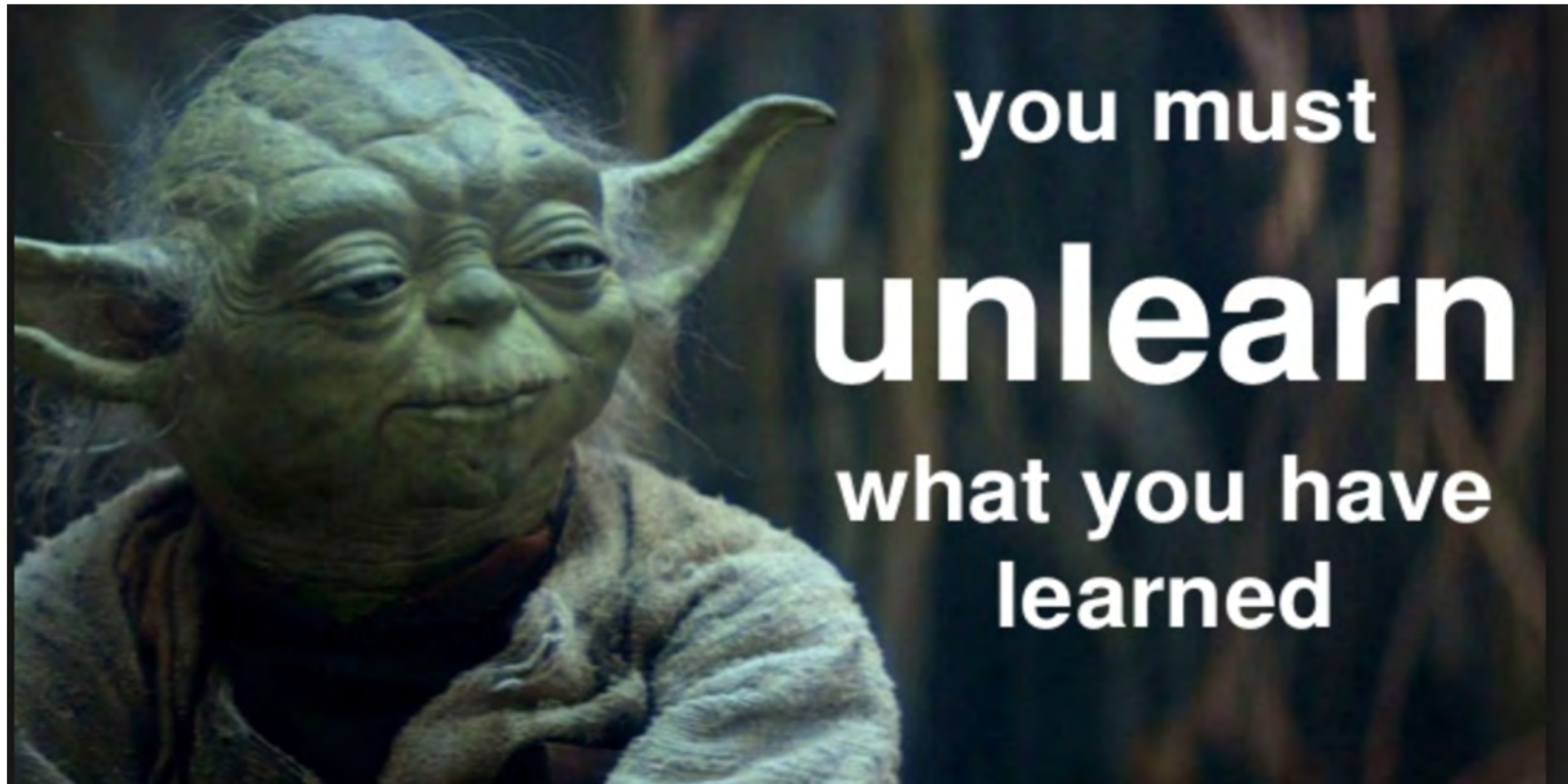


UNLEARNING:

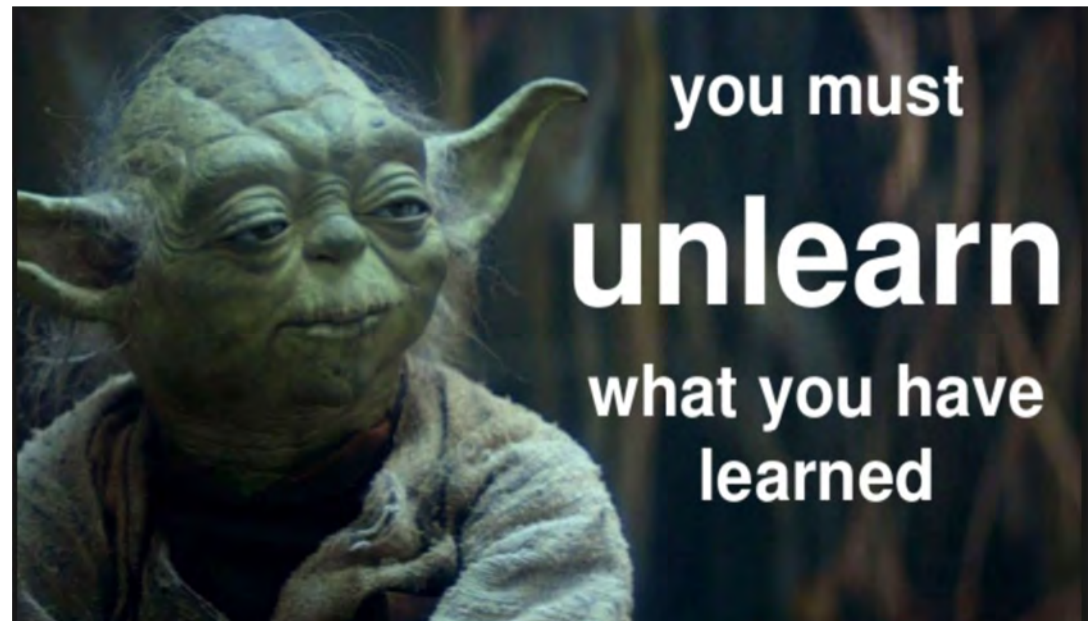
The challenge of cultivating deeper understanding, presence, and openness.

By *Tony V. Zampella* • tony@bhavanalg.com



OVERVIEW

1. META Learning = Three-Dimensional View of Learning
*To expand our notion of learning to include **unlearning***
2. WHOLE View = Four-Dimensional View
*To challenge our idea of **separation**.*
3. MIND = Mapping our Reality
*To surface background **assumptions**.*
4. PRACTICE = Create space by LETTING GO
*The practices to cultivate **space for openness**.*



What's Changed (about change)?

In the last decade the effects of **VUCA** have resulted in:

- 1. Exponential Change:** incredible pace of the *unpredictable*.
- 2. Existential Fear:** greater *uncertainty* – *loss at level of identity*.

These result in greater **Distraction** that *fragments* attention with **Speed & Ambiguity** that fosters BIAS.

This level of ***speed, loss and uncertainty*** finds us *filled with anxiety* and requires a practice of **UNLEARNING** to cultivate **openness**.

“In times of change, those who are prepared to learn will inherit the land, while those who think they already know will find themselves wonderfully equipped to face a world that no longer exists.”

—Eric Hoffer

O V E R V I E W: POSSIBILITIES OF UNLEARNING.

जाने दो

- ✓ Cultivate **non-reactive awareness** to sit with *confusion*.
- ✓ **Release from fixed views** to change with the flow of life to be with *change*.
- ✓ **Soften view of SELF** beyond a fixed, separate identity to sit with *ambiguity*.
- ✓ **Evolve our view of knowledge.** Question assumptions, dissolve outmoded views to be with the *unknown*.
- ✓ **Contemplate death.** Honor the life cycle that allows for *uncertainty*.

Who are YOU in this Inquiry?

- 1- **Trainer-1:** Care about Teacher-Student relationship.
- 2- **Trainer-2:** Concerned with how students interact with coachees.
- 3- **Coach:** Care about coachees with whom you work.
- 4- **Designer:** Concerned with developing programs and curriculum for teaching & learning.

Through each lens you will:
expand awareness
to listen differently
to yourself and
with others.

Mind Full, or Mindful?



Entering this Inquiry

During our time together we will explore three types of content: ***Thoughts, Concepts & Practices***, labeled on each slide as follows:



= Allow Thoughts **to wash over you**. *Be with them* without having to understand or remember them. If there's any "overwhelm," breathe to let it go.



= Engage Concepts **to focus awareness**. If "confusing," capture any insights or questions that support opening up.

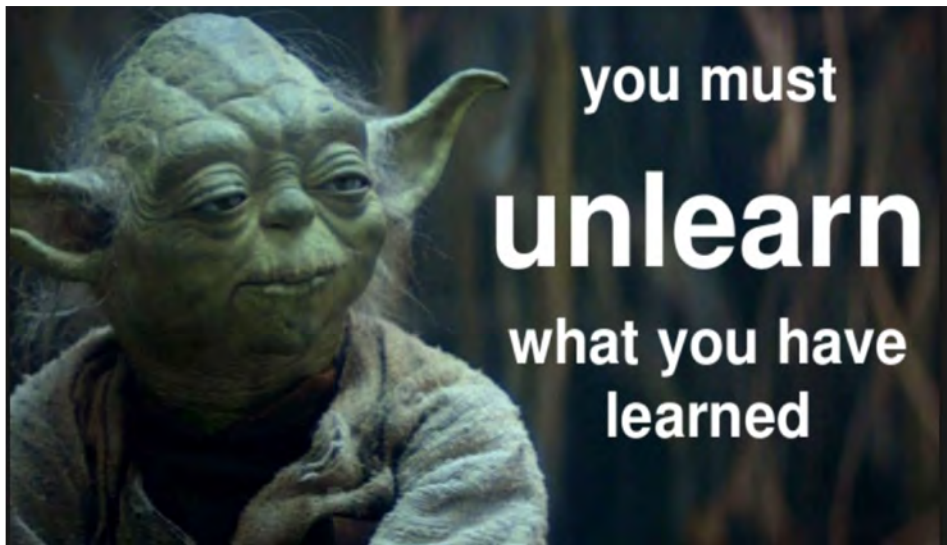


= Reflect on Practices and imagine **using these in your life**, "as-lived."

NOTE: This workshop starts the unlearning process.
The Meta-level can be cloudy at first. Sit with these items.
Find any one to begin your journey into Unlearning.

OVERVIEW

1. **META = Three-Dimensional VIEW of Learning**
2. WHOLE = Four-Dimensional View
3. MIND = Mapping our Reality
4. PRACTICE = Create space for LETTING GO



A journey is called that because you cannot know what you will do with what you find, or what you find will do to you.

—James Baldwin





The Heart Knows • The Mind Believes

—Charles Eisenstein

What are the ***beliefs*** that keep our ***systems*** in place?

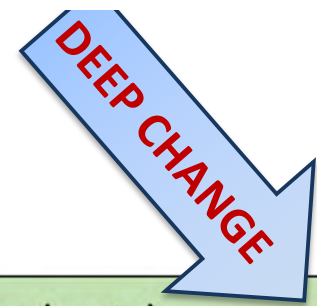
How can we liberate the mind from
its beliefs to ***rediscover*** the heart?



**How can we better
Witness our MIND ...**

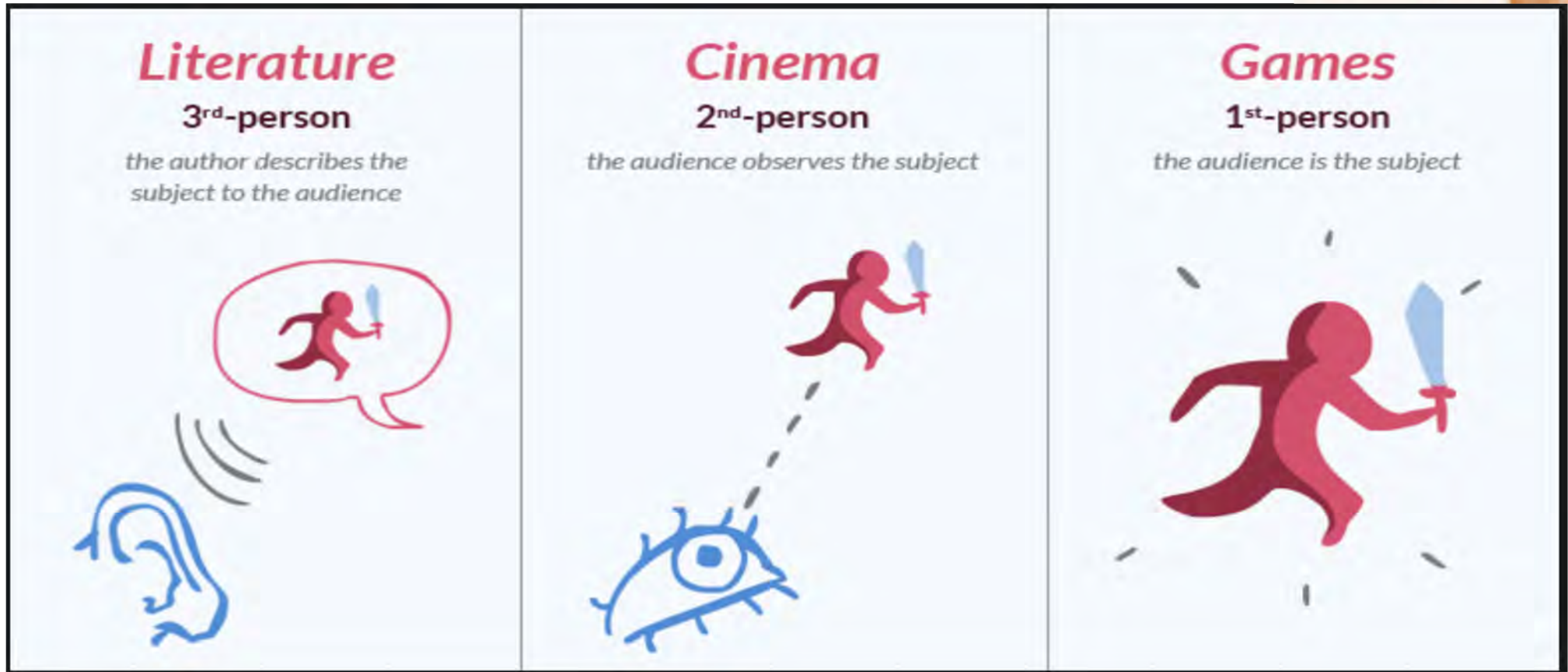
**to become the
Space of Openness
that connects the HEART?**





Modes of Perceiving and Learning	Surface (exterior) WHAT?	Personal (interior) HOW?	Deep (meta) WHY?
Type (paradigm)	EMPIRICAL (Knowing)	EXPERIENTIAL (Doing)	EXISTENTIAL (Being)
Means	Memorization (Study)	Reflection (Discovery)	Intuition (Disclosing)
Modes (of understanding)	STUDY Research/Investigate <i>Scientific Inquiry</i> Rational/Epistemology	DISCOVERY Personal/Participation <i>Action Inquiry</i> Experimentation/Empathy	CONTEMPLATION Phenomenological/ <i>Ontological Inquiry</i> Philosophic Insight/Imagination
Outcomes	Information (Content)	Knowledge (Process) To test/apply information .	Wisdom (Context) – Question knowledge . <i>Deep Understanding</i>
Evidence	Replication	Understanding	Meaning-Making
Attitudes (of learning)	Assertion	Interpretation	Challenge
Inquiry/Developing	To gather information	To process/apply Knowledge	To UNLEARN knowledge
Thinking Models	Problem Solving (linear)	Critical Thinking	Creative thinking
View	Objective aspect: That which is <i>observed</i>	Subjective aspect: That which <i>observes</i>	Witnessing aspect: confirmation of that <i>observing</i>
	3rd-Person (Single-Loop)	2nd-Person (Double-Loop)	1st-Person (Triple-Loop)

Learning of Unlearning



- Third-Person = To sense/perceive + study knowledge
- Second-Person = To understand + experience knowledge
- First-Person = To **Discover** (insights) + **Reflect** (on experiences) + **Inquire** (into blind-spots).

Learning of Unlearning



The following questions by *Peter Senge* suggest that ***learning is a most vulnerable human endeavor***, as it starts with admitting “I DON’T KNOW.”



1- Why do we confront learning opportunities with **fear** rather than **wonder**?

2- Why do we derive our self-esteem from **knowing** as opposed to **learning**?

3- Why do we **criticize** others before we even **understand** them?

Learning of Unlearning



*The challenge of Unlearning involves **letting go**. This process requires cultivating a “**Habit of Questioning**,” which looks different at each dimension of learning.*

THIRD-PERSON

What I know.

*How I know
what I know?*

SECOND-PERSON

*How I **include my BODY & emotions** in what I know?*

*How I include **what they “care”** about in what I know?*

FIRST-PERSON

*Which **context** does this situation reveal?*

***Am I resisting?** What does my resistance reveal?*

Why I question?

*“Even if the people's thinking is superstitious or naive, it is only as they rethink their assumptions **in action** that they can change. Producing and acting upon their own ideas—not consuming those of others.”*

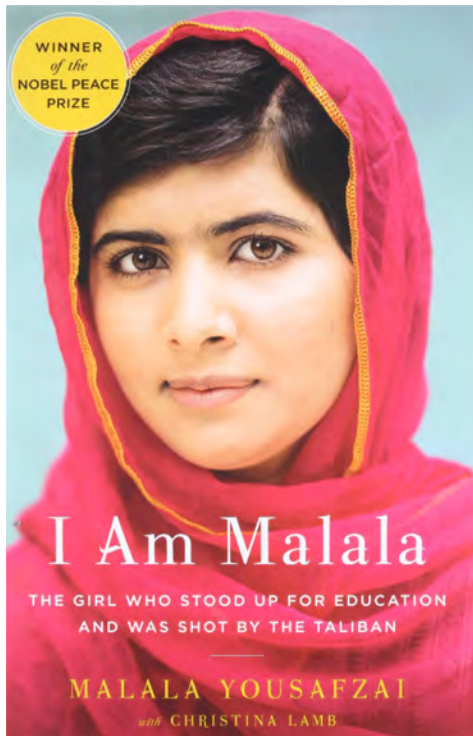
— Paulo Freire, *Pedagogy of the Oppressed*

OVERVIEW

1. META = Learning and Unlearning
- 2. WHOLE = Four-Dimensional View**
3. MIND = Mapping our Reality
4. PRACTICE = Create space for LETTING GO

There are no dangerous thoughts; thinking itself is dangerous.

— Hannah Arendt



Four-Dimensional View



We begin with this question:

What does it mean to be a coach in an interconnected, interdependent world?

Some of this involves holding
Binary Tensions between.

Individual & Collective.

Objective & Subjective.

Exterior & Interior.

Knowledge & Understanding.

To hold these tensions requires a **META THEORY** that
INCLUDES ALL ***views***, ALL ***thinking***, and ALL ***SPACES***.



4-D VIEW

How to use this Model

Each of these **four quadrants** reveals a dimension of any phenomena.

Each discloses either an **interior** or **exterior** *experience* from an **individual** or **collective** *perspective*.

Interior (subjective)

Exterior (objective)

Individual

Collective

<p>1- Upper-Left Quadrant</p> <p>This VIEW reveals the INDIVIDUAL INTERIOR</p> <p>"I" MIND Self • Consciousness <i>I become aware</i></p>	<p>2- Upper-Right Quadrant</p> <p>This VIEW reveals the INDIVIDUAL EXTERIOR</p> <p>"IT" – BODY Brain • Behavior <i>I improve performance</i></p>
<p>3- Lower-Left Quadrant</p> <p>This VIEW reveals the COLLECTIVE INTERIOR</p> <p>"WE" – Culture Shared Values • Discourse <i>We belong & understand</i></p>	<p>4- Lower-Right Quadrant</p> <p>This VIEW reveals the COLLECTIVE EXTERIOR</p> <p>"THEY" – Society/Nature Shared Spaces • Knowledge <i>We fit & produce</i></p>

MEANING - UNDERSTANDING

MATTER - KNOWLEDGE



4-D VIEW



Love and justice are not two. Without inner change, there can be no outer change; without collective change, no change matters.

—Rev. angel
Kyodo Williams.
Black. Woman.
Queer. Zen.

Individual

Collective

Interior (subjective)

Exterior (objective)

Individual	<p>1- Upper-Left Quadrant</p> <p>"I" – Capacity/Intentional</p> <p>MIND (existential) Self • Consciousness Awareness: Interpretation TRUTHFULNESS <i>I become aware</i></p>	<p>2- Upper-Right Quadrant</p> <p>"IT" – Behavioral</p> <p>BODY (empirical) Brain • Nervous System Science: Evidence OBJECTIVE TRUTH <i>I improve performance</i></p>
	<p>3- Lower-Left Quadrant</p> <p>"WE" – Culture</p> <p>COMMUNITY (experiential) Shared Values • Discourse Morals: Ethos JUSTNESS <i>We belong & understand</i></p>	<p>4- Lower-Right Quadrant</p> <p>"THEY" – Society/Nature</p> <p>SOCIAL SYSTEMS (empirical) Shared Spaces • Knowledge Science: Functional Fit EMPIRICAL EVIDENCE <i>We fit & produce</i></p>

MEANING - UNDERSTANDING

MATTER - KNOWLEDGE

SEPARATION Serves to Oppress ...



“You may have heard the talk of diversity, sensitivity training, and body cameras. These are all fine and applicable, but they understate the task and allow the citizens of this country to pretend that there is **real distance** between their **own attitudes** and those of the ones appointed **to protect them.**”

“It is hard to face this. But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth.

You must never look away from this. You must always remember that the **sociology**, the **history**, the **economics**, the **graphs**, the **charts**, the **regressions** all land, with great violence, upon the body.”



—Ta-Nehisi Coates

“Disembodiment is a kind of **terrorism**, and the threat of it alters the orbit of all our lives and, like terrorism, this distortion is **intentional.**”



BEING WHOLE Requires Integrating 4 Views

Note about Left Side vs Right Side

WE ARE TRAINED TO:
SEPARATE & REDUCE items as *predictable* & *controllable*.

We act on Right Side Evidence," and dismiss, and Left-Side Meaning.

INVITATION:

To clarify LEFT-SIDE assumptions and meaning-making, takes time, interest and willingness to *be with confusion* to evolve understanding.

Individual

Collective

<p>1- Upper-Left Quadrant "I" – Capacity/Intentional MIND • Consciousness self-identity • mindsets • emotions • views • values implicit bias • blind-spots</p> <p><i>I become aware</i> First-Person Learning</p>	<p>2- Upper-Right Quadrant "IT" – Behavioral BODY • Brain • Action practical • competency action • terms • study • KPI's • goals • skillsets</p> <p><i>I improve performance</i> Third-Person Learning</p>
<p>3- Lower-Left Quadrant "WE" – Culture COMMUNITY Shared Values • Discourse</p> <p>group identity • stories • mutual understanding • ideology • historic contexts</p> <p><i>We belong - shared experiences</i> Second-Person Learning</p>	<p>4- Lower-Right Quadrant "THEY" – Society/Nature SOCIAL SYSTEMS Shared Spaces • Knowledge</p> <p>systemic bias • ecology tech • media • laws institutions • economics</p> <p><i>We fit - produce</i> Third-Person Learning</p>

Interior (subjective)

Exterior (objective)



**NOTE about
Left Side vs Right Side**

Society PULLS Us To:

1- Reduce Meaning (LEFT) to Material (RIGHT).

2- Prize Knowledge over Understanding. *Knowing systems* is different from *understanding culture*.

3- To access the LEFT-SIDE requires focusing on PRACTICES such as:

1. clear **observing**,
2. critical **reflection**
3. and deep **inquiry**.

Interior (subjective)

Exterior (objective)

Individual

1- Upper-Left Quadrant

"I" – Capacity/Intentional

MIND • Consciousness

self-identity • mindsets • emotions • views • values implicit bias • blind-spots

I become aware

First-Person Learning

Starbucks to Close 8,000 U.S. Stores for Racial-Bias Training After Arrests



Third-Person Learning

Collective

3- Lower-Left Quadrant

"WE" – Culture

COMMUNITY

Shared Values • Discourse

group identity • stories • mutual understanding • ideology • historic contexts

We belong - shared experiences

Second-Person Learning

The New York Times

Sephora Will Shut Down for an Hour of Diversity Training Tomorrow

In April, R&B star SZA said a Sephora employee called security to monitor her. Now the makeup store will take an hour off to address diversity and inclusion.



Third-Person Learning

MEANING- UNDERSTANDING

MATTER- KNOWLEDGE



Solving Police Brutality.

... putting body cameras on police officers (4- lower right)...

... to record and change behavior (2- upper right)...

Interior (subjective)

Exterior (objective)

Individual

1- Upper-Left Quadrant

"I" – Capacity/Intentional

MIND • Consciousness
self-identity • mindsets • views • values
implicit bias • blind-spots

I become aware
First-Person Learning

2- Upper-Right Quadrant



I improve performance
Third-Person Learning

Collective

3- Lower-Left Quadrant

"WE" – Culture

COMMUNITY

Shared Values • Discourse

group identity • stories
• mutual understanding • ideology • historic contexts

We belong - shared experiences
Second-Person Learning

4- Lower-Right Quadrant



We fit - produce
Third-Person Learning

MEANING- UNDERSTANDING

MATTER- KNOWLEDGE



Solving Police Brutality.

... putting body cameras on police officers (4- lower right)...

... to record and change behavior (2- upper right)...

... **RATHER THAN** dealing with racial anxieties (1- upper left)...

... that form the **Police culture** (3- lower left) and **drive actions** (2- upper right) ...

... along with **using technology** (4- lower right).

Interior (subjective)

Exterior (objective)

Individual

1- Upper-Left Quadrant



I become aware
First-Person Learning

2- Upper-Right Quadrant



I improve performance
Third-Person Learning

3- Lower-Left Quadrant



We belong - shared experiences
Second-Person Learning

4- Lower-Right Quadrant



We fit - produce
Third-Person Learning

Collective

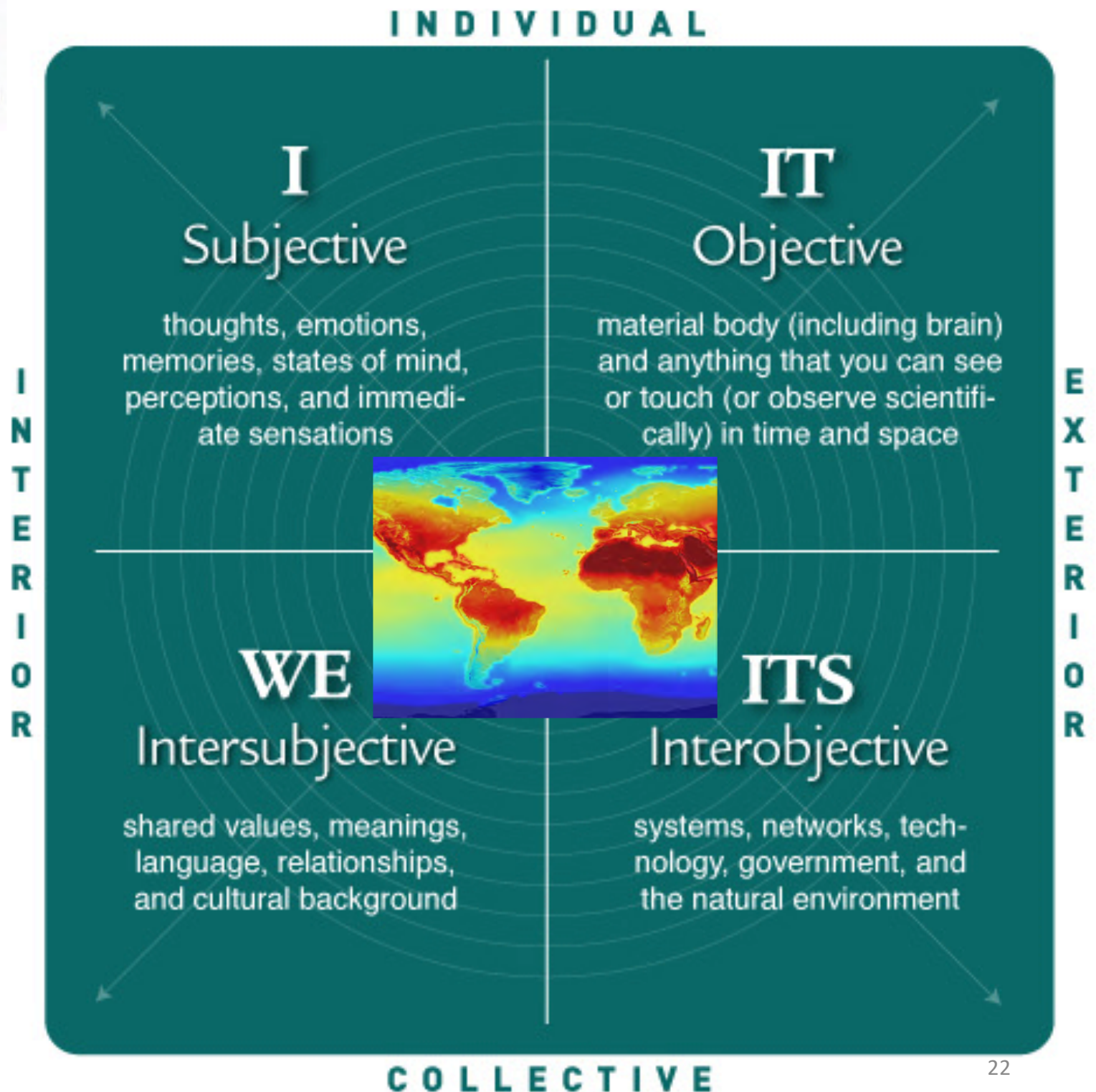
MEANING- UNDERSTANDING

MATTER- KNOWLEDGE

19

EXERCISE:
Consider your solutions to **Climate Change**.

In which **Quadrant** do they fit?



EXERCISE:
Consider your solutions to Climate Change.

In which **Quadrant** do they fit?





“If a lion could talk, we should not be able to understand him, because the **LANGUAGE** games of lions are too different from our own to **permit understanding.**”

To communicate with a social tribe, **LISTEN** to how they play with language.

—Wittgenstein

Understanding the effects of **Human BIAS** requires Learning how it shows up in each of the **four quadrants. WHERE IS YOUR FOCUS?**

<p>1- "I" – Intentional</p> <p>MIND Consciousness</p> <p>IMPLICIT BIAS/ cultural humility <i>Increase awareness to shift mindset/perspective.</i></p>	<p>2- "IT" – Behavioral</p> <p>BODY Brain • Action</p> <p>DISCRIMINATION/ cultural competency <i>Increase knowledge to alter behavior.</i></p>
<p>3- "WE" – Culture</p> <p>COMMUNITY Shared Values • Discourse</p> <p>GROUP IDENTITIES contextual awareness <i>Mutual understanding for shared experiences.</i></p>	<p>4- "THEY" – Society</p> <p>SYSTEMS Shared Spaces • Knowledge</p> <p>SYSTEMIC BIAS/ structural racism <i>Create systems/institutions to shift priorities, power.</i></p>

Interior (subjective)

Exterior (objective)

Individual

Collective

Understanding the effects of **Human BIAS** requires Learning how it shows up in each of the **four quadrants**. **WHERE IS YOUR FOCUS?**

Lower Left and Emerging Discourse

BLM, Me Too, Times Up, Climate, Social, BIPOC, and Economic Justice, LGBTQ, Culture wars, Pronouns, Reverse Discourse, etc.

Issues of bias are **socially constructed** in language.

Q3 is about **MEANING**: to **reveal & express** different kinds of experiences.

We grow and evolve a **new shared understanding**.

<p>1- "I" – Intentional</p> <p>MIND</p> <p>Consciousness</p> <p><i>Increase awareness to shift mindset/perspective.</i></p> <p>Color of my mind/heart</p>	<p>2- "IT" – Behavioral</p> <p>BODY</p> <p>Brain • Action</p> <p><i>Increase knowledge to alter behavior.</i></p> <p>Color of my skin/action</p>
<p>3- "WE" – Culture</p> <p>COMMUNITY</p> <p>Shared Values</p> <ul style="list-style-type: none"> • Discourse <p><i>Mutual understanding for shared experiences.</i></p> <p>Color of us and them</p>	<p>4- "THEY" – Society</p> <p>SYSTEMS</p> <p>Shared Spaces</p> <ul style="list-style-type: none"> • Knowledge <p><i>Create systems/institutions to shift priorities, power.</i></p> <p>Color of the law/tech</p>

Individual

Collective

Interior (subjective)

Exterior (objective)



Where to I Focus? (on all of it)

Interior (subjective)

Exterior (objective)

Individual

Collective

1- Upper-Left Quadrant
"I" – Capacity/Self
MIND

2- Upper-Right Quadrant
"IT" – Behavioral
BODY

First-Person Learning

Third-Person Learning

3- Lower-Left Quadrant
"WE" – Culture/Discourse
COMMUNITY

4- Lower-Right Quadrant
"THEY" – Society/Nature
SOCIAL SYSTEMS

multiculturalism, pluralism,
postmodernism, worldviews,
corporate culture, shared values
ALIGN DISCOURSES

systems theory, systems analysis,
techno-economic modes,
communication networks.
ALLOCATE RESOURCES

Second-Person Learning

Third-Person Learning

MEANING - UNDERSTANDING

MATTER - KNOWLEDGE

NOTE About
Emerging Spaces
in **Lower Left**

*Intersubjective
Spaces:*

subjective self to
subjective reality.

We reduce the
Culture (Q3) to
"Fit into" **Society**
(Q4).

Allocating
Resources vs
Aligning
Discourses.



Four-Dimensional View of Bias and Oppression.

Interior (subjective)

Exterior (objective)

Individual

Collective

1- Upper-Left Quadrant
"I" – Capacity/Self

MIND

How I PERCEIVE my Bias, and privilege, and increase awareness of my emotions?

First-Person Learning

2- Upper-Right Quadrant
"IT" – Behavioral

BODY

How am I treated? How do I ACT in face of Bias? How do I own my impact and/or personal agency?

Third-Person Learning

3- Lower-Left Quadrant
"WE" – Culture/Discourse

COMMUNITY

How do Worldviews and histories impact the way Bias, Culture & Justice are understood?

Second-Person Learning

4- Lower-Right Quadrant
"THEY" – Society/Nature

SOCIAL SYSTEMS

How does Structural Bias impact society's institutions, laws, and direction?

Third-Person Learning

MEANING - UNDERSTANDING

MATTER - KNOWLEDGE

INQUIRY

1. Which quadrant do you feel most comfortable?

2. Into which quadrant(s) might you expand or grow?



EXPLORE a Four-Dimensional View COACHING.

Interior (subjective)

Exterior (objective)

Individual

Collective

1- Upper-Left Quadrant
"I" – COACHING MINDSET
MIND

What does it mean to be a coach?
 What is my coaching sensibility or identity?

First-Person Learning

2- Upper-Right Quadrant
"IT" – COACH COMPETENCY
BODY

What is coaching Excellence?
 How does coaching impact behavior?

Third-Person Learning

3- Lower-Left Quadrant
"WE" – COACHING DISCOURSE
COMMUNITY

What is the culture of coaching?
 What are the conditions for a coaching culture?

Second-Person Learning

4- Lower-Right Quadrant
"THEY" – COACH RESOURCES
SOCIAL SYSTEMS

How does coaching serve society?
 How does coaching impact institutions?

Third-Person Learning

MEANING - UNDERSTANDING

MATTER - KNOWLEDGE

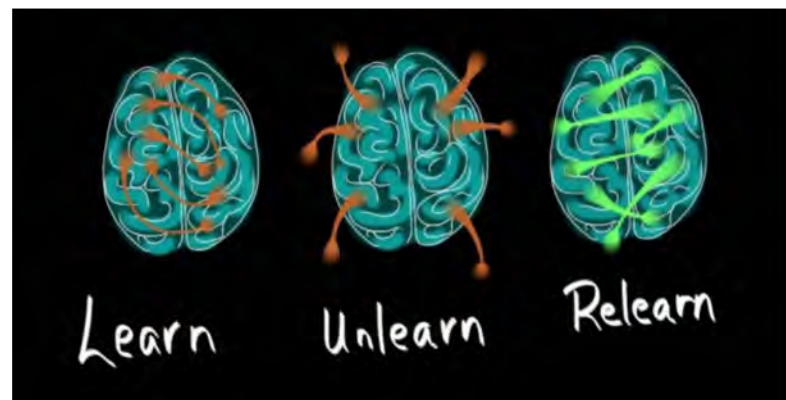
INQUIRY

1. Where do you focus coaching, programs, and training?

2. Where do ICF Competencies live? Where is their impact?

OVERVIEW

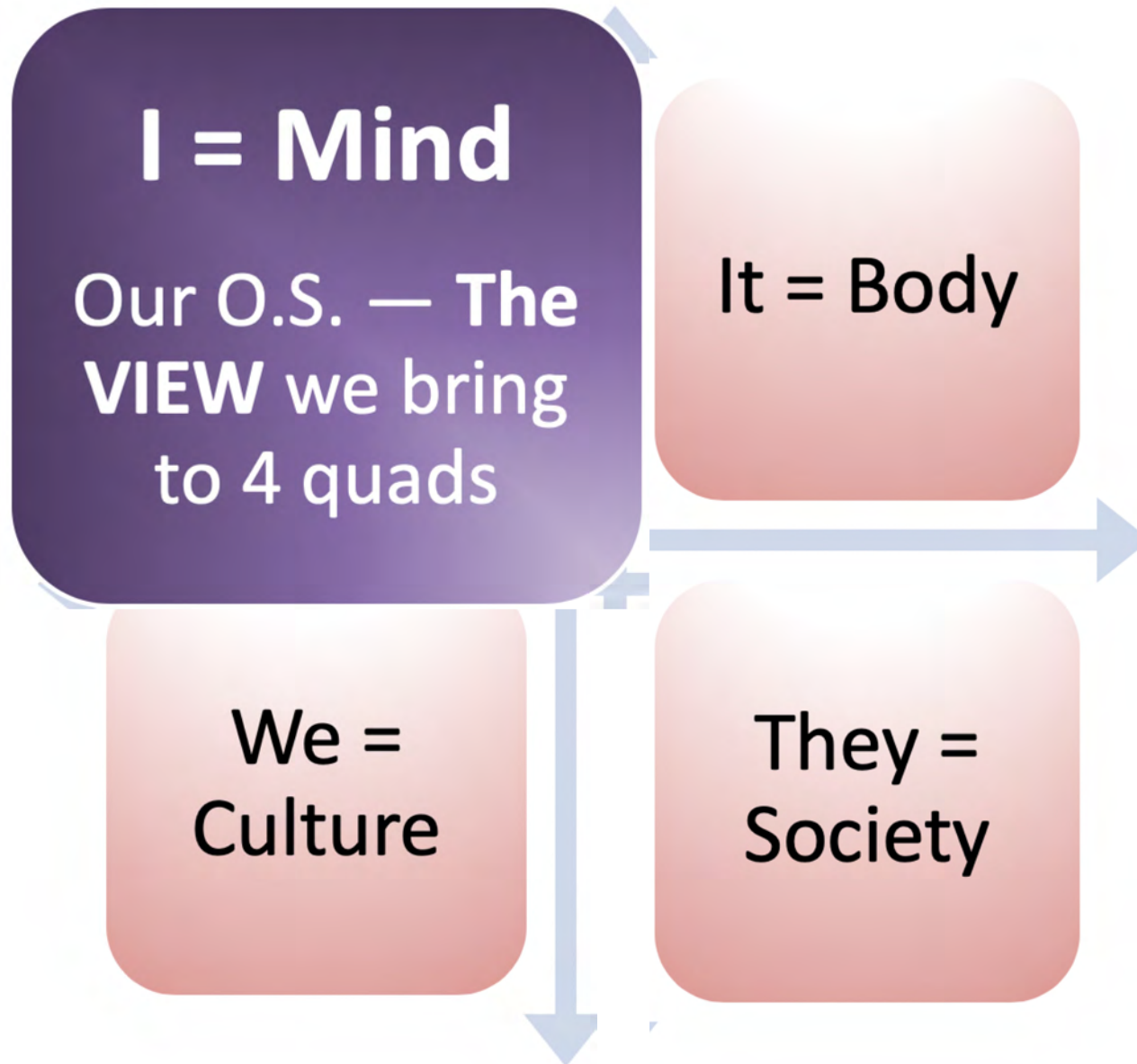
1. META = Learning and Unlearning
2. WHOLE = Four-Dimensional View
3. **MIND = MAPPING** *our Reality*
4. PRACTICE = Create space for LETTING GO



Lifelong learning is never finished, and achieving the mindset isn't easy, because the **existing bias toward competence** makes it socially unattractive. It requires us to acknowledge that we don't know enough on our way to learning more.

—**Seth Godin**

Our Operating System

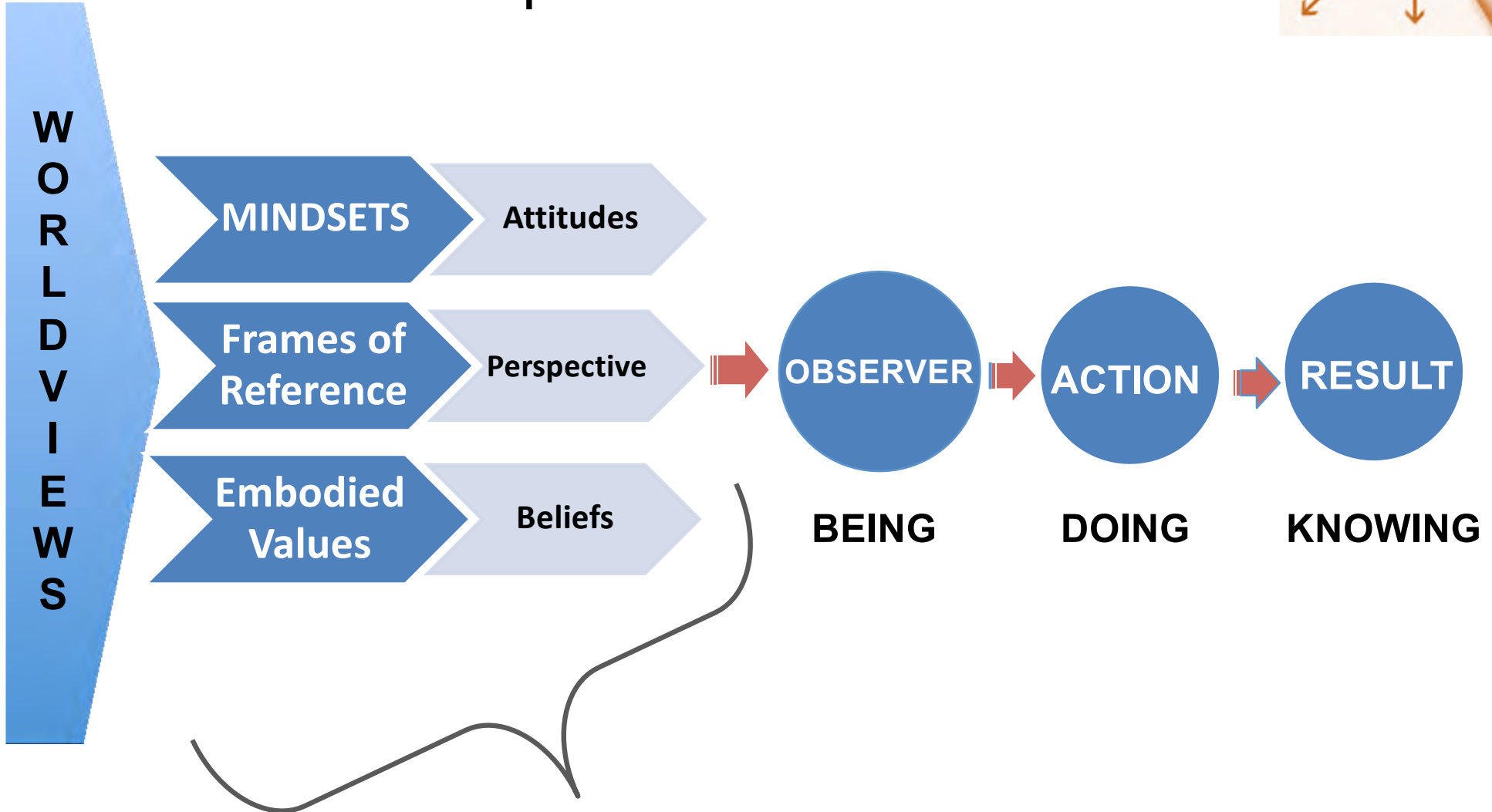


If we ... listen with an open mind and an open heart, the rain of the Dharma will penetrate the soil of our consciousness.

—Thich Nhat Hanh



Relationship between Contexts



**AUTOMATIC LISTENING/
Habitual
Conditioning**

What it means to be a coach in an interdependent world requires we REVISIT LISTENING from an intersubjective space.

We act as if our listening is an empty vessel, as if we hear exactly what is being said with no distortion.

By “listening” we include all of the ways through which we perceive and get to know our world.

Listening is Access to Context. (From Intersubjective space)

Consider that our our listening shapes the context we bring to the situation.

- We come to every situation already listening in particular ways.
- Our ***perceptions, actions*** and **results** are shaped by the listening we bring to each situation.
- **We don't have to change or fix it;** just notice and become aware of it.

Listening that Shapes Context



A tree is a tree – at least to our MAPS

Listening that Shapes Context

When Does a Tree Disrupt our MAPS



INVITATION

Stay (be) with
something long
enough to

DISSOLVE your
MAPS.

Open yourself
newly to your
world.

Mapping our World



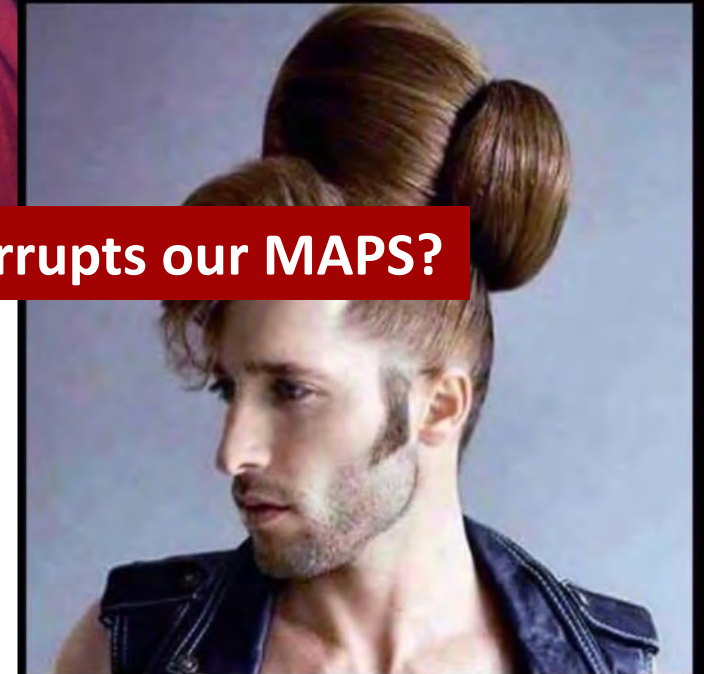
What confirms our MAPS

Mapping our World



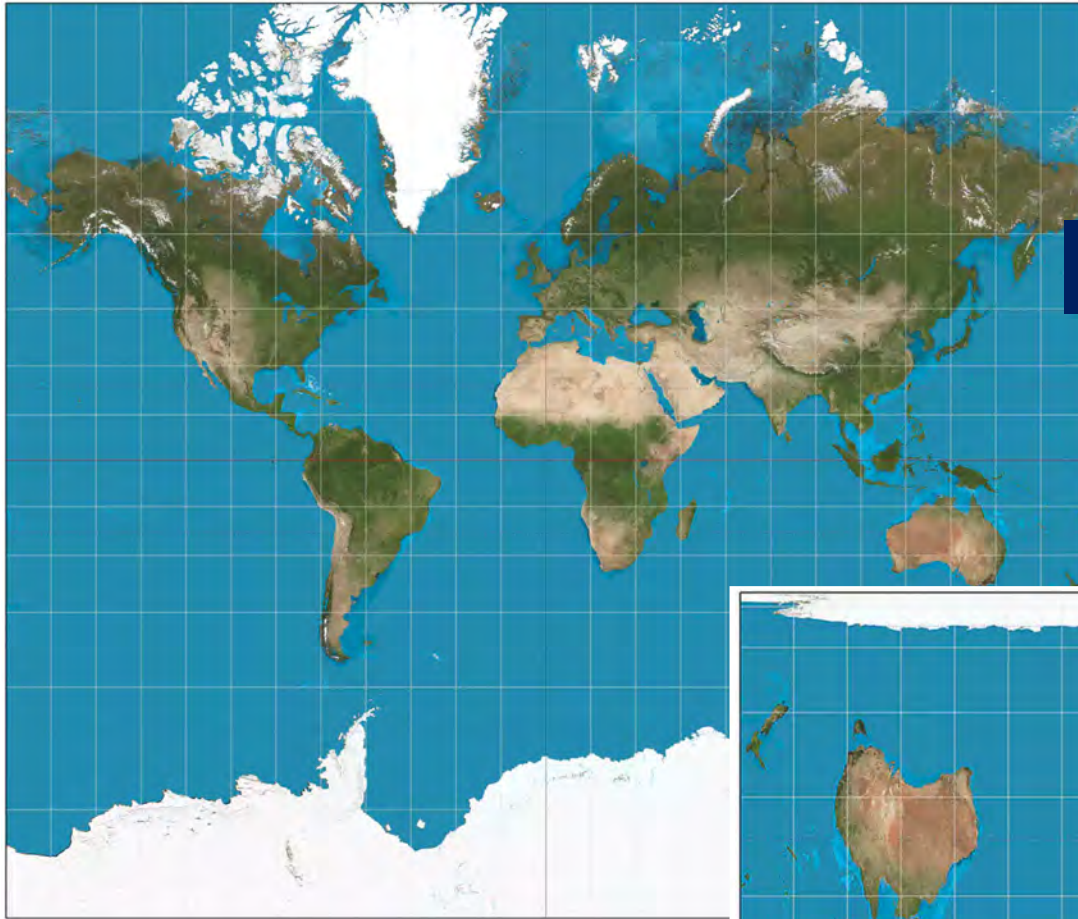
Say goodbye to the Man Bun.

What Interrupts our MAPS?



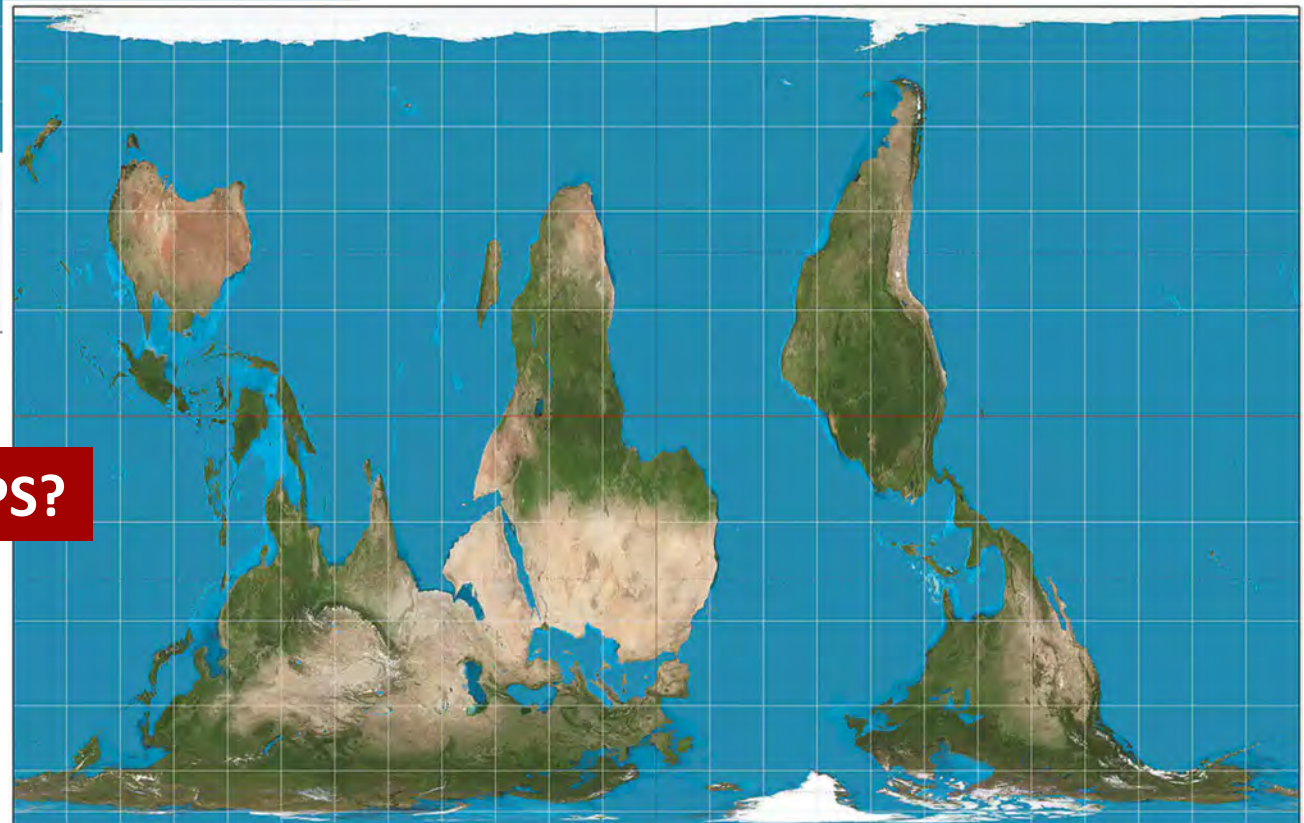
Say hello to the He-Hive.

Mapping our World



What confirms our MAPS?

What Interrupts our MAPS?



Mapping our World



What confirms our MAPS?



What Interrupts our MAPS?



Contexts that Shape Reality



We are steeped in concealed assumptions that reinforce our MAPS.

- Contextual awareness recognizes the *listening* that keeps MAPS for *power* AND *bias* in place.
- Understand how *speed* and *ambiguity* trigger *bias, which* confuses and encourages fear.
- When people feel threatened, they **can't listen** and therefore can't learn or change.
- People want to *feel heard* before they can **open their minds** to other people's points of view.

Contexts that Shape Reality



We will introduce 3 pervasive VIEWS that **shape our lives and support “oppressive cultures.”** These views also **impede learning cultures.**

What is the connection between a learning culture and issues of BIAS or OPRESSION?

Per Peter Senge:

“Building learning organizations is not an individual task. It demands a shift that goes all the way to the core of our culture.”

“The changes ... penetrate the bedrock assumptions and habits of our culture as a whole.”

- Notice any **fear, entitlement** and **lack of accountability** that preserves power in these views.

MAPPING “Oppressive” Cultures



A- FRAGMENTED VIEW

- Humankind has succeeded in conquering the physical world and developing scientific knowledge by adopting *analytical* method.
- We study components in isolation to understand problems. We specialize in parts without appreciating the whole.



B- COMPETITIVE VIEW

- Overemphasis on competition and winning makes *looking good* or achieving status more important than *being good*.
- Human potential is viewed as hyper-individualistic: *self-reliance*, *self-sufficient*, and *self-responsibility*.
- The resulting fear of looking bad or foolish is an enemy of learning.



C- REACTIVE VIEW

- Reinforced since childhood, we solve problems identified by others, read what is assigned, and write what is required to cultivate a sense of “rightness.”
- Being accepted (or right) becomes more important than being ourselves.

*With the **Worksheet** in front of you, review the three worldviews to locate yourself as follows:*

Observe:

1. Notice any automatic thoughts (MAPS) in your **listening?**
2. Why is this inquiry important as a **coach-trainer?**

Reflect on:

1. Body: What feelings, thoughts, emotions, judgements, or opinions are arising?
2. Power: as kept in place with *fear, entitlement* and lack of *accountability*.

MAPPING “Oppressive” Cultures



A- FRAGMENTED VIEW

- We specialize in parts without appreciating the whole.
- **Looking deeply beyond content to discover context.**

Attitudes, Values, Beliefs:

1. Quantity Over Quality
2. Either/Or Thinking
3. Belief in Objectivity



B- COMPETITIVE VIEW

- Overemphasis on competition makes *looking* good or achieving more important than *being good*.
- **Sitting with confusion and the unknown to dissolve control.**

4. Perfectionism
5. Individualism
6. Meritocracy
7. Power Hoarding



C- REACTIVE VIEW

- Being accepted (or right) becomes more important than being ourselves.
- **Evolve problem-solving mentality (being right) to an inquiry-insight view (being open).**

8. Defensiveness/Right to Comfort
9. Sense of Urgency
10. Paternalism
11. Fear of Open Conflict

FRAGMENTED VIEW

QUANTITY OVER QUALITY

The way organizational resources focus on producing measurable goals.

EITHER/OR THINKING

The view that information is framed as either/or, good/bad, right/wrong, us/them.

OBJECTIVITY

Strong belief in the notion of being objective.

NOTE: Review these items in detail on the second slide deck.

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COMPETITIVE VIEW

PERFECTIONISM

The attitude that mistakes should not exist. And the concern with our “ideal” image that finds us controlling situations and hiding problems.

INDIVIDUALISM

The belief we are unique and separate selves; that if something is going to get done right, then I have to do it.

POWER HOARDING

The assumption that power is seen as limited, with little, if any, value for sharing it.

MERITOCRACY

Belief that everyone has had the same access and opportunities.

NOTE: Review these items in detail on the second slide deck.

REACTIVE VIEW

DEFENSIVENESS/RIGHT TO COMFORT

Criticizing those with power is viewed as threatening and inappropriate. People respond to new or challenging ideas with defensiveness.

SENSE OF URGENCY

Belief that urgency is necessary to succeed or to achieve.

PATERNALISM

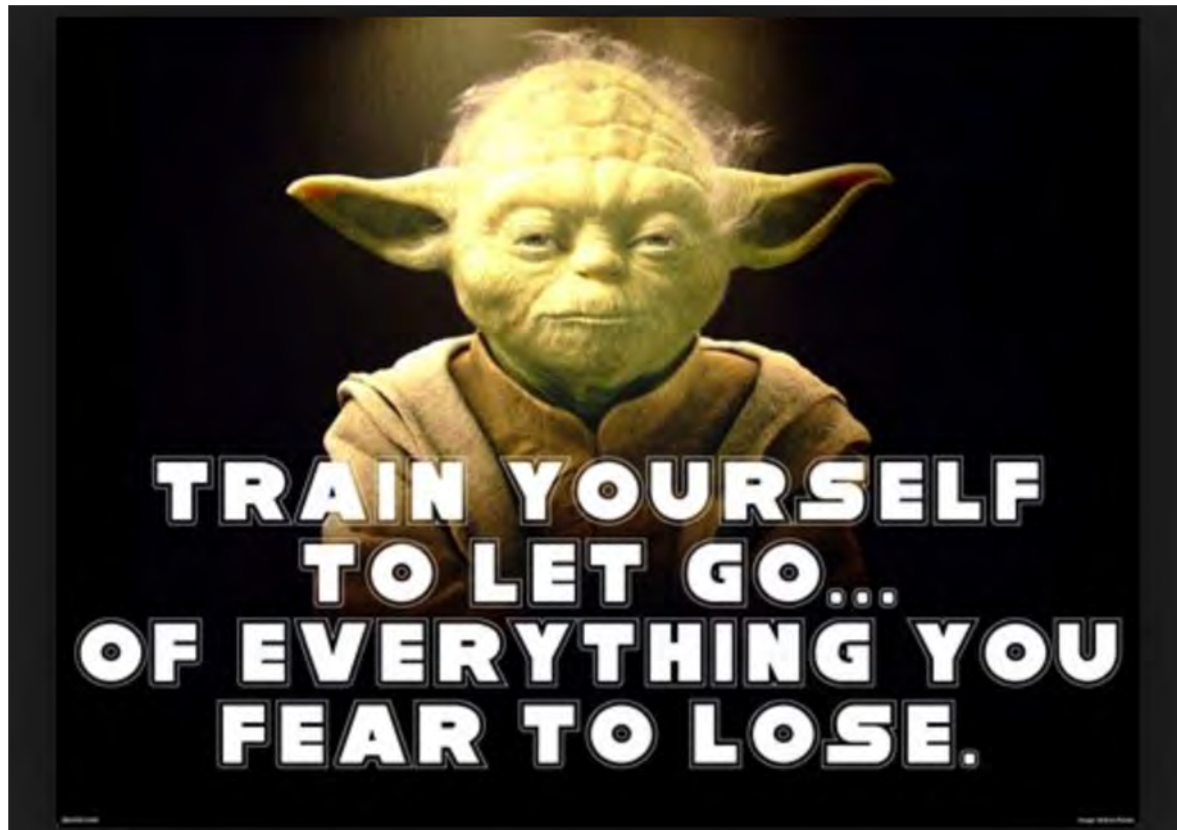
Those with power often believe they can make decisions in the interests of those without power.

FEAR OF OPEN CONFLICT

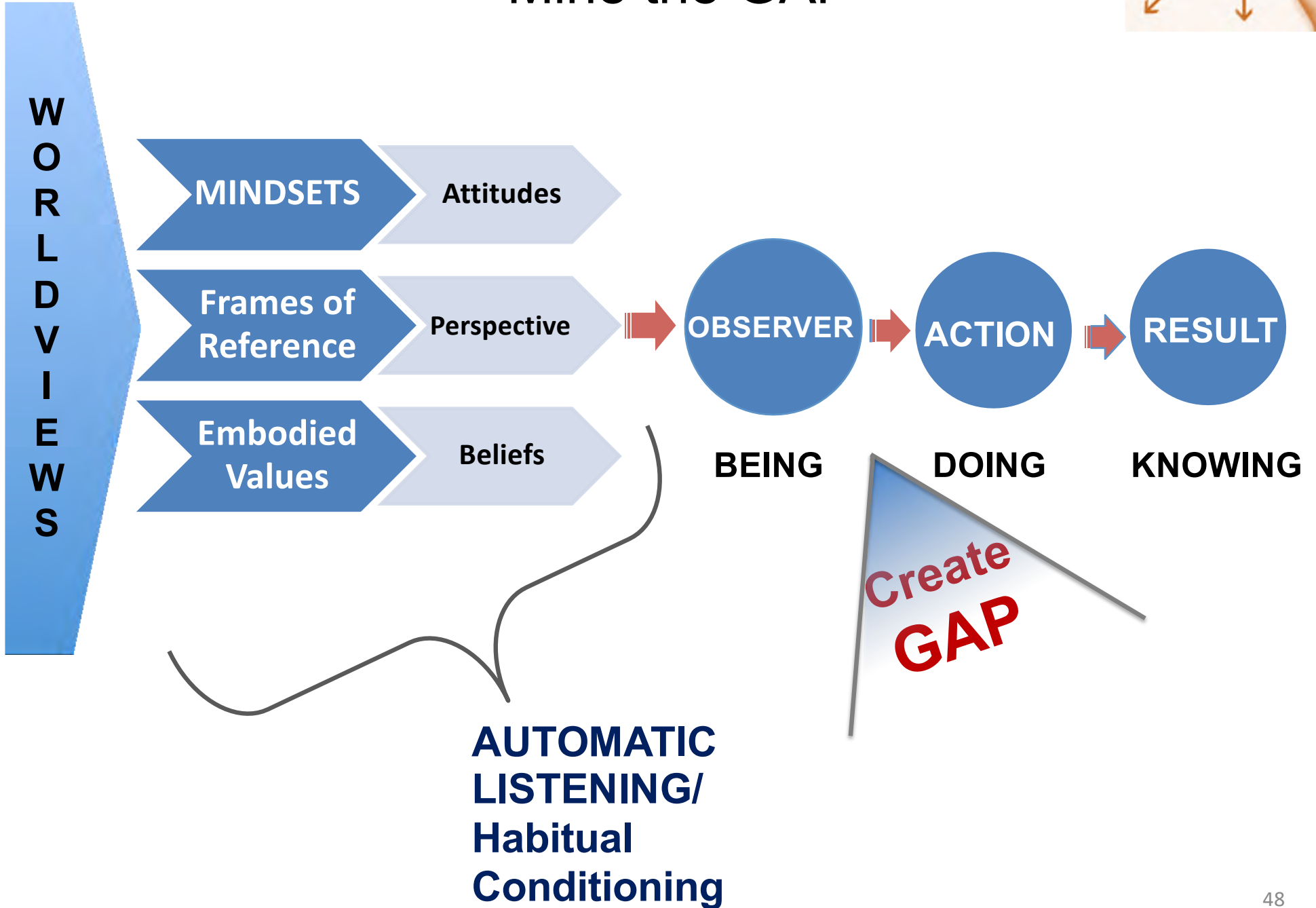
The assumption that equates raising difficult issues with being impolite, rude, or out of line.

OVERVIEW

1. META = Learning and Unlearning
2. WHOLE = Four-Dimensional View
3. MIND = Mapping our Reality
4. **PRACTICE = Create Space for LETTING GO**



Mine the GAP



Mine the GAP



Practice a regular PAUSE between **Observations/Opinions** and **Speech/Action**. To create this space of allowing and “nothingness” requires sitting **in the GAP**.

NOTE: Unlike Right-Side competencies, LEFT-SIDE has practices, such as: *Observing, Reflecting and Inquiry*.

Observing (NOTICING),

- Notice the **body**: sensations, emotions; connect to breathing.
- Notice any **listening filters** evoked by the situation.
- When questioned: notice judgements, fear, or threats.

Reflecting (INITIAL QUESTIONING),

- Consider a 4D View, to expand beyond any single quadrant.

Inquiry (BREAKING OPEN),

1. Who am I being: Body, Emotions, in Language (self-talk)?
2. Where is my attention at this time? Name any Fear.

Mine the GAP



Creating a pause or gap of “allowing” invites the *unknown*.

We become empty vessels to receive the world fully.

In the space of “allowing” silence and stillness, we venture beyond our MAPS and become vulnerable.

In this space, we reinforce a **Fundamental Error**: that my subjectivity is a solid, separate, entity that needs to be defended with:

- **Good Shielding.** (Defense mechanisms)
- **Best Methods.** (Coping strategies)

In this space of vulnerability, emotions arise that reveal threats or fear of “others.”

The most pervasive of these emotions is GUILT, which can reinforce our MAPS, and is often not fully distinguished.

GUILT v. REMORSE



- **Guilt** is a feeling of judging yourself for having done something that you believe is wrong, against *an ideal version of yourself*.
- **Guilt** indicates that the ego-wounded self is in charge, trying to *control the outcome* of things with self-judgment.
- **Guilt** find us stuck in a churning self-hatred.
- **Guilt** comes from your ego *mind*.
- **Remorse** acknowledges the situation and any pain you have created.
- **Remorse** indicates that a major change has taken place within you — a shift in intention from *controlling to learning*.
- **Remorse** allows for forgiveness to release and to move on.
- **Remorse** comes from your *heart*.

Healthy Remorse



Healthy Remorse involves three dimensions

- 1) ACKNOWLEDGE the *impact* of my actions;
- 2) UNDERSTAND and realize the *impact* of my actions; and
- 3) request FORGIVENESS: *if relevant* from those impacted, *and always from myself*.

Unlike Guilt, **Healthy REMORSE** comes from true **empathy** for the pain the other person is feeling because of your actions.

How do we relate to *Empathy*?



On Emotional Wisdom.

Stress is fed through *unawareness* and *inattention*, and is strengthened when we feel a strong sense of “I,” “us,” or “them.”

—*Ruth King*.

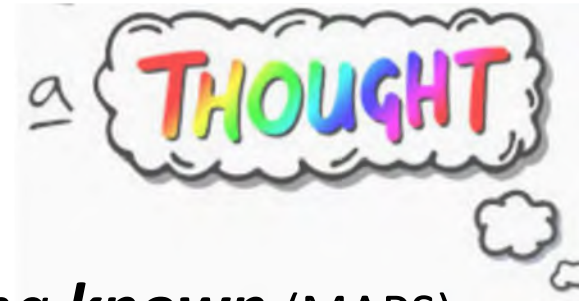
Empathy-Deficit



Introduced in late 1800s, the word **empathy** referred to the capacity to ***imagine oneself in a situation with another***, experiencing the emotions, ideas, or opinions of ***another person***.

- We currently suffer from an ***empathy deficit***.
- Missing from the discussion on empathy is a focus on the ***imagination*** – to conceive of realities beyond our MAPS.
- **Imagination** moves us beyond the **guilt** or focus on our self.
- How can we include ***imagination*** as part of our teaching or programs?

Imagination



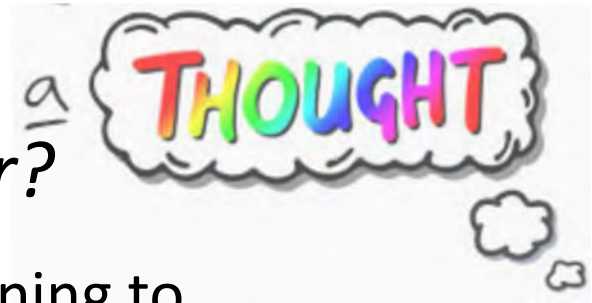
To cultivate imagination ...

1. *Avoid turning something **new** into something **known** (MAPS).*
2. *Shift from a focus on **problem-solving** (controlling) to questioning and discovery (learning).*
3. Allow what emerges by living in the question.
4. Reframe terms and concepts into vivid stories that reveal truthful moments.
5. Consider possibilities from openness, free of fixed views or fears.
 - In what areas of my life have I closed off possibility?
 - Where do my expectations kill possibilities or surprises?
 - What does X look like from their point of view?

O-B-R-I

Practice sitting in the UNKNOWN (gap) invites openness and possibility.

OBSERVE	BRACKET (Let Go)	REFLECT	INQUIRE/IMAGINE
<p>What's Happening right here/now?</p>	<p>Let Go of Expectations or MAPS (of Self)</p>	<p>What concerns emerge?</p>	<p>Question Attachments to release.</p>
<p>What's Arising:</p> <ol style="list-style-type: none"> 1. Sensations/feelings. 2. Emotions/Thoughts 3. Threats/Fear 	<p>Defensive Self: To BE my Ideal Self.</p> <p>Protective Self: To KNOW better.</p> <p>Controlling Self: To CARE the way I should.</p>	<p>Observe Impact of my thought(s), action(s)?</p> <p>What am I afraid of losing?</p> <p>Reflect on any Guilt: what is it pointing to?</p>	<ol style="list-style-type: none"> 1. What identity/self does it threaten? 2. What "assumptions" or expectations have I discovered? 3. Which belief can I release?
<p>Name fear, emotions or thoughts.</p> <p>→ Pause/Create space.</p>	<p>Allow for ignorance, "<i>I don't know ...</i>"</p> <p>→ Pause/Create space.</p>	<p>Acknowledge REMORSE.</p> <p>→ Pause/Create space.</p>	<p>What insights or connections can I imagine?</p> <p>Where can I direct a conversation?</p>



REVIEW: Which area to explore further?

1. **DEEP LEARNING** = Cultivate First-Person Learning to **Discover** (insights) + **Reflect** (on experiences) + **Inquire** (into assumptions and expectations).
2. **WHOLE VIEW** = Expand your view beyond any single quadrant or the right side. Unlearn “separation and reduction” by including a **Four-Dimensional View**.
3. **MIND** = Identify **Reflexive Listening** and “observations” that MAP our Culture. **Identify Worldviews** that keep power and bias in place.
4. **PRACTICE** = **Create GAP** between *observation* and *action* to be with what emerges and what to let go. Dissolve Guilt for Remorse; cultivate Imagination and practice **O-B-R-I**.

Resources

1. **Michelle Alexander**, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*
2. **James Baldwin**, *The Fire Next Time*.
3. **Don Beck**, (a) *Spiral Dynamics: Mastering Values, Leadership and Change*; (b) *Spiral Dynamics in Action: Humanity's Master Code*
4. **Ta-Nehisi Coates**, (a) *Between the World and Me* (b) *We were Eight Years in Power*
5. **Robin DiAngelo**, *White Fragility: Why It's So Hard for White People to Talk About Racism*
6. **Jennifer L. Eberhardt PhD.** *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*.
7. **Paulo Freire**, *Pedagogy of the Oppressed*.
8. **Anand Girdiharadas**, *Winners Take All*.
9. **Thich Naht Hahn**, (a) *The Heart of The Buddha's Teachings*, (b) *Communications*, (c) *Interbeing*,
10. **Ibram X. Kendi**, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*.
11. **Ethan Nichern**, *The Road Home: A Contemporary Exploration of the Buddhist Path*
12. **Peter Senge**, (a) *Heart of a Community of Learning*, with Fred Koffman, (b) *Fifth Discipline*, (c) *Presence*
13. **Otto Scharmer**, (a) *Theory U: Leading from the Future as It Emerges*, (b) *The Essentials of Theory U: Core Principles and Applications*
14. **Ken Wilber**, (a) *Sex Ecology and Spirituality*, (b) *Integral Buddhism*.
15. **Rev. angel Kyodo Williams**, (a) *Radical Dharma: Talking Race, Love, and Liberation*; with Lama Rod Owens, Jasmine Syedullah Ph.D. and (b) *Being Black*.
16. **Tim Wise**, *White Like Me, Reflections on Race from a Privileged Son*

Resources

The [Trevor Project: statics on LGBT Suicide rates](#)

From [Dismantling Racism: A Workbook for Social Change Groups](#), *The characteristics of white supremacy culture* by Kenneth Jones and Tema Okun, ChangeWork, 2001

Showing up for racial Justice: <https://www.showingupforracialjustice.org/>

Special acknowledgement for the seminal paper (1993) [Communities of Commitment: The Heart of Learning Organizations](#) by Peter Senge and Fred Kofman. *This seminal paper is a must read – dissect, digest and absorb -- for anyone who wishes to create a integral environment where accountably leads to evolving issues that can normally oppress cultures. It involves the integration of change, with wisdom and evolution of human capabilities.*

[Research says there are ways to reduce racial bias. Calling people racist isn't one of them.](#)

(Updated Jul 30, 2018, 3:39pm EDT, Vox News Media)

[The science of equality, volume 1: addressing implicit bias, racial anxiety, and stereotype threat in education and health care](#): by Rachel D. Godsil, Linda R. Tropp, Phillip Atiba Goff, john a. powell (November, 2014): **Perception Institute** partnered with the Haas Institute for a Fair and Inclusive Society at UC Berkeley and the Center for Policing Equity at UCLA to examine the role of implicit bias and racial anxiety in education and healthcare.

Work provided by these *thinkers* and *wisdom practitioners*

1. Ruth King
2. Eric Hoffer
3. Hannah Arendt
4. Robert Kegan
5. Martin Heidegger
6. Fernando Flores
7. Pema Chodron
8. Seth Godin

Definitions

Intersubjectivity-1 (standard definition): *consensual validation between **independent subjects*** via exchange of signals; referred to as semiotic intersubjectivity.

Intersubjectivity-2 (weak-experiential definition): "*mutual engagement and participation **between independent subjects***, which directly conditions their respective experience."
More accurately referred to as psychological intersubjectivity.

Intersubjectivity-3 (strong-experiential definition): "*mutual co-arising and engagement of **interdependent subjects***, or 'intersubjects' which creates their respective experience."
This is better defined as ontological or metaphysical intersubjectivity.

(Reference on second Slide Deck) Clifford James Geertz --"There is no such thing as human nature independent of culture." an American anthropologist who was considered "for three decades...the single most influential cultural anthropologist in the United States.



***Managing the Human Side of Change
by bringing Wisdom to Learning***

For additional resources contact us at info@bhavanalg.com
Contact Tony Zampella at tony@bhavanalg.com



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