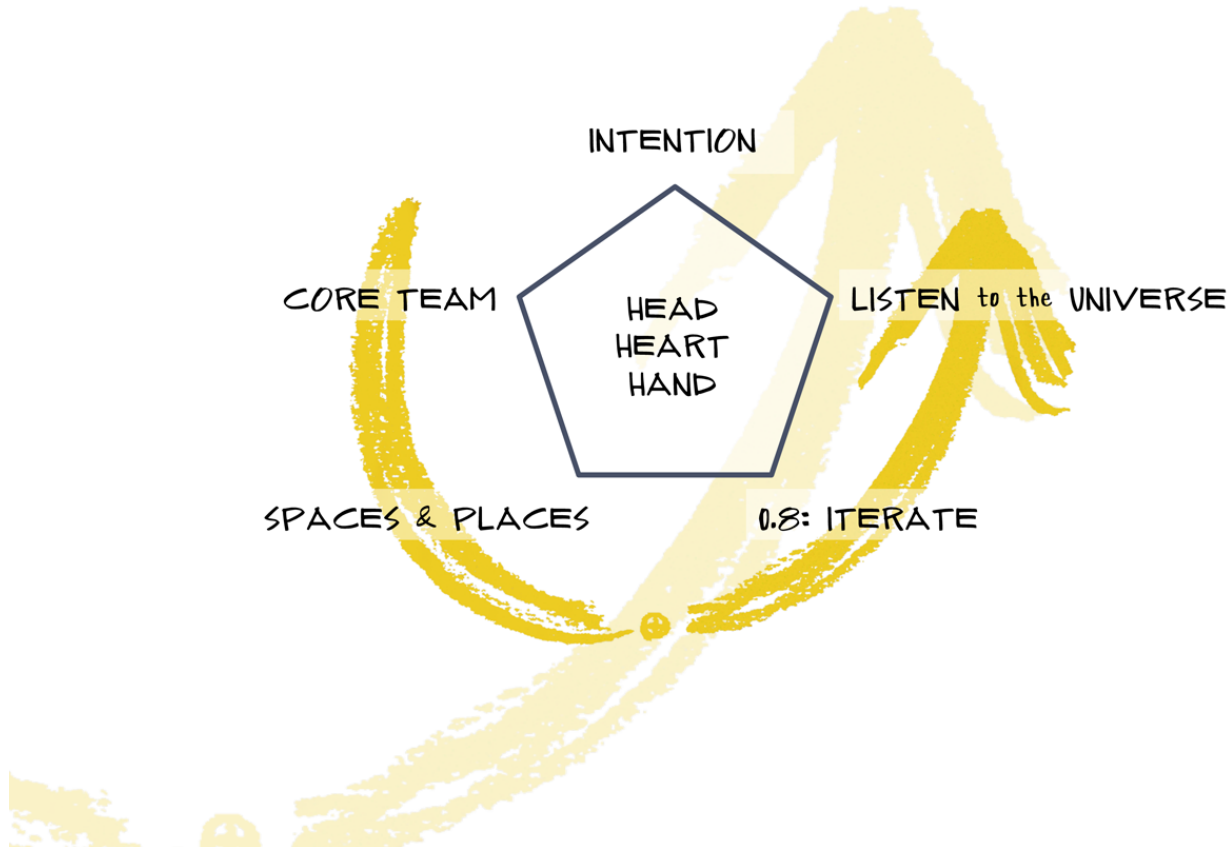
17. Action: If you were to take on the project of bringing your intention into reality, what practical first steps would you take over the next 3 days?

WEEK 4: PROTOTYPING

When we prototype living examples by integrating different types of intelligence, we always navigate the process between two major dangers and pitfalls: mindless action and actionless mind. Therefore, we discover ways to design and embed *new* actions that include the wisdom of our hands and our hearts into the ideas of our minds.

Prototyping moves the group or individuals up the right side of the U-process.

PROTOTYPING: A "MINI U"



PROTOTYPING



OVERVIEW

Prototyping translates an idea or a concept into experimental action. Having established a connection to the source (presencing) and clarified a sense of the future that wants to emerge (crystallizing), prototyping allows an individual or group to explore the future by doing.

PURPOSE

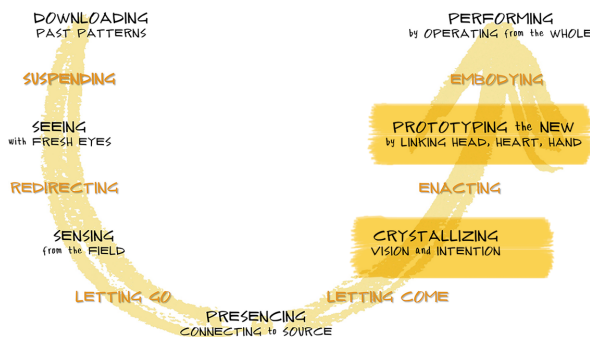
So far, we have presented tools and explained the principles that make them work. At this point, the process gets inverted. Use the following principles to determine what *you* need to do to stay connected to the future that stands in need of you to come into reality and translate this idea, concept, or sense of possibility into action.

PRINCIPLES

1. **Crystallize vision and intention:** stay connected to the future that stands in need of you to come into reality (Martin Buber). Create a place of silence for yourself every day. Clarify core questions that you want to explore with your prototype.
2. **Form a core team:** five people can change the world. Find a small group of fully committed people and cultivate your shared commitment.
3. **0.8: Iterate, Iterate, Iterate:** “Fail fast to succeed sooner”, as David Kelley from IDEO says. Do something rough, rapid, and then iterate. Design a tight review structure that accelerates fast feedback.
4. **Platforms and spaces:** create “landing strips” for the future that is wanting to emerge. The quality of the holding space determines the quality of the results.
5. **Listen to the universe:** always be in dialogue with the Universe. It is a helpful place. Listen to what is emerging from others, from the collective, and from yourself. Take a few minutes each day to review your quality of listening.
6. **Integrate head, heart, and hand:** when we prototype living examples by integrating different types of intelligence, we always navigate the process between two major dangers and pitfalls: mindless action and actionless minds.

USES & OUTCOMES

Prototypes are an early draft of what the final result might look like, which means that they often go through several iterations based on the feedback generated from stakeholders. This feedback is then the basis for refining the concept and its underlying assumptions. A prototype is a practical and tested mini version of what later could become a pilot project that can be shared and eventually scaled.



Prototyping moves the group or individuals up the right side of the U-process.

EXAMPLE

At Cisco Systems, a leader in networking equipment, the prototyping imperative begins with what that company calls principle 0.8: regardless of how long-term the project, engineers are expected to come up with a first prototype within three months—otherwise the project is dead. The first prototype is not expected to work like a 1.0 prototype—it is a quick-and-dirty iteration that generates feedback from all key stakeholders and leads to the 1.0 version.

In the context of social innovation, Social Presencing Theater is a very effective tool that we often use to explore emerging ideas through collective experimentation; that is, through co-sensing and co-creating (see the Social Presencing Theater part of the Presencing website).

RESOURCES

C. Otto Scharmer, (2009) *Theory U: Learning from the Future as it emerges*. Berrett-Koehler: San Francisco. Chapter 21

Ela Ben Ur, i2i Experience, www.i2iexperience.com

SET UP

The tools you use for prototyping depend on the nature of your idea or insight, as well as the needs and context in which you're operating. Prototyping is a "mini U" process and is specific to each idea and context. Some prototypes are concrete products; others are meetings, processes, services or experiments. Timing will depend on the context and differ depending on the project: a prototype can take a few days, weeks, months or years.

You might find it helpful to use one or several of the tools from other parts of the U process (dialogue interviews, sensing journeys, case clinics, etc.) while prototyping.

You might also find the following exercises helpful to align your prototype with the principles outlined above. Worksheet 1 includes questions to help you determine the *what* (clarify intention). Worksheet 2 includes questions that focus on *how* (moving intention to prototyped reality)

PROTOTYPING WORKSHEET I

Use the following questions to help clarify the intention of your prototype:

1. **Is it relevant?** Does it matter to all the key stakeholders involved individually (for the person involved), institutionally (for the organizations involved), and socially (for the communities involved)? Very often, the relevance for each stakeholder is framed in a quite different language and way.
2. **Is it right?** Meaning does it have the right size and scope. Does the microcosm that you are focused on reflect the whole (eco-system) that you are dealing with? For example, ignoring the patients' perspective in a health project, the consumers in a sustainable food project or the students in a school project misses the point.
3. **Is it revolutionary?** Is it new? Could it change the game? Does it address and change (some of) the root issues in the system?
4. **Is it rapid?** Can you do it quickly? You must be able to develop experiments right away in order to have enough time to get feedback and adapt (and thus avoid analysis paralysis).
5. **Is it rough?** Can you do it on a small scale? Can you do it locally? Let the local context teach you how to get it right. Trust that the right helpers and collaborators will show up when you issue the right kinds of invitations "to the universe".
6. **Is it relationally effective?** Does it leverage the strengths, competencies and possibilities of the existing networks and communities at hand?
7. **Is it replicable?** Can you scale it? Any innovation in business or society hinges upon being replicable and whether or not it can grow to scale. In the context of prototyping, this criterion favors approaches that activate local participation and ownership and excludes those that depend on massive infusions of external knowledge, capital, and ownership.

HELPFUL HINTS FOR PROTOTYPING:

Is your vision a...

- **Physical space?** Try using an existing space and "found" objects to simulate and evolve the experience you're trying to create, and to better understand what it needs to be and why - *then*, invest more to make it feel finished.
- **Digital experience?** Can you try a "paper prototype" that simulates the screens? Or quickly prototype it on an existing digital platform (simple website, PowerPoint, etc.)? Don't spend much time. Do it quickly.
- **Process that involves a lot of people?** Can you start by openly trying a small part of the process with a small group of people and iteratively co-evolve larger aspects with larger groups?
- **A service?** How simply can you start trying out the impact of the service? Even if you have to provide it first in a way you know you can't sustain in the long run?
- **Physical object?** Are your key questions about how it works, how people use it, and/or what the character of the object is? It's often much faster and easier to create separate, simple prototypes to explore those different questions than one sophisticated prototype. Reach for the fastest way to make something that answers those questions.

PROTOTYPING WORKSHEET 2

ASK	IMAGINE
<p>DEFINE</p> <p>1. Crystallize vision and intention</p> <ul style="list-style-type: none"> • What is wanting to born in my life and work right now? • What future do I want to create? • What questions do I want to explore? <p>Actually write or draw what you deeply know about your insight or idea. What is your sense of how this could ultimately unfold? What is the aspired impact it has, on whom? Why? How?</p> <p>As important, identify the critical questions about the idea. What do the voices of fear, cynicism, or judgment - from others or within you - say? What questions can you probe about the assumptions underlying those? About the potential in your idea that might enable you to overcome those?</p>	
<p>2. Form a Core Group:</p> <p>Who are the core people who could help me most bring my intention into reality? Starting small and then broadening the circle, who could be my:</p> <ul style="list-style-type: none"> • core team? • core holding group? • supporting network? <p>Identify the people who can best help create and communicate the first iterations of a prototype(s) that address your critical questions above. Then, in broader “rings” beyond this core, draw the individuals and/or groups who should experience the prototype, and with whom you should empathize around their experience.</p> <p>Share your vision and questions from #1 with the inner core team. Consider taking the next steps together if you can.</p>	

DESIGN, TEST, AND ITERATE

3. “0.8”: Iterate, iterate, iterate

How can I take a small (but essential) piece of my vision and quickly create a prototype that allows me to explore the future by doing through generating feedback from stakeholders that help me to evolve my idea?

Design in clear images and words a rough and rapid “0.8” prototype(s) of aspects of the new thing, service, space, or collaborative platform in ways that answer your critical questions from #1 with the least risk and resources, in a way that can be rapidly changed. Often, different simple prototypes for different aspects or questions are easier to create than one sophisticated prototype. These can include *functional prototype(s)* – that really test and learn about how the trickiest aspects could work. And, *experience prototypes* – that simulate the experience of your idea to explore your questions on how people do, and need/hope to, experience it. (Note: it may help to think about the platform/space below as you do this).

Clearly identify variables you can play with and how you’ll get the inputs to change them. What is the review cycle and what will be reviewed? Perhaps your prototype can actually enable others to help co-evolve it with you on the spot? Think of the first iterations as “play”, which will evolve considerably more sophisticated “prototypes” and eventually a more robust “pilot.”

<p>4. Platforms and Spaces</p> <p>How can I create safe and supportive spaces, platforms or environments that help me (or us) to “fail early in order to learn quickly” (Dave Kelly)?</p> <p>Identify the time(s) and place(s) that you will run the prototype that can offer safe, supportive “containers,” platform(s) or space(s) in which people can openly prototype together. These containers may be digital, physical, organizational, and/or social.</p>	
<p>5. Listen to the Universe</p> <p>What feedback is the universe giving me? How can I evolve my questions? When am I listening to the Universe, and when to my Voices of Judgment, Cynicism, or Fear?</p> <p>Take the time for a Dialogue Walk with people in your core team who have experienced and co-evolved your prototype, and capture what you notice. Be mindful of your level of listening - empathic and generative listening are important now.</p> <p>Listen to yourself as well and capture what you notice. What does your gut tell you about the potential and problems of your idea? Are they what you expected? How are they different? Allow yourself to be surprised.</p>	
<p>6. Integrating Head, Heart, and Hand</p> <p>How can I cultivate my “interior castle”, (that is: my capacity to create the reality that I want to see outside) in my heart first? How can I cultivate my capacity to avoid the tyranny of the head (actionless mind) or the hand (mindless action) by integrating them through the intelligence of my heart (creativity and playfulness)?</p> <p>Does your prototype embody your vision in some real, even if small, way? What changes might you need to make? If you need start this cycle again, so long as you learned something, you are on the right track!</p>	

JOURNALING EXERCISE

1. **Reflect** on “the place from which you operated” - how you felt and the quality of your listening - as you...

- ...asked *yourself* the questions?

- ...made your prototype “real” and put it out there in some way?

- ...listened to the universe, and the person with whom you empathized?

2 What has been the **seed of the future** that this experience has created for you?

3. What will be your next steps?

Reading for Week 4

Leading from the Emerging Future: From Ego-system to Eco-system Economies: chapters 6-7

WEEK 5: CO-EVOLVING

Content here will be co-created with you – the U.Lab participants!

Reading for Week 5

Leading from the Emerging Future: From Ego-system to Eco-system Economies: chapter 8

WEEK 6: GLOBAL MOVEMENT BUILDING

Closing session, reflecting on the journey so far.