

Cultivating Capacity

**A Fieldbook for Strengthening
Person-Centered Practices**

Online Version



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John O'Brien wrote this Fieldbook, adapting materials from The Presencing Institute.

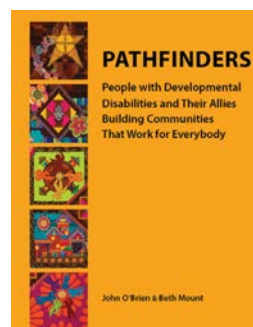
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These books explore the purpose and the process of change that the practices in this Fieldbook serve.



Creating Blue Space: Fostering Innovative Support Practices for People with Developmental Disabilities.



Pathfinders: People with Developmental Disabilities & Their Allies Building Communities that Work Better for Everybody.

This Learning Institute is sponsored by the New York State Department of Health Money Follows the Person (MFP) Rebalancing Demonstration.

To learn more about the Person Centered Planning Training Initiative: NYDOHPCPTraining@pcgus.com

For information on Money Follows the Person: MFP@health.ny.gov

For information on the HCBS Rule: HCBSrule@health.ny.gov

Much of the content of this guide is adapted from materials created by The Presencing Institute. Adaptations apply the practices to organizations seeking to improve their capacity to offer person-centered support to people who rely on long-term support and their allies. Links to the original instructions for these practices are included.

To better understand Theory U start at www.presencing.org. There is a short introduction in the context of social invention with people with developmental disabilities at <https://bit.ly/37x3YZ4>

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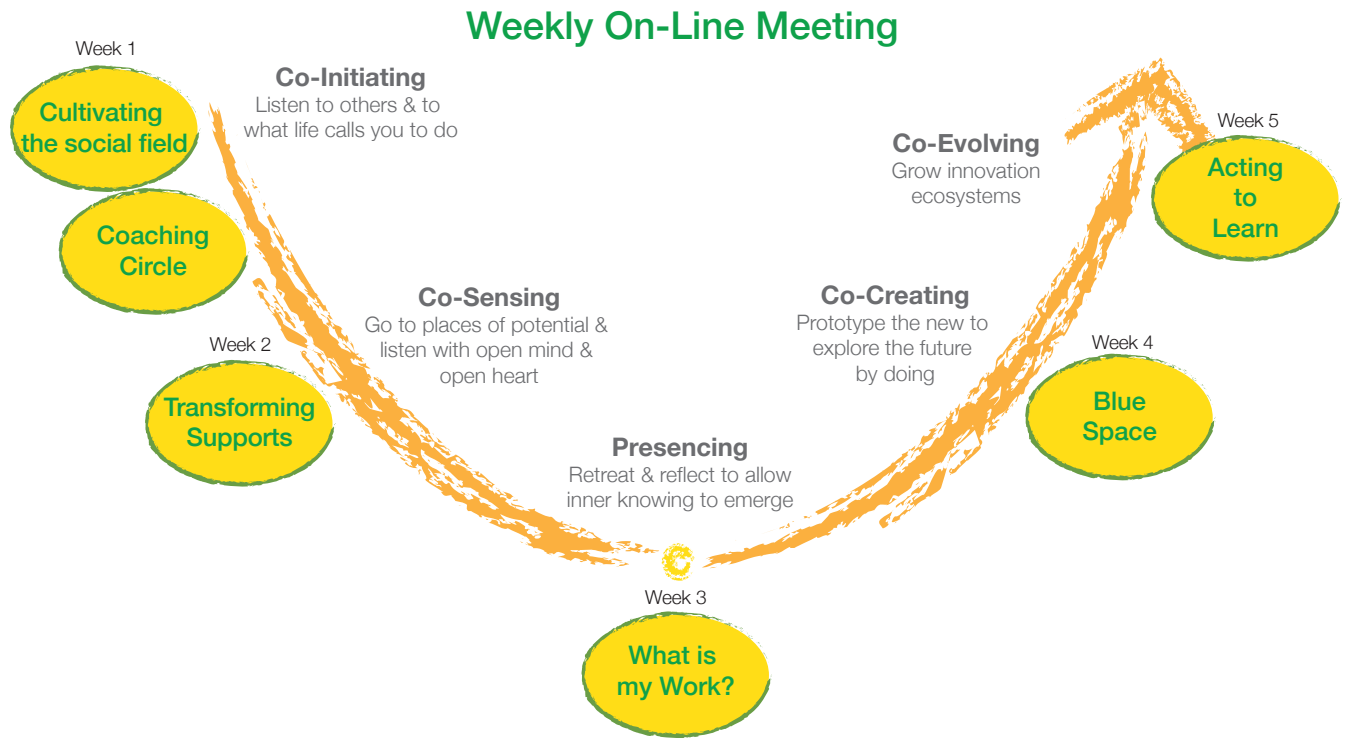
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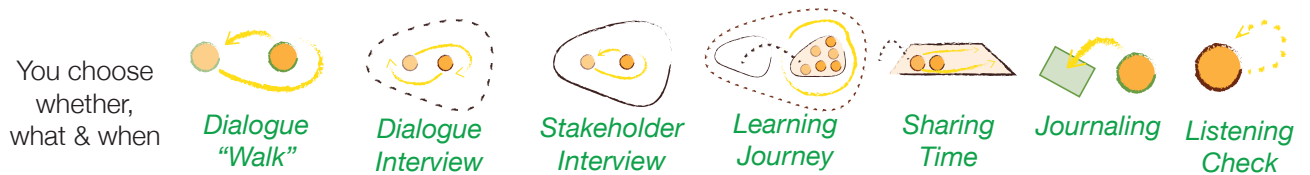
Learning Institute map



Weekly On-Line Coaching Circle (if you can)



Practice at Work



Resources to Watch & Read

You choose whether, what & when



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Session One

Cultivating the Social Field

Session Two

Coaching Circles



Session 1

Learning Institute map

We believe...

Check-in: A question that brings me here*

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For the week ahead (if you have time)

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* Titles in green identify practices.

The links in the pdf file are live.

We believe...

- ... all of us who participate in the Learning Institute can increase the benefits person-centered planning offers if we choose to develop ourselves as a change makers.
- ... changes we make can be focused on our own practice, a better future for a particular person, the work of a team, the capacities of an organization, or the functions of a system.
- ... opportunities to make a difference by strengthening person-centered planning will show up in the flow of our work and life if we look for them; stepping into very small openings in our routine can lead to meaningful learning.
- ... our level of listening powerfully influences the openings we notice and our ability to respond to them.
- ... we learn by expanding awareness, questioning assumptions, and acting with confidence; it is wise to quiet the voices of judgment, cynicism and fear in order to sense our situation deeply and respond courageously.
- ... Awareness Based Collective Action practices, guided by Theory U, can help us increase our effectiveness as change makers.*



* **Apologies for jargon.** Awareness Based Collective Action names the family of approaches to transformative change that we think person-centered planning belongs to. **Theory U** is a helpful way to understand and guide change. Coming sessions will have more to say. For a quick overview: www.presencing.org/aboutus/theory-u

A question that brings me here

For now

Center yourself with three deep breaths.

Write a question or interest that brings you to this Learning Institute.

Share the question or interest in your small group as you briefly introduce yourself.

Type your question into the Chat.

For later

Check Slack for a compilation of questions.

Notice any common themes among our questions and note them on this page.

**A great question
refuses to be answered.
So it keeps leading us
into deeper connections
with each other
& into deeper thinking.**

-Judith Snow



Preparing the field for change

More becomes possible when we cultivate
a healthy social field

Social Field

The structure of relationships
that shapes awareness and
attention and so the pathway
along which new possibilities
emerge.

Effective person-centered planning

Dozens of ways to make person-centered plans have developed. Regardless of differences in procedure, when they are effective, they produce similar results and have a common source.

Effective person-centered planning results in a shift in understanding of a person's identity, interests, and capacities that activates imagining and exploring new possibilities.

The quality of listening achieved by the people involved in planning is the source of a better, more action focused understanding of what more is possible.

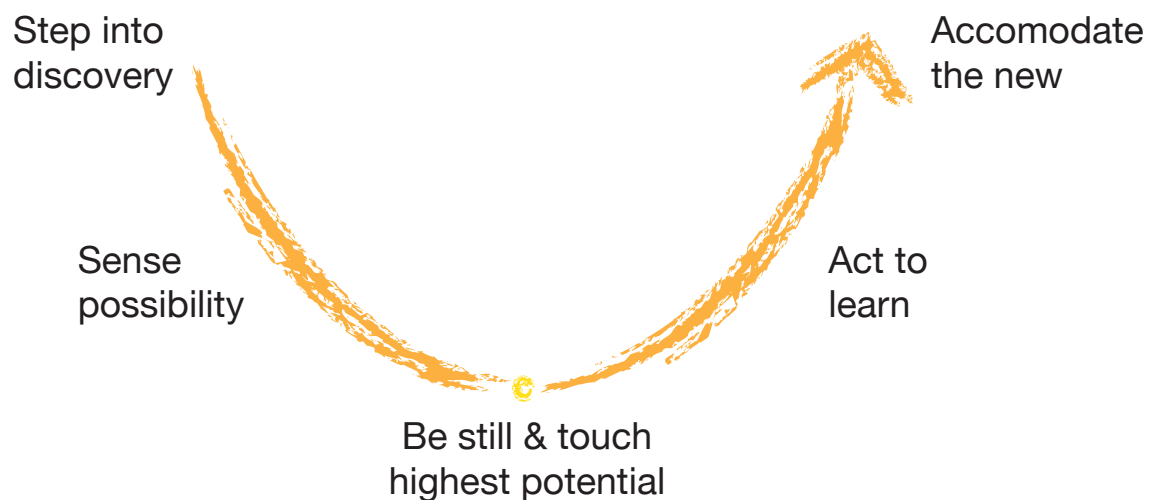
The power of listening grows when...

...the planning group is diverse and includes those who know the person in different ways: family members, direct support workers, and other people with disabilities are important voices.

...the plan facilitator cultivates a healthy social field by practicing and encouraging the collective intelligence that grows when people listen and act with open minds, open hearts, and open wills.

Any meaningful shift in understanding of a person will be of benefit. Benefits multiply when the plan is one moment in Awareness Based Collective Action by an organization. An organization striving to cross limiting boundaries in relationships--and thinking--by offering individualized supports can co-create new possibilities with the people they support.

Theory U maps the process of **Awareness Based Collective Action**.





**If you are going to work with me
you have to listen to me.**

**And you can't just listen with your ears
because it will go to your head too fast.**

**If you listen slow,
with your whole body,
some of what I say
will enter your heart.**

-Christine Meyer

Opponents of person-centered planning

Established beliefs, practices, and structures want to be stable, and listening can be disruptive. Concerns for right action, questions of power, and accounting for risk have an important place in making change, but defensive over-focus can block listening and trap change maker's minds in judgment, their hearts in cynicism, and their wills in fear. These distracting voices show up to distract attention in conversation with others and in self-talk.

Falling into these traps protects against uncertainty and keeps routines and structures stable. The cost is lost knowledge from ignoring new information, failing to understand the situation as others feel it, and missing the learning that can only come from action.

Avoiding these traps begins with awareness that attention has been hijacked and turning attention back to exploration.



The **Voice of Judgment** makes the mind busy sorting: realistic from unrealistic, possible from impossible, right from wrong, and on and on . Turned inward to listen only to itself, the mind rejects whatever fails to confirm current mindset and assumptions, The practice of **curiosity opens the mind** to new thoughts and challenges to what is taken for granted.



The **Voice of Cynicism** drains feeling, meaning and energy by stacking up reasons that desired change can't happen. Common tricks include over-focusing on scarcity, belittling desire for better futures as naive, and denying the possibility of altruism. The practice of **compassion opens the heart**, bringing feeling and embodied knowing alive.



The **Voice of Fear** freezes action and encourages turning away by amplifying a generalized sense of vulnerability and risk. The practice of **courage opens the will**, allowing learning by taking steps into a desirable future and responding to what happens as a result.

Dialogue “Walk”

“Walk” side-by-side with a partner. Use a timer to divide the available time in half so that partners have equal time to practice listening. Each takes about 15 minutes holding these questions and listening to the answers. Honor silences, they are as worthy of holding attention as speech is



- Share two or three experiences that have brought you to where you are in your work. (Start with an experience in childhood or adolescence if you can recall one.)
- Talk about one or two “angels” —helpers and mentors on your work journey so far. What have you learned from each of them?
- Where do you feel the future in your work right now?

Take two minutes at the end of the walk to journal: *What do you want to remember from your dialogue walk?*

Listening check

Level	Experience	Result
1	Nothing new	No Change
2	New facts	Better informed
3	New perspective	Awareness
4	New possibilities	Purpose

To hold space means that we are willing to walk alongside another person in whatever journey they’re on without judging them, making them feel inadequate, trying to fix them, or trying to impact the outcome. When we hold space for other people, we open our hearts and let go of judgment and control.

–Heather Plett

Reflecting on our Level of Listening

Pause and reflect for a minute after a meeting or conversation to identify moments of Level 3 or 4 listening and any ways the voices of judgment, cynicism or fear showed up.

Level of Listening	Experience	Result
Listening 1 <i>downloading</i>	Just what I expected.	No change or small changes in understanding. Mostly a repeat of the same ideas.
<i>Open Mind expresses curiosity and quiets the Voice of Judgment</i>		
Listening 2 <i>debating</i>	I became aware of some new facts and ideas that challenged my assumptions and shifted the way I make sense of the situation.	Taking account of new realities; better informed. More aware of assumptions, new ideas and alternative ways to understand current reality.
<i>Open Heart activates compassion and overcomes the Voice of Cynicism</i>		
Listening 3 <i>dialogue</i>	I have seen the situation, and my place in it, through the eyes of someone whose experience is different from mine. I have a new sense of how another person experiences the situation and how they feel it. My own feelings resonate with those of someone different from me.	Awareness of real differences in experience and evaluation of the situation; new perspective; better understanding of aspects of the situation that have been hidden or avoided.
<i>Open Will draws on courage and calms the Voice of Fear</i>		
Listening 4 <i>collective creativity</i>	I am not the same person now than I was when I entered this conversation. Together we generated understanding and possibilities that did not exist when the conversation started.	A growing sense of the highest possibility in the situation and the contribution I can make.
<p>The table is based on a video on levels of listening presented by Otto Scharmer in the edX course, <i>U.Lab: Transforming Business, Society & Self</i>, 21 January 2015.</p>		

Benefits and challenges

- Reflect on each question.
- Write 3 key points in large, legible letters and draw an image in response to each question.
- Take a picture of each page.
- Post both pictures on Slack.

What positive changes in the lives of people who rely on HCB Waiver funded services & supports will we see & hear about as person-centered planning grows stronger?

What challenges do we face in strengthening the positive impact person-centered planning has on the lives of people who rely on HCB funded supports?

Coaching Circle

- Review the Coaching Circle instructions on page 21, accept the roles of Challenge Presenter, Guide & Timekeeper, Note Taker, and Image Recorder, and work through the Steps. Follow the steps and times closely. Silences are an important part of the process, something new often shows up in a period of stillness.
- When you finish the Coaching Circle process, do a **Level of Listening check** (page 15). Where were the moments of deeper listening? What distracted you?

Decide whether you want to meet again to give more people a chance to present a Challenge. Three members is the minimum for a Coaching Circle. Those involved can choose any time and platform that works for them.

- ... If only one or two can continue to meet as a Coaching Circle, contact Carol Napierski on Slack. She will put those who are interested in touch.
- ... If a Coaching Circle needs a platform to meet, check Slack to sign up for times that Zoom will be available.
- Use the space on the next page to record contact information for the people you will continue to meet with as a Coaching Circle.

Coaching Circle contact information

Exploring challenges: Coaching Circle

1 hour plus instructions

A Coaching Circle is a team of 3 to 5 equals who meet to discover fresh ways to understand and innovative ways to meet leadership challenges. This exploration provides the whole team with the opportunity to understand their work better. Trust grows as members continue to offer mutual support over multiple meetings.



See a challenge
with fresh eyes

Be mindful

- The purpose is to listen deeply, attending to, sharing and building on the images, metaphors, feelings and gestures that the challenge story evokes. Suspend the desire to download quick fixes, pet theories or sympathy. Access curiosity, compassion and openness to what wants to emerge from the process.
- Closely follow the steps and allocated times. They guide the circle through the U: a period of listening; a moment of stillness and reflection; a period of enrichment of the challenge story with the emergence of new perspectives and new possibilities for action. **Stillness is essential**, take the full three minutes.
- Create a distraction free circle that allows **an hour of focused attention**. Writing and drawing materials help capture or sketch insights and images.
- It's easy to get bogged down in *might-be-nice-to-know* details of the situation. The process works best when the circle attends to and builds from what is presented as the essence of the challenge.



Roles

One circle member presents a specific challenge that they are currently facing, a challenge in which they play a key role. The challenge can be outlined in 15 minutes and the presenter wants new perspectives.

The other circle members serve as **coaches**, listening deeply, attending to and sharing what presentation of the challenge evokes.

One coach takes responsibility for managing the time and reading the instructions to the circle at each step. Another coach takes notes of key points, a third graphically records images that arise throughout the clinic.

Based on Case Clinic. Instructions at <https://www.presencing.com/tools/case-clinic>

Watch a guide to Coaching Circles at <https://www.youtube.com/watch?v=AwjKROGi6H4>

Steps

1	2 min	Select challenge presenter, timekeeper, note taker, & image recorder
2	15 min	<p>Intention statement by challenge presenter</p> <p>Take a moment to reflect on your sense of calling. Then present your challenge, answering these questions:</p> <ul style="list-style-type: none"> • Current situation: What key challenge or question are you up against? • Stakeholders. How might others view this situation? • Intention: What future do you want to create? • Threshold. What do you need to let go of and what do you need to learn? • Help: Where do you want help or new ideas? <p>Coaches listen deeply. They may ask clarifying questions but not give advice or make observations.</p>
3	3 min	<p>Stillness</p> <ul style="list-style-type: none"> • Listen to your heart. Connect to what you have heard with your heart. • Listen to what resonates. What images, metaphors, feelings or gestures* come up for you and capture the core of all that you have sensed in the presentation of the challenge?
4	10 min	<p>Mirroring and embodying</p> <ul style="list-style-type: none"> • Each coach shares the images, metaphors, feelings and gestures that came up in the stillness or while listening to the presentation of the challenge. (What's shared need not be complete or even make sense to the person sharing.)
5	20 min	<p>Generative dialogue</p> <ul style="list-style-type: none"> • The challenge presenter reflects aloud: <i>Hearing these responses, what touched me? What resonated with me? What questions and reflections come up for me now?</i> • All reflect on the mirroring and embodiment and the challenge presenter's reflections. Move into a flow of dialogue that surfaces new perspectives on and new possibilities for the challenge. Stay in service of the challenge and the presenter's journey without pressure to fix or resolve the challenge.
6	8 min	<p>Closing remarks</p> <ul style="list-style-type: none"> • By coaches • By the challenge presenter: <i>How do I now see my situation and the way forward?</i> • Thanks and appreciations, finishing with the challenge presenter.
7	2 min	Individual journaling to capture key insights and learning

*Gestures are body positions, movements and facial expressions that arise in response to what we sense. Sharing gestures without explanation or commentary is a powerful form of mirroring.

Dialogue Interview

A Dialogue Interview is a reflective conversation open to insights into the experience and understanding of the person giving the interview. Open as well to thinking together in a way that allows seeds of new possibility to emerge. The listener is authentically interested in the other's perspective and thinking and willing to follow the thinking that develops in the moment. The listener's intention is to build trust with those affected by change and connect them to the work.



See through another's eyes

Be mindful

- Your purpose is to bring out the best in the person who is giving you the interview. Suspend your Voice of Judgment and open your heart to the person so you can begin to see their situation through their eyes.
- Figure out a few open ended questions to initiate and guide the conversation. Then go with the flow, access your ignorance by attending to and trusting questions that occur to you and finding good moments to ask them.
- Follow the conversation as it develops. Let go of any anxiety about being in control so the person giving the interview has space to discover new connections and, perhaps, for moments of shared thinking.
- Make the most of presence –quiet, appreciative openness to the person in front of you– and silence. Don't interrupt moments of silence, but stay present. Notice and let go of distractions that take you out of the conversation.
- Listen for and welcome glimpses into the best future possibility for the person who is giving you the interview and for the whole situation you share with them.

Based on Dialogue Interview instructions at www.presencing.org/resource/tools/dialogue-interview-desc

Steps

- You are not there to sell or persuade but to listen and learn. Be clear about the importance of this person's potential contribution to understanding the work of strengthening person-centered practice.
- Take 30-45 minutes for the interview.
- Choose or frame a few open ended questions and choose a question to start the conversation. Let the conversation develop; don't get stuck in prepared questions.
- Take a moment of stillness before the interview to center yourselves on the dialogue.
- Enjoy the conversation, even when some of it may be challenging or difficult to hear.
- Take 2 minutes to journal. Record ideas and insights you want to remember.

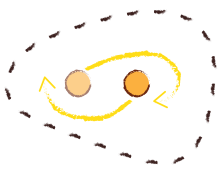
Possible Questions

- What moved you to set out (to take this job, join this particular organization, follow this path)? What were you seeking to accomplish?
- Thinking about the situation of people who require supports...
 - ... what gives you hope
 - ... what gives you concern
- When big challenges faced you in the past, what helped you to deal with them?
- What has been some of your most important learning about leadership for meaningful change?
- What future possibilities do you think are most important to invest in?
- What are the biggest challenges you (and/or your organization) face now? What do you think is the source of these challenges?
- What breaks your heart?
- What keeps you awake?
- What questions hold the most interest for you now?

Listening check

Level	Experience	Result
1	Nothing new	No Change
2	New facts	Better informed
3	New perspective	Awareness
4	New possibilities	Purpose

Resource menu 1 & 2



Practice

There are great resources close to you. Someone from your own organization could open up interesting questions and possibilities. Practice a dialogue interview (page 22) with someone you work with. Take some time to invite the person. The interview itself, preparation and listening, usually takes about an hour. The invitation is simple, “I’d like to get a better understanding of how you see our work.”

Video

Otto Scharmer. *Levels of Listening* (8 minutes). vimeo.com/199593914

Kendra’s story. How person-centered planning makes a difference. (6 minutes) youtu.be/l2-fRZRzls8

The next two videos are part of a 2020-2021 series sponsored by Nebraska’s Person-Centered Planning Initiative. To see them and the other titles: go to dhhs.ne.gov/Pages/DD-Person-Centered-Planning.aspx#SectionLink4 scroll to Watch Recordings and select.

Beth Mount. *Elements of Person-Centered Practice; Exploring What More is Possible through Person-Centered Work* (About 45 minutes).

John O’Brien. *What Difference can Person-Centered Planning Make* (About an hour).

On-line reading

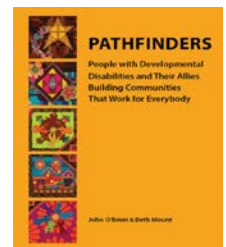
John O’Brien & Beth Mount. *What More Is Possible?* inclusion.com/site/wp-content/uploads/2017/12/What-more-is-Possible_-long-.pdf

Michael Kendrick. On being somewhat person-centered. bit.ly/3jtq7EC

Our personal context for person-centered work

An organizational perspective. *Blue Space*: Chapter 2. The Intentional Journey to Individualized Support. Pp. 21-31.*

A personal perspective. *Pathfinders*: Introduction: A community that works better for everybody. Pp. 7-16.*



* You should get these two e-books by mail from The NY Alliance for Inclusion & Innovation. They are free to you as a course participant.

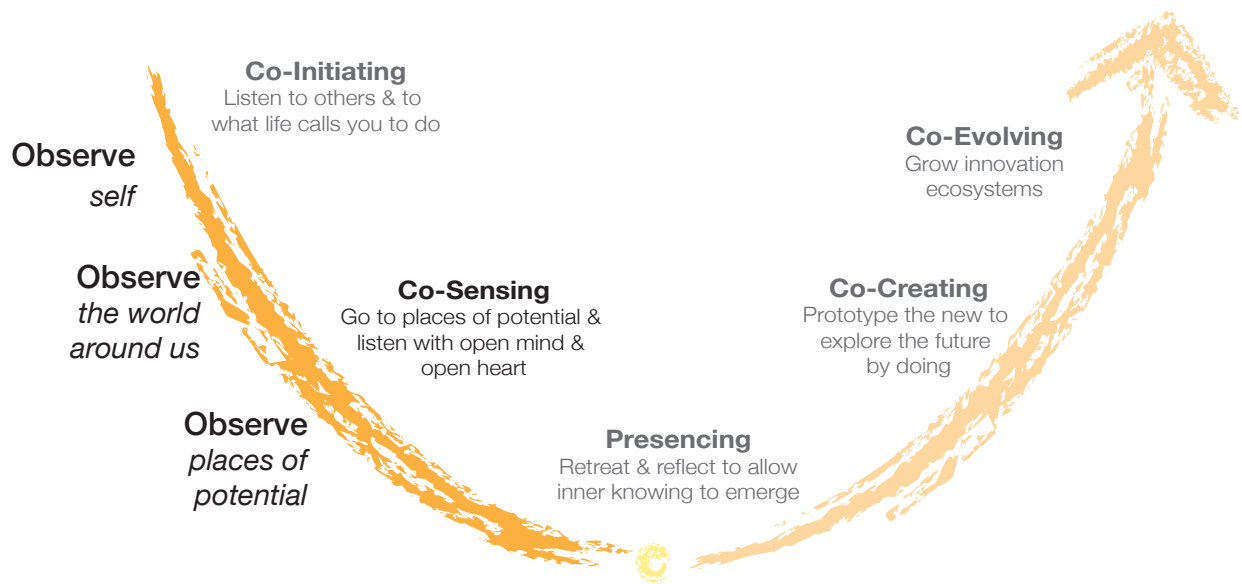
Session Three

Person-Centered Planning In a Transforming System



Session 3

Person-Centered Planning in a transforming system



Use this Session to practice Listening Awareness

Take a moment after each conversation to ask “What was my Level of Listening?” Review on page 48.

Notice when the Voices of Judgment, Cynicism, or Fear show up, give them the attention they need, let them go.



Voice of Judgment



Voice of Cynicism



Voice of Fear



The U shape is a sign for a process of **Awareness Based Collective Action**. It reminds us to step out of routine certainty into discovery, make space to sense new possibilities, be still and seek to identify highest purpose, and act to learn before setting a solution in place. Person-Centered Planning is a member of the Awareness Based Collective Action family.

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Person-centered practices contribute to positive change in two ways

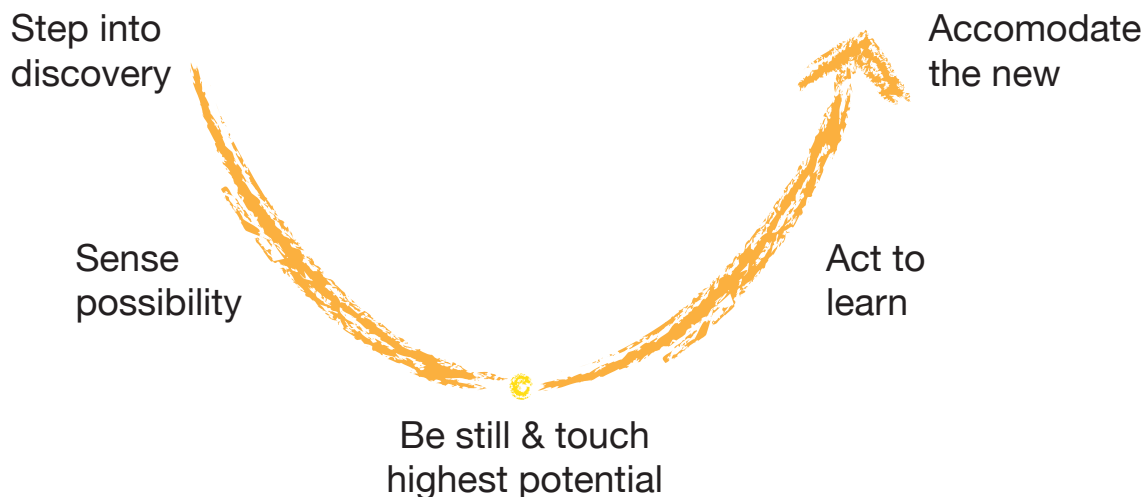
Make the best of what we have now.

For a person: Person-centered planning aims to make the best possible match between a person's interests and preferences and the supports they experience within current service capacities. When necessary, those who plan with and support a person creatively stretch current routines, policies and structures to their limits. This is person-centered planning **Working in** our system,

Co-create the new.

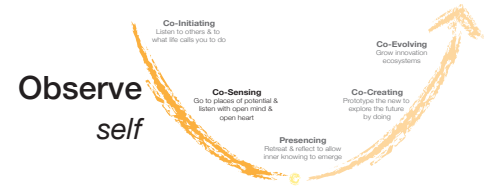
For an organization: In addition to making the best of what is available, person-centered planning encourages and supports a person and those close to them to act as co-creators of new organizational capacities. Person-centered planning activates social invention, building new relationships, mindsets, structures, policies and practices that expand the horizon of possibility and build capacity to offer individualized support to community lives. This is person-centered planning **Working on** our system.

Both contributions build on the same foundation, a healthy social field that makes space for listening and activates learning by making change.



* People often refer to “The system” as if it were a sort of machine that demands our compliance but frustrates our purposes. This is a legitimate expression of their experience of structures and policies in force but we think it can feed cynicism or resignation. We choose “our system” as a reminder that **we collectively are the system**. We will make better contributions if we see ourselves as actors rather than victims. Positive action begins with a shift in awareness, listening more deeply and co-creating better ways with a widening circle of others.

What more is possible for me?



1

Where I am strong in person-centered work

3

Where I want to be stronger...

2

The conditions that bring out these strengths are....

4

Why growing stronger in these ways matters to me.

Listening check

Level	Experience	Result
1	Nothing new	No Change
2	New facts	Better informed
3	New perspective	Awareness
4	New possibilities	Purpose

Opportunities for transformation

The US Center of Medicare and Medicaid Services (CMS) administers the HCBS Waivers that are the largest source of funding for community long term support services. In The Community Rule, CMS focuses the outcomes of a generation of progress in a call to develop even better capacities to assist recipients to participate in community life and direct their supports.

The text on the left quotes the Rule's intentions. The questions on the right identify opportunities we see for transformational leadership. Transformational leadership does not depend on holding a position of authority. It is a contribution anyone makes when they create contexts and safe spaces for the voice of the person to emerge and align relationships & resources to support a good life in community.

A Home & Community Based setting is integrated in & supports full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to seek employment & work in competitive integrated settings, engage in community life, control personal resources, & receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS.

-HCBS Community Rule

Opportunities

How might we offer people the option to live in their own home with the individualized support they need?

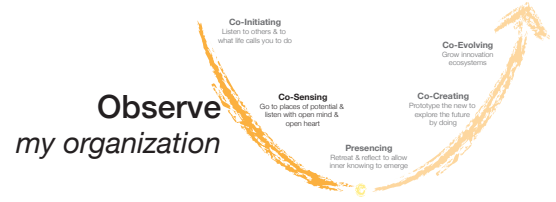
How might we support people's engagement in valued roles in community life?

How might we offer people of working age the option to do a paid job in the community?

How might we use person-centered plans to increase people's influence on the supports they need to live a community life & access the same community resources as other citizens do?

Does our organization treat this as a regulation to comply with ("We're already doing this") or as an opportunity to develop new capacities?

What more is possible for my organization?



1

My organization's strengths

3

Where my organization can be stronger...

2

At the heart of these strengths

4

How can person-centered planning help?

Listening check

Level	Experience	Result
1	Nothing new	No Change
2	New facts	Better informed
3	New perspective	Awareness
4	New possibilities	Purpose

Stories of transformation in an evolving system

	<div style="border: 1px solid white; padding: 5px; display: inline-block;"> Institutional Care </div>	<div style="border: 1px solid white; padding: 5px; display: inline-block;"> Managed Care </div>	<div style="border: 1px solid white; border-radius: 50%; padding: 5px; display: inline-block;"> Integrative Supports </div>	<div style="border: 1px solid white; padding: 5px; display: inline-block;"> Community Supports </div>
How we see people who use long-term support	As tragic & vulnerable or dangerous	As consumers with clinical needs	As individuals with capacities	As citizens
Our design response	Create special institutions	Coordinate care	Offer person-centered supports	Mobilize community resources
Outcomes	Personal care, activity, housing	Plan of coordinated care with appropriate service level Consumer satisfaction	Individualized supports leading to jobs, homes & relationships	Valued roles A life of distinction

Our long term support system continues to evolve. The Table* identifies four different models for organizing long term supports. Each model builds on the previous one. Each is coherent when read and applied up and down the columns, but current reality is a mix of models and parts of models that can create competing priorities. Some operating parts of established organizations may retain elements of institutional care while other parts offer integrative supports. Policy commitments to Integrative supports may compete with a rules based, command and control approach to implementing change. Person-centered planning often reflects the Integrative Supports model, which can create tension if available services reflect elements of Institutional Care such as staffing to manage people in self-contained settings.

* Adapted from Hanns Meissner, *Creating Blue Space*, Chapter 4. A more detailed table is on page 46.

Homework

When time permits, invite one or two colleagues to spend half an hour with you.

- Briefly review the four models.
- Focusing on the green and blue columns, identify current practices, programs, or organizations that reflect these form of support. These may be within your organization, in the network you are part of, or in stories you have heard of or read.
- Focusing on the red and brown columns, identify current practices, programs, or organizations that reflect these form of support. These may be within your organization, in the network you are part of, or in stories you have heard of or read.
- Tell a story of how an organization or system has moved from Care (red & brown) models to Support (green and blue) models. These may be within your organization, in the network you are part of, or in stories you have heard of or read.*
- What lessons can we draw from this exercise?
- Check your Level of Listening.
- Journal to reflect.

* **Hear a good story** of the move from care to support.

Go to dhhs.ne.gov/Pages/DD-Person-Centered-Planning.aspx#Section-Link4 scroll to “Watch recordings of past events” and select, Danyetta Najoli: *Born to Live in Community: When People We Support Become Members and Citizens Lean In*

Arrange a virtual learning journey

Visiting another workplace with open mind and open heart can produce new ideas and insights.

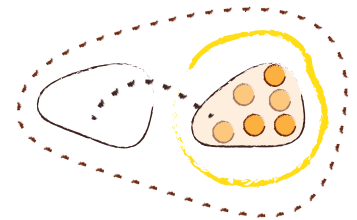
- One person offers to host an hour's virtual visit. The host prepares to share a description of how their organization does its work, how person-centered planning contributes to that work, and their role.
- At least one person agrees to visit, listening to understand the hosts organization and their role .
- Both host and visitors review the practice guide for in-person Learning Journeys and adapt what seems useful to the virtual experience.

Learning Journey

A Learning Journey is an opportunity to widen the horizon of possibility by visiting places outside the change team's usual experience where people are finding new paths to individualized supports for rich lives in community. It gives change team members the chance to explore different approaches to common purposes and, perhaps, to see the benefits of transformed supports. It provides new ideas to adapt and try.

Consider learning journeys to...

- Different organizations that share a common purpose and have developed innovative approaches to individualize support to people living in their own homes, holding community jobs, participating alongside other citizens in community life and engaging in lifelong learning.
- Organizations with contrasting approaches to assisting people with complex or challenging needs to take contributing community roles.
- Organizations engaged in transformational change.
- Organizations that have invented effective forms of developing direct support workers.



See new possibilities in a wider social field

Be mindful

- Your purpose is to expand your sense of what is possible and how the new comes to be. Suspend the Voice of Judgment and the Voice of Cynicism and access your sense of curiosity, appreciation and wonder.
- A Learning Journey expands the social field by connecting your change team to others with a similar sense of purpose who act in a different context.
- Practice three forms of listening...
 - ...listening to others; allowing what others have to offer to touch and influence you.
 - ...listening to yourself; attending to what is emerging within you as you experience the work of a different organization.
 - ...listening to the emerging whole; tuning in to what the wider social field is showing you about your highest purpose and how to move deeper into it.
- Take what you hear and see as a starting point and improvise questions that deepen your understanding.
- Listen for and welcome glimpses into the best future possibility for those you meet and for the whole situation you share with them.

Based on Sensing Journeys. Instructions at www.presencing.com/tools/sensing-journey

Steps

- Identify organizations that will provide the change team with a new sense of what is possible and different approaches to move toward those possibilities. Choose two or three and identify what the change team wants to learn from each, based on reviewing available information. Draft some questions for initial orientation.
- Arrange for each chosen site to host small teams of 3-5 change team members for a day or two. The purpose is to understand what people and families the host supports are experiencing as they move into their own highest purpose and the host's way of working.
- Arrange a schedule with the host that will let the visitors meet a variety of people and experience and learn from as much of the organization's work as possible in the time available.
- Travel to the host's location. Make individual and team time to renew intentions for the visit.
- Team members should observe and trust their intuition to ask simple, authentic questions that arise from the moment. Practice deep listening to hold the space for conversations with the hosts.
- Make time for individual and group reflection on the visit. If the visit lasts more than one day, make time at the end of each day.
- Bring what you have learned back to the whole change team.

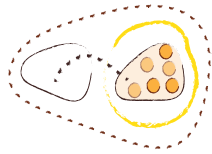
Possible questions

- What has been most important in clarifying and growing commitment to individualized supports?
- What have been the most important sources of energy and creativity in moving toward individualized supports?
- What have been the most important milestones on your journey so far?
- What issues or challenges are you facing that hold back further movement? Why do you think these challenges exist?
- If you could change just two things about the system that would better support transformation, what would you change and why?

Listening check

Level	Experience	Result
1	Nothing new	No Change
2	New facts	Better informed
3	New perspective	Awareness
4	New possibilities	Purpose

Resource menu 3



Practice

Arrange a one-hour, virtual **Learning Journey**. Offer to host or bring an open mind and hope heart to hear about the way someone in another organization does their work.

Video

Short video (15 minutes or less), go to inclusion.com/inclusion-resources/person-centered-practices-2021-learning-institute-movies/

Chris Liuzzo *Transformation for Right Relationship*.

John O'Brien & Chris Liuzzo *Seeking Transformation*

Chris Liuzzo. *SRV: Social Role Valorization*.

Hope Leet Dittmeier *Awareness Base Collective Action*

Patti Scott & Kim Thurston-Brown *Discovering Our Neighborhoods*

Longer video (about an hour) go to dhhs.ne.gov/Pages/DD-Person-Centered-Planning.aspx#SectionLink4 scroll to *Watch Recordings* and select.

An organization explores organizing for community support: Danyetta Najoli: *Born to Live in Community: When People We Support Become Members and Citizens Lean In*

Families develop community supports. David Wetherow: *Families Building Connections and Commitments through Person-Centered Planning*

On-line reading

John O'Brien & Chris Liuzzo, Seeking transformation inclusion.com/inclusion-resources/change-makers/john-obrien-books-videos/recent-obrien-articles/seeking-transformation/

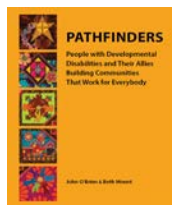
John O'Brien. *Person-centered planning & the quest for system change*. inclusion.com/site/wp-content/uploads/2017/12/Person-Centered-Planning-System-Change.pdf

A evolving system

Blue Space: Chapter 4. The Evolving System. Pp. 47-61.*

Pathfinders: Urban Innovations: A Social Innovation Generator. Pp. 156-163.

* You should get these two e-books from The NY Alliance. They are free to you as a course participant. If you don't receive them by the end of this week, contact Carol Napierski cnapierski@nyalliance.org.



Awareness Based Collective Action

Combining Person-Centered Planning & Organizational Change

Social Field: The structure of relationships that shapes awareness and attention and so the pathway along which new capacities emerge.



More and more people who rely on long-term support and their families and allies expect to self-direct the supports they need. Elders expect individualized support to stay in familiar surroundings. Adults who have typically been served as one of a supervised group now expect to move in self-directed ways into their own homes, real jobs, life-long learning and the satisfactions of joining in civic and leisure pursuits with their fellow citizens. These great expectations challenge organizational capacity to partner with people to co-create individually tailored assistance. Developing capacity to meet expectations for individualized supports happens alongside efforts to better manage costs, assure health and safety, offer support in culturally competent ways and develop a sufficient and competent workforce. Most organizations are successful at producing more of the same responses that have met past expectations. Without intentional investment in cultivating a healthy social field, the potential for trusting and generative relationships will die and blow away and attempts at positive change will not take root. More than simply modifying practices or implementing new service models, real change calls on all those involved –people who rely on support and their allies, those who offer direct support, and those who manage organizations and administer systems– to reconsider their understanding of their purpose and their work and choose to answer the call of new possibilities.

Change team?

For a person, a change team is a circle of chosen people who work together with the person to co-create and act on a person-centered plan that plays a part in co-creating new organizational capacities. For an organization, a change team co-creates better ways to organize and offer support by generating new practices and new structures.



Every person has a higher self that wants to develop. Every community has possibilities for supporting better lives that want to be born. The sign of a healthy social field is growing capacity to see the highest future possibility in people and places and act as if that possibility matters. This capacity to sense highest purpose grows deeper and more fertile through intentional work among and within people.

One way that organizations create the conditions for a healthy social field is by investing in **change teams** that bring diverse people together to co-create new ways with people who rely on long-term support. Capable change teams include people who rely on long-term support, family members and allies, direct support workers, people in professional roles and managers. Each change team will cross boundaries and build new relationships as they learn. An organization may have a single change team or a network of them.

Necessary organizational investments in change teams include...

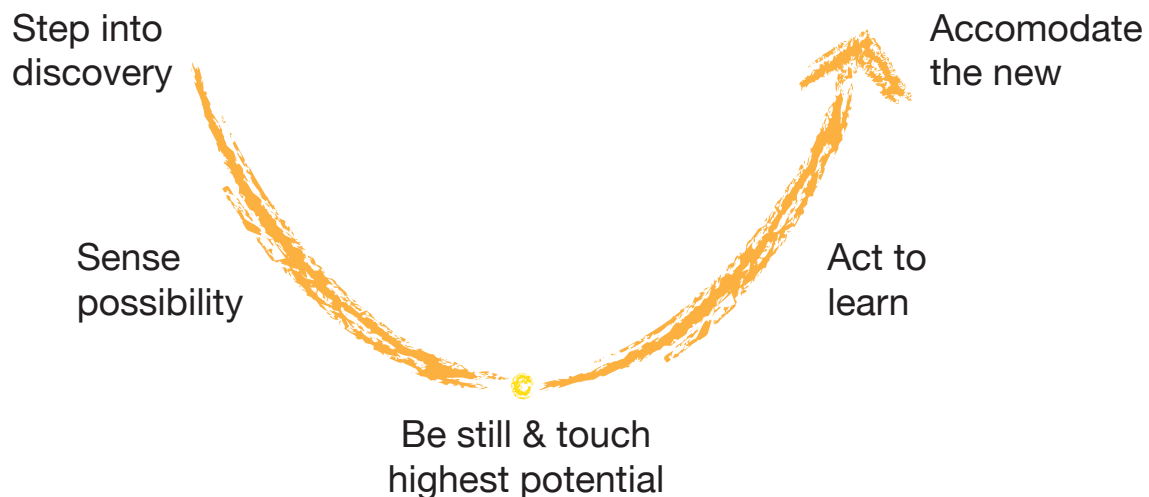
- ... **authority** to cross boundaries and act as social inventors
- ... **access** to the organization's senior management to negotiate necessary changes
- ... **time** to build relationships and discover
- ... **flexibility** to learn by trying new things
- ... **control** of enough organizational resources to make changes, revise and build on what works
- ... **opportunities to connect** with other social inventors

Change teams cultivate a healthy social field by continually improving their ability to follow two patterns that guide transformation. The first pattern guides the process of change and the second develops collective intelligence.

What wants to be born with our help?

The first pattern* guides the change team's overall approach to developing the social inventions that make it possible for people who require long term support to compose lives that they and the people who love them have good reasons to value.

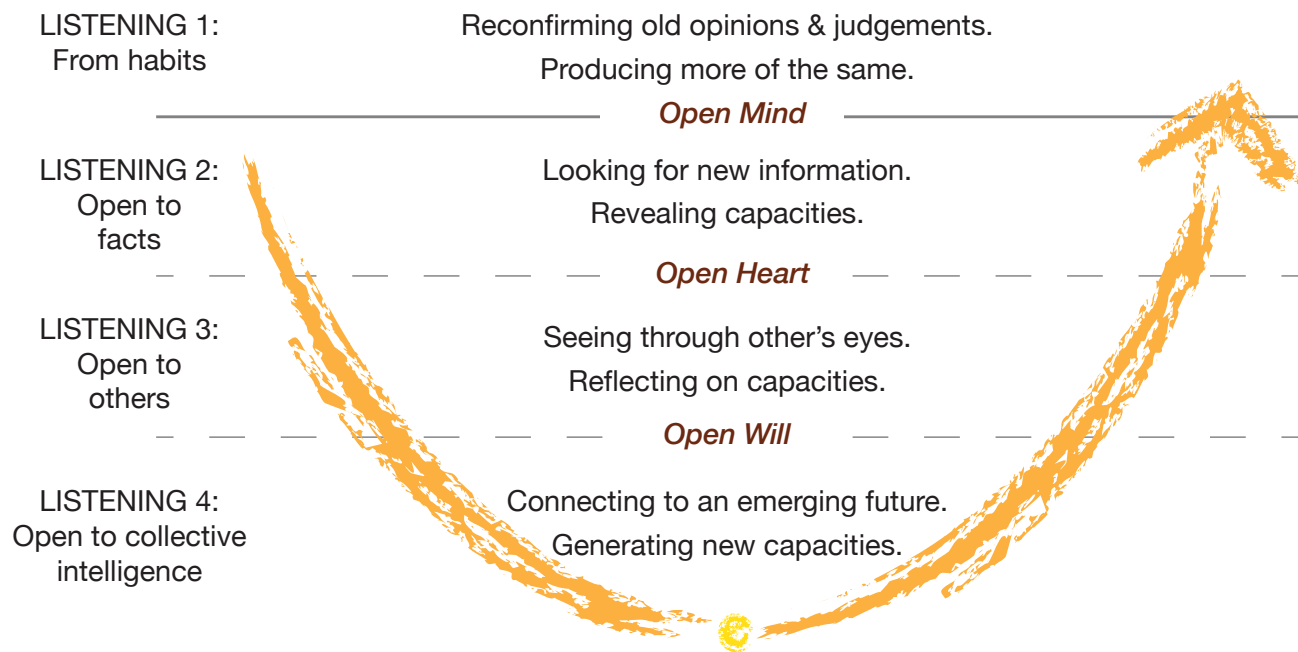
The change team intentionally steps outside the routines and relationships that successfully reproduce more of the same. They avoid the trap of jumping to solutions and make time to observe more of what is present in their organization, in their discipline and in their community. They take time to make sense of what they have come to know, and to allow an appreciation of highest purpose to emerge. They avoid the trap of getting stuck in talk and learn by crossing boundaries and trying new ways. Then they share the seeds of possibility they have discovered and what they have learned about how those seeds can grow.



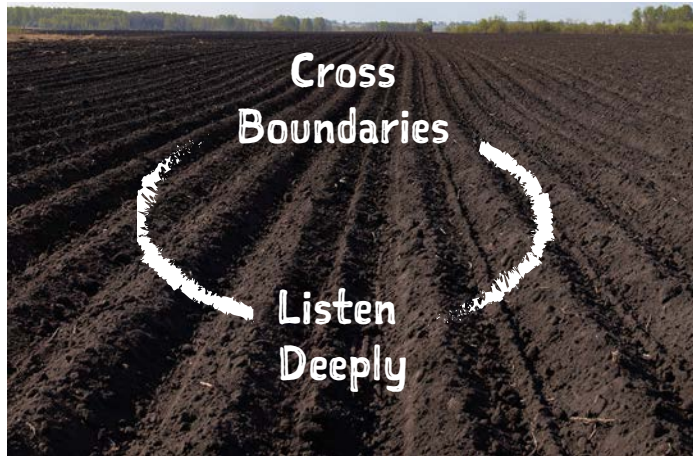
* These patterns for transformation recur at each level of organizational learning. A change team can be a person and their circle of support, a team responsible for developing organizational capacity for individualized support, or a team responsible for redesigning a system to offer people and their allies greater responsibility for directing the support they require.

What is our highest purpose?

The **second pattern** increases the change team's collective intelligence as they seek to listen and sense at deeper levels. They practice deep listening among themselves and with those they meet. They intentionally develop their ability to respond with every organ of knowing by cultivating an open mind, an open heart and an open will.



Watch a presentation on listening by Otto Scharmer www.youtube.com/watch?v=eLFXpRkVZal



A healthy social field develops as change team members intentionally cross the boundaries that separate people who require long-term support from contributing social roles. These boundaries are emotionally charged. They mark sites where (unconscious) prejudice excludes people from opportunities. They keep the exercise of power-over-people hidden behind rules and role definitions, free to operate out of sight, without questioning. These exclusionary boundaries indicate where something needs to die and something new needs to be born.

Deep listening brings change team members across boundaries as they purposely step outside the places and roles that make up their familiar world and create opportunities to enter into dialogue with others. This kind of listening takes discipline because exclusion and power over others have three powerful defenders who show up as familiar voices in our minds to distract us from listening deeply.

The Voice of Judgment (VoJ) closes our minds. It keeps a person we could learn from at a distance by trapping us inside a closed circuit of what we already think we know. What we hear and see passes through filters that reject new possibilities as “wrong”, “unrealistic”, “inappropriate”, or “impossible.”

The Voice of Cynicism (VoC) closes our hearts. It extinguishes empathy by dismissing the possibility of meaningful action with the other person. Constructive responses to a person’s dreams or to injustices the person experiences are doomed to failure, so letting our hearts be moved by another’s circumstances or desires for a better life just sets up disappointment.

The Voice of Fear (VoF) freezes our will. What’s called for asks too much of us. Letting go of what needs to die threatens too much loss. Moving into the new exposes us to too much uncertainty and risk.

These defenders against deeper listening usually work so fast that we don’t even notice that we have locked ourselves into a more-of-the-same loop. We imagine that we are listening to the other person when we are trapped in our own heads. The key to openness to the new: notice the defender at work and let its effects evaporate as you return attention to the other person’s contribution to your understanding. This takes discipline and practice. Use the table on page 48 to reflect on the level of listening you achieve in an interview or a change team meeting.



Investing time and attention in listening deeply to a diverse network of people in a variety of settings makes two contributions to the change process:

- It builds a healthy social field by connecting the change team to a growing network of people through respectful listening. This lays a foundation for trust.
- It creates knowledge to inform the change team’s discernment of their Work in bringing the new to birth in people’s lives, in their organization and in their community. This discernment happens in the next moment of the process, **presencing**.



Grow the change team by listening for desire to create the new

Co-Initiating
Listen to others & to
what life calls you to do

Co-Evolving
Grow innovation
ecosystems

Co-Sensing
Go to places of potential & listen
with open mind & open heart

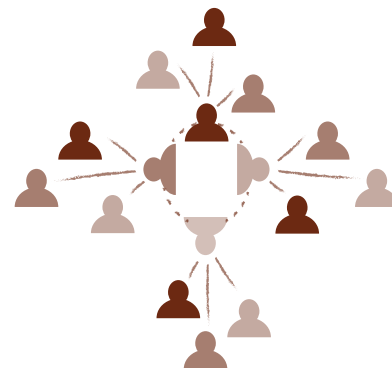
Co-Creating
Prototype the new to
explore the future by doing

Presencing
Retreat & reflect to
allow inner knowing to
emerge

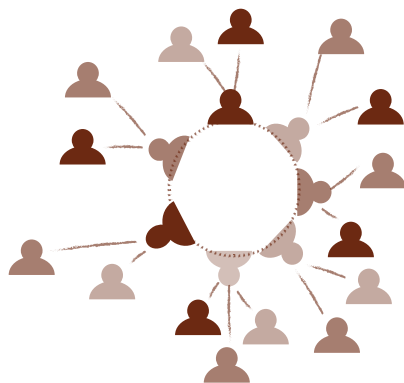
Co-initiate with a
small team of
interested people.



Listen deeply to people
with diverse experiences
of and ideas about...
... current reality
... desirable futures for
themselves, and their
community
... the contributions the
organization can make to
move into those futures.



Add members to
the change team as
you identify people
with the desire to
bring the new into
being.



Mapping our system

The Table describes in detail four different models for organizing long term supports that have emerged over the past 60 years. Each model is coherent when read and applied up and down the columns, but current reality is a mix of models and parts of models. Some operating parts of established organizations may retain elements of institutional care, while other parts offer integrative supports. Policy commitments to integrative supports may compete with a rules-based, command and control approach to implementing change.

Evolving Systems Models	Institutional Care	Managed Care	Integrative Supports	Community Supports
Organizing principle	System centered based on targeted population.	Coordinated Services & Outcome Centered based on targeted population.	Person-Centered based on unique qualities of each individual.	Citizen/community centered. Based on individual rights and for betterment of community.
Individual-professional relationship	Expert-patient. Professional directed & power-over.	Provider-consumer. Professional responds to consumer need & power-over.	Facilitator/Broker-self directed individual. Individual designs with others & power shared.	Resource-autonomous citizen. Community supporting with professional auxiliary & power collective.
Individual service experience	Functionally specific, pre-set services & programs based on assessed deficiencies. Push model driven.	Habilitation pathways or treatment protocols determined by clinical assessment. Coordinated care, pull driven.	Individualized supports, circles of support, peer support, wrap around services. Person driven supports negotiated.	Self or co-directed. Home & community located. Community driven (allocation).
Focus of innovation & how we make something new	Administrative & functional effectiveness & efficiencies (internal to the system). Focus on maintaining status quo. Scaling out-replication, dissemination. Increasing numbers.	Refocus to outcome driven coordinating care. Delivering customized services in cost efficient ways. Scaling up. Changing laws, policies, rules.	Creating personalized life experiences out-side program walls. Scaling deep: re-designing roles & relationships; forming allies; connecting to community.	Social innovations: support individual autonomy while promoting inclusive, healthy communities. Scaling deeper: changing relationships, cultural values & beliefs.
Degree & type of complexity & how we make meaning	Many programs & regulatory details to manage. Sense is made when diagnosis matches services or treatment modality.	Many clinical disciplines & financial arrangements to integrate & understand. Sense is made when care is managed efficiently & is well coordinated.	Social interaction, relational/emotional maturity. Key stakeholders from different cultures, worldviews & interests. Sense is made through deep listening, dialogic practice & collaboration.	Unclear, unpredictable futures with sense making, understanding & solutions emerging from action-reflection cycles.

* Adapted from Hanns Meissner, Creating Blue Space, See Chapter 4.

Organizational culture, coordination mechanism. How power shows up.	Bureaucratic or paternalistic culture. Hierarchy, command & control.	Rules-based, clinically dominated culture. Managed care entities & care management.	Affiliation, appreciation-based culture. Network, facilitated dialog & mutual adaptation: person-centered planning.	Inclusive, diverse culture. Seeing from the whole through a process of collective sense making & innovation cycles.
Source of legitimizing service or supports activity	Government policies & regulation. Social legislation.	Corporate driven. Rules & norms to make the market work.	Appreciative inquiry driven. Individual values. Infrastructure for learning & innovation.	Collective intelligence driven. Infrastructures for seeing in the context of the whole.
Outcomes for individuals	Placement. Personal care, face to face service. Activity & supervised housing.	Appropriate service levels. Reduced service costs. Consumer satisfaction.	Individualized supports leading to own home, relationships & meaningful activity.	Citizenship: full inclusion & participation in typical community settings. Lives of distinction. Assumption of valued roles.
Leadership orientation	Authoritarian/bureaucrat	Technician/problem solver	Social change master	Generative leader
Perceived readiness of working age adults for valued social roles, employment.	Not ready.	Assessed readiness.	Employment first.	Employment for all.

Reflecting on our Level of Listening

Pause and reflect for a minute after a meeting or conversation to identify moments of Level 3 or 4 listening and any ways the voices of judgment, cynicism or fear showed up.

Level of Listening	Experience	Result
Listening 1 <i>downloading</i>	Just what I expected.	No change or small changes in understanding. Mostly a repeat of the same ideas.
<i>Open Mind expresses curiosity and quiets the Voice of Judgment</i>		
Listening 2 <i>debating</i>	I became aware of some new facts and ideas that challenged my assumptions and shifted the way I make sense of the situation.	Taking account of new realities; better informed. More aware of assumptions, new ideas and alternative ways to understand current reality.
<i>Open Heart activates compassion and overcomes the Voice of Cynicism</i>		
Listening 3 <i>dialogue</i>	I have seen the situation, and my place in it, through the eyes of someone whose experience is different from mine. I have a new sense of how another person experiences the situation and how they feel it. My own feelings resonate with those of someone different from me.	Awareness of real differences in experience and evaluation of the situation; new perspective; better understanding of aspects of the situation that have been hidden or avoided.
<i>Open Will draws on courage and calms the Voice of Fear</i>		
Listening 4 <i>collective creativity</i>	I am not the same person now than I was when I entered this conversation. Together we generated understanding and possibilities that did not exist when the conversation started.	A growing sense of the highest possibility in the situation and the contribution I can make.
<p>The table is based on a video on levels of listening presented by Otto Scharmer in the edX course, <i>U.Lab: Transforming Business, Society & Self</i>, 21 January 2015.</p>		

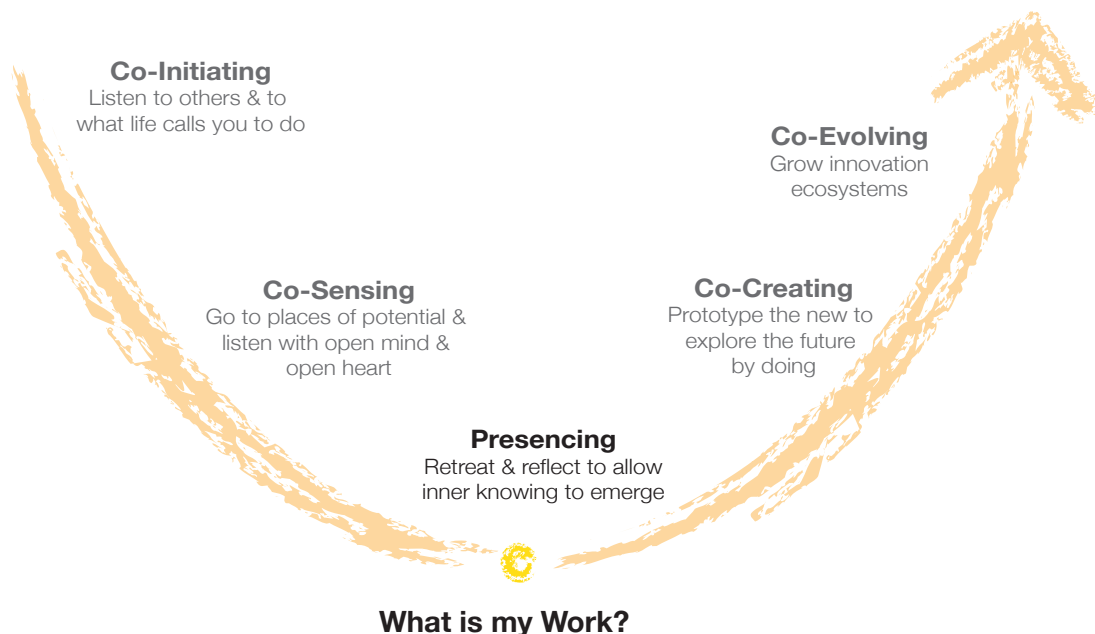
Session Four

What is my Work?



Session 4

What is my Work



Use this Session to practice Listening Awareness

Take a moment after each conversation to ask “What was my Level of Listening?” Review on page 62.

Notice when the Voices of Judgment, Cynicism, or Fear show up, give them the attention they need, let them go.



Voice of Judgment



Voice of Cynicism



Voice of Fear



The U shape is a sign for a process of **Awareness Based Collective Action**. It reminds us to step out of routine certainty into discovery, make space to sense new possibilities, be still and seek to identify highest purpose, and act to learn before setting a solution in place. Person-Centered Planning is a member of the Awareness Based Collective Action family.

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[The links in this pdf file are live.](#)

Intentionally connecting to highest purpose

People who benefit from good, person-centered support demonstrate again and again how limited our understanding of "what more is possible" can be. Against professional predictions, people have taken up a variety of valued community roles: employee, employer of support staff, householder, home owner, civic activist, advocate, and more.

The need for assistance too easily draws attention from formulations of deficiency and need and allocation of valuable time to following and documenting compliance with planning protocols. This risks a person being defined by what they are seen as lacking that demands intervention or supervision, their future defined by judgments about their past and their present fenced by available service capacities.

People and their families can lose touch with their desire to matter, to be valued and recognized as a contributing citizen with possibilities. Their choices and satisfactions may be limited by lack of experience that builds confidence that more is possible. Choices may shrink to attainment of prescribed skills or negotiation of wishes for material things and experiences (such as vacations) or revision of the way services are delivered.

From time to time it is good to intentionally invite people to connect with their sense of highest purpose: their deep concerns and calling to make a difference in the world. Directing attention to questions of identity and how a person wants to matter to others sets a context in which assistance makes sense.

Conversations about highest purpose grow in the healthy social field cultivated by deep listening. This sort of conversation is as important for those who offer supports as for those who benefit from them. The practices in this Session will offer brief opportunities to consider how each of us is called to matter.

Commitment and compliance*

The conditions for person-centered planning have changed since the early 1980s when a variety of approaches took shape in work with people with developmental disabilities and their families. Early efforts were co-created outside the service system or in a few innovative organizations, with families and people who wanted different forms of support rather than available alternatives. Shared desire for inclusion in school, valued participation in community life, employment outside sheltered settings, and individualized support to life in a home of one's own set direction.

The beloved community is not a utopia, but a place where the barriers between people gradually come down and where the citizens make a constant effort to address even the most difficult problems of ordinary people. It is above all else an idealistic community.

—Rev. Jim Lawson

The person-centered effort emerged from a shared sense of the Work we were called to do together. We felt called to serve social justice. For some the call originated in a vision of fully recognizing the human and civil rights of people with developmental disabilities. Others felt the power of Martin Luther King's vision of building the beloved community. For all, person-centered planning was integral to organizational, systemic and community change. Engagement is a matter of commitment. This spirit endures among change makers.

Today, people who rely on long-term support usually encounter person-centered planning as a step in assuring that funds flow in compliance with Medicaid rules. These rules set conditions that powerfully influence person-centered work. Good work is done everyday under requirements for compliance. A spirit of discovery, deep listening, sensing new possibilities, and learning through action increase the benefits of any form of person-centered planning. These good moves are energized by taking a moment of stillness to respond to the question, What is my Work?

* This page reflects the experience of the four facilitators of this Learning Institute. We acknowledge many ways of understanding and doing person-centered planning that are different from ours.

What is my Work?

At its best, person-centered planning brings a person and those who support them in touch with the person's highest purpose, their Work.

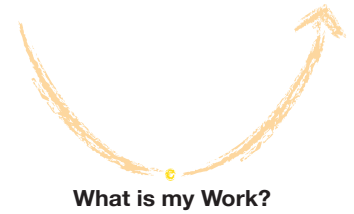
The capital W distinguishes work—the everyday activities of making a living, making a home, and making a way in the world—from a person's purpose in the world, their vocation, their calling, the gift they can develop and share for the common good, their Work. A live connection to purpose is a source of meaning and wellbeing. It draws attention to a future that wants to be born with our help: our distinctive contribution to realizing the highest possible future in whatever place and time we find ourselves. As we respond to the new questions life asks and the new possibilities life offers, our Work develops.

Immersion in the 10,000 everyday details, overcommitment, busyness, stress and/or disappointment can disconnect us from our Work. Person-centered planning offers one form of space and time to bring our Work into focus, refreshing and revising a felt sense of the highest purpose we can serve where we are.

“What is my Work?” is not a question like “Where do you want to go on vacation?” A meaningful answer doesn't often come easily or in a fluent sentence or two. We listen to each other into a feeling response that often shows up in images and gestures.* This listening is enabled by letting go of whatever is not essential and opening to let a sense of the new draw us across the threshold of new possibilities.

* Some approaches to person-centered planning make room for this by supporting people to make pictures and artifacts to remind them of their Work. See , for example, John O'Brien, Jack Pearpoint, & Lynda Kahn (2013), *The PATH & MAPS Handbook: Person-Centered Ways to Build Community*.

Sensing meaning

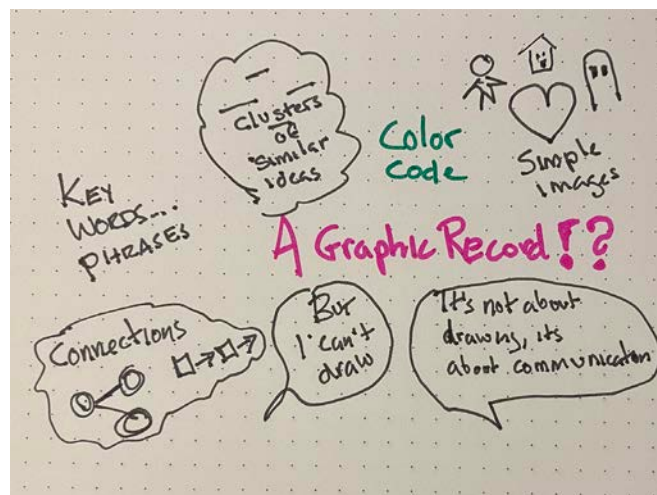


- Divide the time equally and set a timer.
- Listeners inquire about a time of satisfaction following the practice below.
- Listeners make a graphic record of what they hear.
- Listeners reflect.

A story of deep satisfaction

Listeners can ask questions to support the telling, holding space for the Speaker.

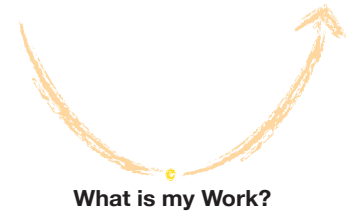
- Thinking about your whole time with people receiving long-term support, whether in a paid or unpaid role, remember a moment of deep satisfaction. It can be something that happens regularly or a rare experience. It can be a simple, ordinary experience or an exceptional one. All that matters is that you remember it as a time you felt, “This is why I do this work.”
 - In 3 minutes tell a story of that moment of deep satisfaction in as much specific detail as time allows Take the whole time; silence can be an important part of the story.
 - What did this moment give you?
 - What did you contribute to this happening?
-
- Listeners reflect briefly, identifying Speaker gifts and capacities the Listener notices in the story



Journaling: What is my Work?

Center yourself: breath deeply. Quiet your mind. Adopt a posture of wakefulness and dignity.

Listen to yourself. Write freely, without a plan. Let your pen show you your current sense of the possibilities you are discovering.



- Look at yourself from your friends' point of view. What would they say are the gifts and capabilities in you that they appreciate most?
- What are your most vital sources of energy? What do you love?
- Imagine you could fast forward to your last day of work with people who rely on long terms support. Looking back on your whole journey with long term support, what legacy are you glad to have left? What do you want to be remembered for by those who continue the journey?
- Thinking about your work during the Learning Institute, what core questions have come alive for you?
- Thinking about your work during the Learning Institute, what new or renewed possibilities have you noticed? What wants to be born with your help? What future seems most worth working to create?
- What would you have to let go of in order to step into this future?
- In your current situation, what provides the seeds for the future you want to create? What is already there that you can build on, encourage and nourish with your attention and energy?
- Take a moment of stillness to feel the resonance of what you have journaled. Be aware of any image that emerges in the stillness; an image may seem weird or unrelated and may not have found words that express its message. Honor the image by recording it.

Openings to do my Work

We have multiple assets to bring to our Work: gifts and capacities of head, heart, hand and identity; the access, influence, and power that goes with our role and organizational position.*

This practice invites a rapid scan of these assets and a quick indication of where there might be an opening to increase the benefits of person-centered planning.

- Divide the time equally and set a timer.
- Each take a turn letting initial answers come for each of the areas on the following two pages. These draw on all you have sensed and considered up to this moment. You can revise anytime. There is no need to overthink. This is a sort of one person brainstorming session.
- Encourage the Speaker by asking “What more?” (especially in places where people often get stuck, such as claiming their gifts or the assets that come with their role.

* It’s easy to underestimate the power we exercise in the lives of people who rely on our support. A person may be close to the bottom of a very big and complicated organization chart, but still have agency.

A difference I want to be part of making that will strengthen the benefits of person-centered planning.

My personal resources for creation: gifts & capacities of head, heart & hand. Knowledge, skills, imagination inspired by experience, relationships.



What my role offers to what I want to create: Authority to convene & consult; legitimate opportunities for influence; access to information, knowledge & advice; power to decide; supports to my learning & development...

The responsibilities that go with my role

Homework: Make an artifact to remind you of your Work

Your objective is to create an artifact that will remind you of your January 2020 answer to the question, “What is my Work?” in the area of person-centered planning.

- Recall what came up for you in today’s practices.
- Try this practice if you like:
 - ... Ask yourself, “What is meaningful to me in doing person-centered work?” Write down a brief answer.
 - ... Focus on what you have just written and ask yourself, “Why is this (the answer you gave) important to me?” Write down a brief answer..
 - ... Repeat until you can feel a sense that you have reached a final (for now) answer.
- Take a moment of stillness to hold the question –“What is my Work?”– for yourself.
- Make a sketch of an artifact that will hold your answer or gather materials and make it.

<i>QUOTATION</i>	<i>COLLAGE</i>	(picture of)
<i>POSTER</i>		<i>PLAY-DOH</i>
		<i>SCULPTURE</i>
ar·ti·fact 'ärdəfakt noun		
an object made by a human being, typically an item of cultural or historical interest.		
(sketch for)	<i>SYMBOLIC</i>	<i>MUSIC OR</i>
(picture of)	<i>IMAGE OR</i>	<i>LYRIC</i>
<i>LEGO</i>	<i>OBJECT</i>	<i>SELECTION</i>
<i>ASSEMBLY</i>		<i>YOUR CHOICE</i>

Resource menu



See your work
through
other's eyes

Practice

Invest 45 minutes in a **Stakeholder Interview** (page 63). Consider a person you plan with, a family member, or a direct support professional as a window into how your work makes a difference in life experience.

Video

Beth Mount. *Beautiful Justice*. (21 minutes) What does it mean to imagine a world that works for everyone, including a person with complex impairments. inclusion.com/2020/beth-mount-beautiful-justice-tedxcreativecoast/

Beth Mount. *Heart & Soul: Story Quilts & Person-Centered Practice*. (3 minutes) Keeping the heart of the work in focus. www.youtube.com/watch?v=RTHY_wfEadY

Tom Kohler. *Five Ways to Go Into the World*. (3 minutes) Practices for people building community. (www.youtube.com/watch?v=PTceRdDJy-W8&feature=youtu.be)

Neighbours International. *Lester's Home the Power of a Dream*. (8 minutes) Person-centered Planning supports the formation of a circle & opens the way to home ownership). www.youtube.com/watch?v=V-jZdUWIHdPA

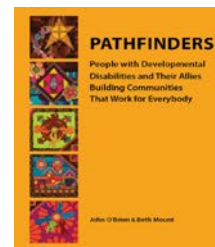
On-line reading

Connie Lyle O'Brien (2000). The Origins of Person-Centered planning: A Community of Practice Approach. www.nasdds.org/resource-library/general-information-on-administering-state-programs/the-origins-of-person-centered-planning-connie-lyle-and-john-obrien/

Highest Purpose

Blue Space: Preparing for the Journey: Self as an Instrument of Change. Chapter 7. Pp. 87-98.

Pathfinders: A Bigger WE. Pp. 28-41. Organizing supports that build inclusive community & create opportunities for contribution.



Reflecting on our Level of Listening

Pause and reflect for a minute after a meeting or conversation to identify moments of Level 3 or 4 listening and any ways the voices of judgment, cynicism or fear showed up.

Level of Listening	Experience	Result
Listening 1 <i>downloading</i>	Just what I expected.	No change or small changes in understanding. Mostly a repeat of the same ideas.
<i>Open Mind expresses curiosity and quiets the Voice of Judgment</i>		
Listening 2 <i>debating</i>	I became aware of some new facts and ideas that challenged my assumptions and shifted the way I make sense of the situation.	Taking account of new realities; better informed. More aware of assumptions, new ideas and alternative ways to understand current reality.
<i>Open Heart activates compassion and overcomes the Voice of Cynicism</i>		
Listening 3 <i>dialogue</i>	I have seen the situation, and my place in it, through the eyes of someone whose experience is different from mine. I have a new sense of how another person experiences the situation and how they feel it. My own feelings resonate with those of someone different from me.	Awareness of real differences in experience and evaluation of the situation; new perspective; better understanding of aspects of the situation that have been hidden or avoided.
<i>Open Will draws on courage and calms the Voice of Fear</i>		
Listening 4 <i>collective creativity</i>	I am not the same person now than I was when I entered this conversation. Together we generated understanding and possibilities that did not exist when the conversation started.	A growing sense of the highest possibility in the situation and the contribution I can make.
<p>The table is based on a video on levels of listening presented by Otto Scharmer in the edX course, <i>U.Lab: Transforming Business, Society & Self</i>, 21 January 2015.</p>		

Stakeholder Interview

A Stakeholder Interview is an opportunity to discover how the organization's work looks from the point of view of the people who whose lives are shaped by it, what they value and what they would change.

Consider inviting interviews with...

- People who rely on long-term supports.
- Family members.
- Allies.
- Legal guardians.
- Employers and landlords for people the organization supports.
- Direct support workers and front line managers.
- Middle and senior managers.
- Board members.
- Staff from other organizations that serve the people the organization supports.
- Managers in the long-term support system.



See your work through
other's eyes

Be mindful

- Your purpose is to learn as much as you can about how this person experiences your organization. Suspend your Voice of Judgment and open your heart to the person so you can see the organization's work through their eyes.
- Figure out a few open ended questions to initiate and guide the conversation. Then go with the flow. Access your ignorance by attending to and trusting questions that occur to you and finding good moments to ask them.
- You are looking for this person's truth about something that also matters to you: the performance of your organization. Notice what you want to disagree with or what makes you uncomfortable in what you hear. Note and then let go of the explanations and justifications that come up in your mind in response to uncomfortable statements. You can also get pulled back into your own mind when you hear something you agree with: come back to the person and listen more closely for what they are saying about how it is for them.
- Make the most of presence –quiet, appreciative openness to the person in front of you– and silence. Don't interrupt moments of silence, but stay present.
- Listen for and welcome glimpses into the best future possibility for the person who is giving you the interview and for the whole situation you share with them.

Based on Stakeholder Interviews. Instructions at www.presencing.com/tools/stakeholder-interviews-0

Steps

- Make a list of people whose perceptions of your organization will help the work of transformation. Don't forget people who might be easy to overlook. Notice and discuss any reluctance to offer someone an interview.
- Decide whether there will be one or two listeners, who the pairs will be and who will take the lead.
- Make the invitation. Think of a way that suits the person to briefly orient them to the conversation and to the change team's work. Share your reasons for asking this person for an interview. You are there to see your organization's work through that person's eyes.
- Consider the person's convenience and arrange a comfortable, quiet place and set aside 30-60 minutes for the interview.
- Thinking about what you now know about the person, frame a few open ended questions and choose a question to start the conversation. Let the other person's account of your organization's work develop; don't get stuck in prepared questions.
- Give yourself 15 minutes or so of quiet before the interview to renew your intentions.
- Orient the person to the interview by briefly reviewing your invitation to the interview. Get permission to take notes and clarify any concerns about confidentiality, attribution of what the person says and requested follow-up.
- Open your self to the person's perceptions, even when some of what they may be difficult or challenging to hear.
- Schedule time immediately after the interview to reflect on the interview.
- Send the person a thank-you note the next day.

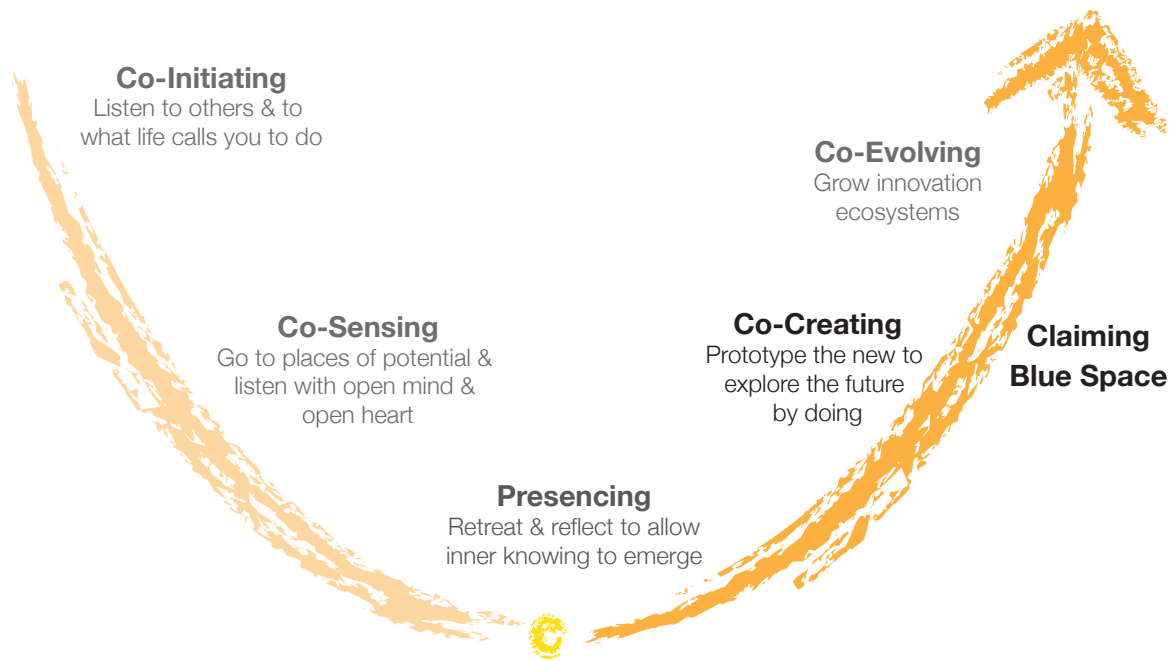
Possible Questions

- When our organization is at its best, what does it do for you? What happens for you when our organization provides just exactly what you need, no less, no more?
- How could our organization fail you or let you down? What does or could happen when our support breaks down?
- When you think about the future, what would you like to be different for you? How could our organization help with that?
- What worries you or makes you afraid? What do we do that helps? What more could we do?
- What criteria do you use to use to assess the value of what our organization provides for you?
- If we could make two changes to our organization, what changes would make the most positive difference for you?



Session Five
Claiming Blue Space

Session 5 Claiming Blue Space



Use this Session to practice Listening Awareness

Take a moment after each conversation to ask “What was my Level of Listening?” Review on page 62.

Notice when the Voices of Judgment, Cynicism, or Fear show up, give them the attention they need, let them go.



Voice of Judgment



Voice of Cynicism



Voice of Fear



The U shape is a sign for a process of **Awareness Based Collective Action**. It reminds us to step out of routine certainty into discovery, make space to sense new possibilities, be still and seek to identify highest purpose, and act to learn before setting a solution in place. We see Person-Centered Planning as member of the Awareness Based Collective Action family.

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Transformational change engages powerful forces	70
Staying alive	74
A little bit more Blue Space	75
Homework: Mapping the inner states of change makers	76
Resource menu	78
Reflecting on our Level of Listening	79
Exploring challenges: Coaching Circle	80

Links to the sponsors of the Learning Institute and information about this publication will be found on page 2.

A dance of Presence and Absence

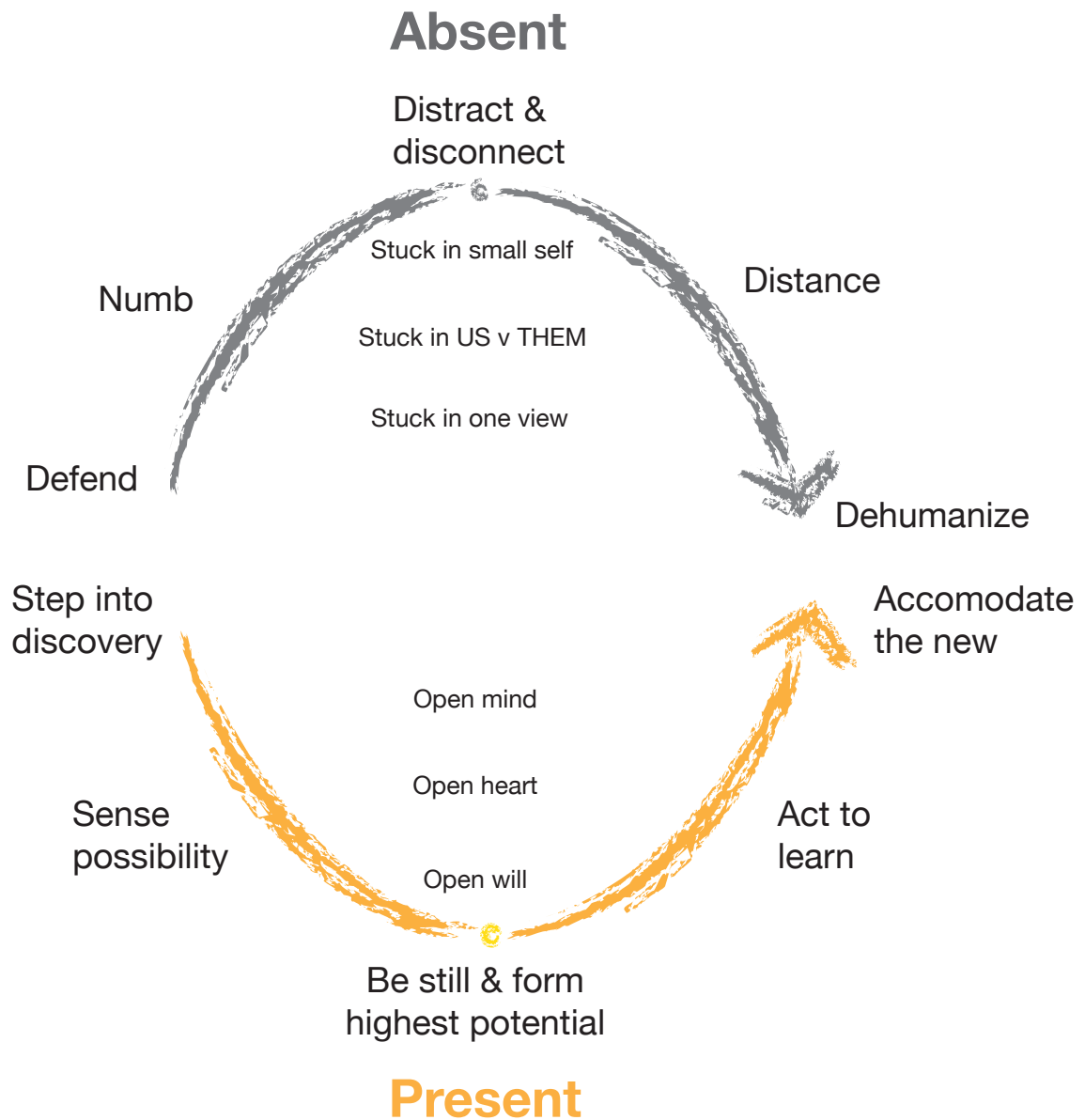
Person-centered work emerged in the wave of response to the terrible power of dehumanization, manifested in settings where oppression, neglect, and abuse were taken for granted as the necessary response to the need for long term support. Massive reform efforts produced service alternatives built on greater respect for human dignity. Unexpectedly positive responses to better opportunities and supports revealed how deeply dehumanization traps people in low expectations.

Person-centered work is an intentional effort to spring the trap of low expectations. It generates a positive cycle of discovering what more is possible by sensing, connecting with highest purpose, and acting to learn. This brings life into the work through open minds, open hearts, and open wills. It brings those involved into presence to each other.

Person-centered work is in constant contention with the cycle of dehumanization. Not only are people who receive long term support at greater risk of oppression, neglect, and abuse than other citizens, they are also disabled by low expectations of their potential for social participation, economic and civic contribution, and life choices. Dehumanization continues to work by concealment; being taken for granted as “the way it is”. It sticks a person to one view, one known truth. It distances US from THEM. It confines us to a small self with no responsibility to connect to a higher purpose. It fills every moment to bureaucratic routine. It produces absence, a neutrality that destroys possibility.

Blue Space is a powerful metaphor for the space necessary to push back the power of absence.

Absence speaks, as if saying...	
One truth	<i>I know who you are, what you need & what is possible for you. You are 100% predictable.</i>
US/THEM	<i>I know where you belong. You need me because I know what is good for you. I expect you to know your place & comply with my instructions.</i>
Small self	I know all I need to do my job. I am already person-centered; there is nothing new but the words.



Reflect

- What triggers absencing for you?
- What does absencing look like for you? For your team?
- How do you recognize it and begin to shift?
- What opens you to presencing?
- What does presencing look like for you?
- How can you cultivate and strengthen the practice of presence in yourself? With your team?

Transformational change engages powerful forces

Different forms of planning match different types of change. Following a straight line of proven steps accomplishes many goals: saving for a purchase, accessing a Section 8 voucher, mastering a new task at work. Negotiating for a resource –permission to buy a pet, a raise, assistance for regular attendance at worship– follows familiar patterns. Coordinating expert know-how brings benefits: an effective communication device, healthy seating, effective strategies for self-regulation. Those planning usually take scarcities of time, people, money, or flexibility as constraints to accept until conditions change.

In situations like these, many questions are technical. Is this within policy? Are staff available? Is the risk-assessment properly documented? Good planning involves choice among available alternatives and specification of goals, means, and measures. There may be barriers, but the environment is stable enough to predict the route to a goal or declare a goal infeasible. Conflict, disappointment, and failure are possible, but application of familiar planning tools often produces satisfaction.

Transformational change* happens when the search for what more is possible generates a possible future attractive enough to encourage co-invention of new relationships, new ways of thinking, and new structures of support for new and valued social roles.

Stepping out of settled narratives and stable routines means stepping into complexity. Learning how to move toward the "new" brings up differences among people. It puts co-creators up against

Different perspectives & purposes

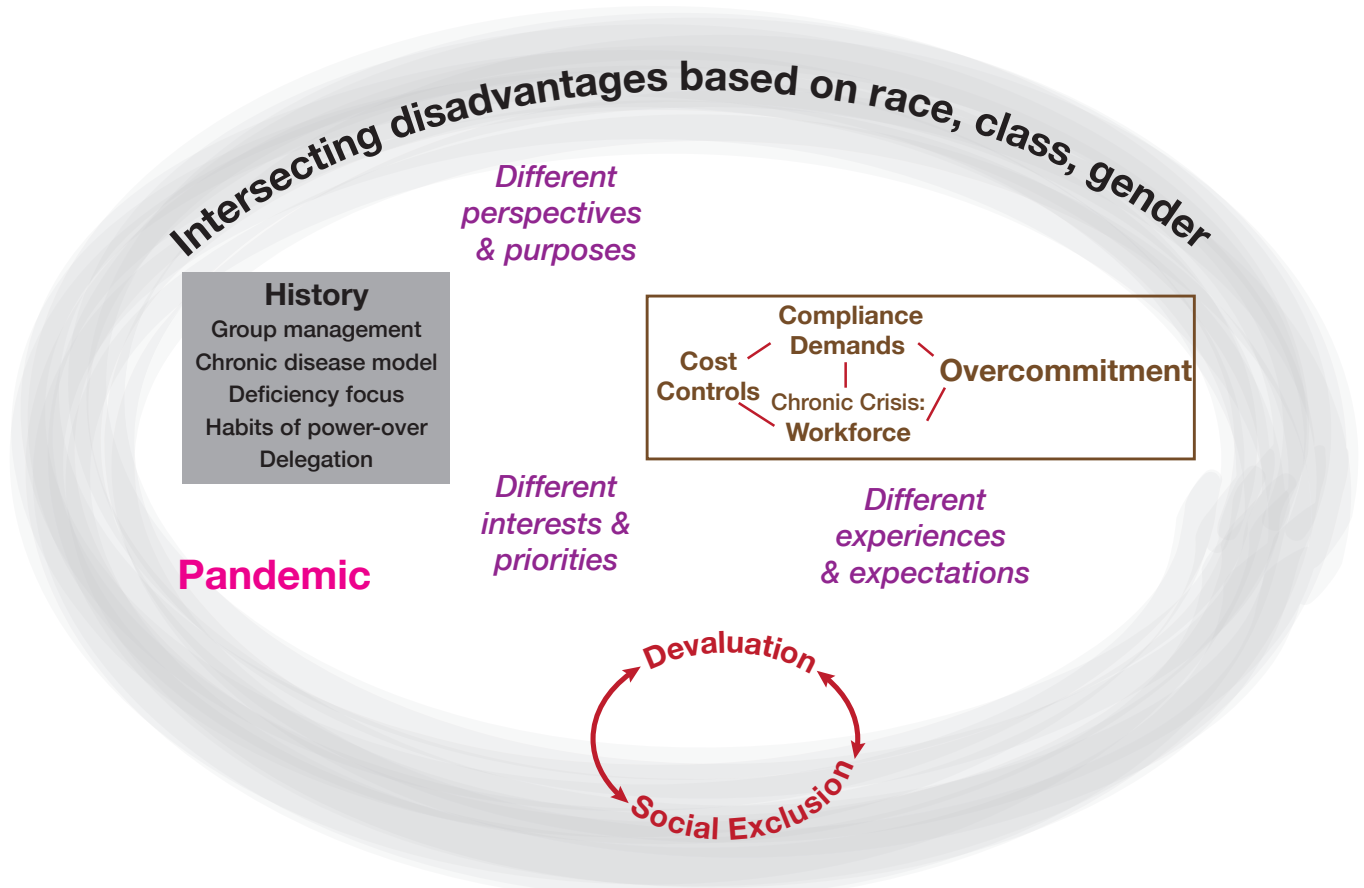
Different interests & priorities

Different experiences & expectations

social forces that resist their efforts. Despite progress, people who receive long term support still experience social exclusion fueled by devaluation. A 150 year history of designing services to manage groups of people perceived as chronically deficient and in need of control by medical authority produces a legacy to move beyond. The system and those who work in it are overcommitted and time is scarce. Many people, including the direct support workforce, are disadvantaged by intersecting injustices. The pandemic compounds the difficulty at the same time that it has stimulated new ways of working and revealed unexpected resiliency.

Engaging these forces invites an inner journey to increased awareness of history and possibility and greater action confidence. The

* There is a helpful discussion of different types of change in *Blue Space*, on pp. 73-76.

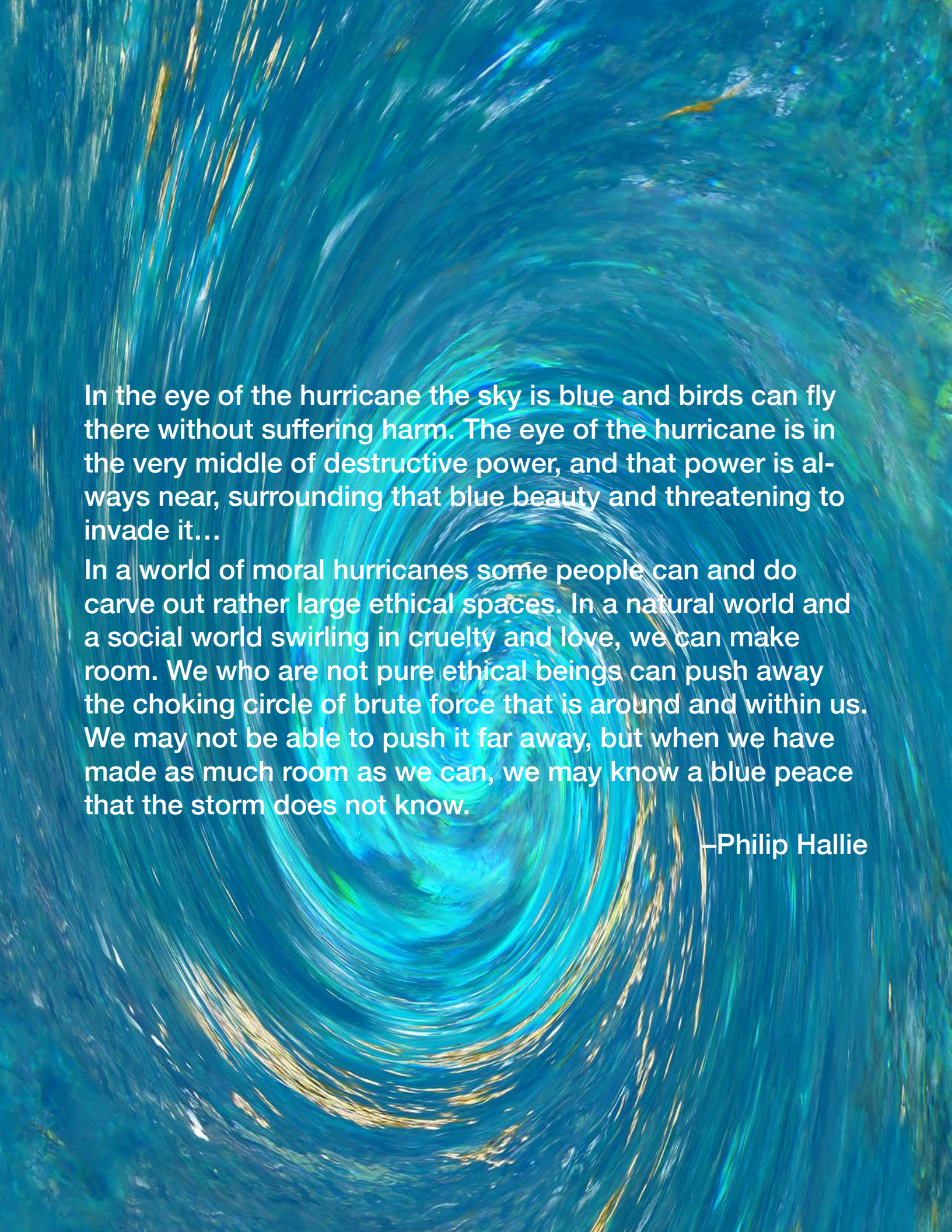


journey can be guided and encouraged by study. Hanns Meissner, who tells his story of transformational change in *Blue Space*, offers an example that has proven useful to him and many other transformational change makers: the metaphor of blue space, drawn from Phillip Hallie’s reflections on the possibilities of human goodness.*

Watch *Creating Blue Space*, Hanns’ 10 minute talk, at youtu.be/cdtL-WhW3Prg

* Phillip Hallie was a philosopher who served as an artillery officer in Europe during World War II. Looking for meaning in what he did and saw in that role shaped the rest of his life. His quest to understand the conditions for goodness to emerge despite the enduring power of cruelty and social evil drew him to study the people of Le Chambon, a small French village that rescued many Jewish families from the Nazi program of extermination. His best known book, *Lest Innocent Blood Be Shed*, reflects his learning from them. Hallie introduces the image of blue space in *Tales of Good and Evil, Help and Harm*.

In his talk, Hanns references a second source of hope and guidance, the work of Viktor Frankl, an Austrian Holocaust survivor whose best known book is *Man’s Search for Meaning*. Frankl identifies commitment to purpose that includes responsibility for self and others as the source of meaning. With a clear *why* we can face any *how* questions life has for us. We grow stronger in our internal journey by pursuing three values: creating to make a difference in the world; experiencing truth, beauty, and love; and adopting a courageous attitude in situations of unavoidable suffering.

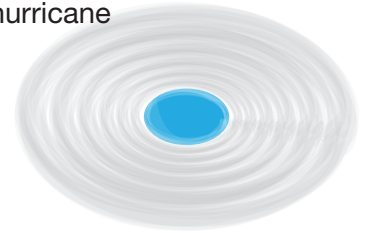


In the eye of the hurricane the sky is blue and birds can fly there without suffering harm. The eye of the hurricane is in the very middle of destructive power, and that power is always near, surrounding that blue beauty and threatening to invade it...

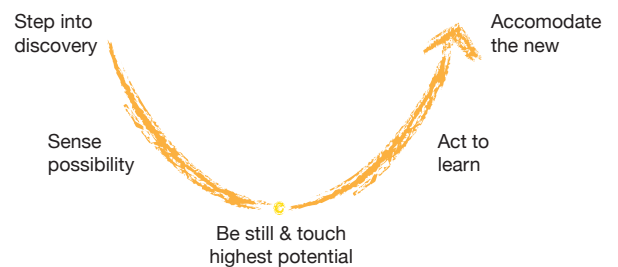
In a world of moral hurricanes some people can and do carve out rather large ethical spaces. In a natural world and a social world swirling in cruelty and love, we can make room. We who are not pure ethical beings can push away the choking circle of brute force that is around and within us. We may not be able to push it far away, but when we have made as much room as we can, we may know a blue peace that the storm does not know.

—Philip Hallie

Imagine all the forces indicated in the diagram forming a hurricane that threatens to destroy our action confidence and drive us back to shelter in familiar ways of thinking, structures, and patterns of service. Blue Space reminds us of the eye of the hurricane and challenges us to intentionally claim and reclaim the space to pursue our highest purpose.



Blue Space makes time to turn our attention and creativity to improving our answers to the ethical and practical questions of supporting people to show up in community life as whole people and contributing citizens. Within us, Blue Space makes room for curiosity, compassion, and courage to grow. With those we meet as we do the work of transformational change it is a place to cultivate a healthy social field by stepping together into discovery, sensing possibilities, letting go to connect with the highest future possibilities in the situation, and acting to learn how to realize that possibility.



In nature, the eye emerges naturally from the interacting forces that produce the hurricane. In human terms, Blue Space has to be claimed and cultivated. Internal Blue Space opens through intentional awareness of personally meaningful images, words, music, and devotion of attention to practices that center us, renew us, and support reflection in the midst of the 10,000 things that keep us busy and distracted. External Blue Space opens when people together take time for sense-making, reflection, study, and shared practice. That the Voice of Judgment declares claiming Blue Space impossible, indulgent, and irrelevant only strengthens the case for creating it.

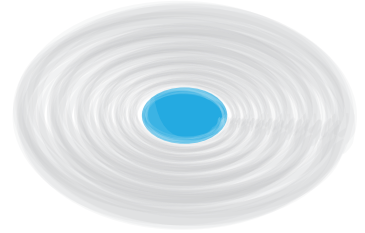
Staying alive

In conversation, share practices that have worked for you to...

- ...stay strong and energized.
- ...renew your focus on what is most important.
- ...strengthen your relationship with those you support and the people who matter to them.
- ...increase your knowledge of what more is possible for you and those you support.
- ...learn by reflecting on action.

Listen for a practice you want to learn more about from the person who shared it.

A little bit more Blue Space



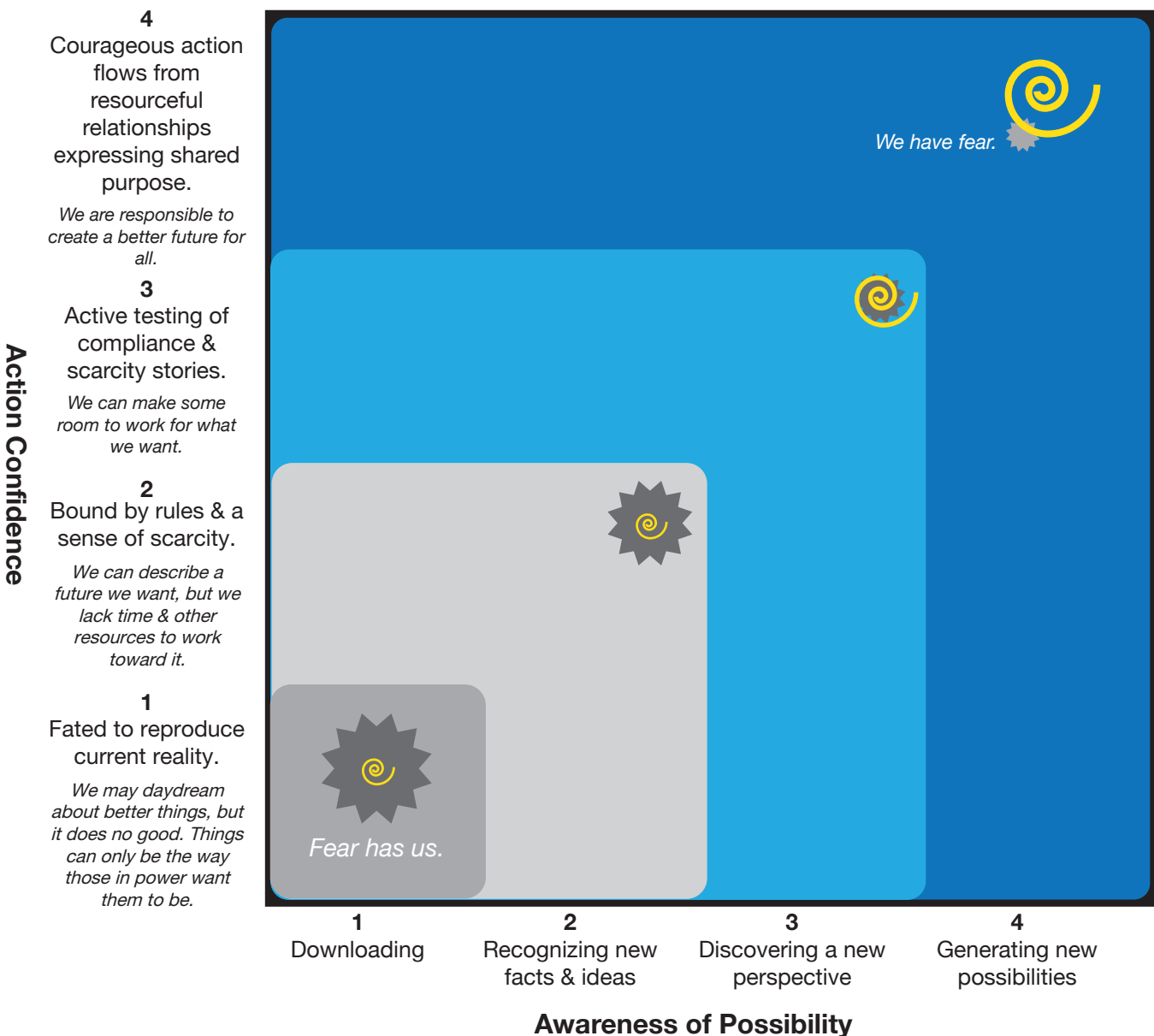
Identify possibilities for increasing Blue Space in your life at work. Things you might do to open space for deeper listening, critical and creative thinking, and dialogue that enriches your sense of meaning, purpose, and possibility.

- Identify specific steps that could open a little bit more Blue Space in...
 - ... person-centered planning meetings, preparation and follow-up encounters.
 - ... team meetings.
 - ... supervision.
 - ... training activities.
 - ... anywhere.
- Choose three top possibilities and choose someone to type them into the Chat so we can capture some of your thinking.

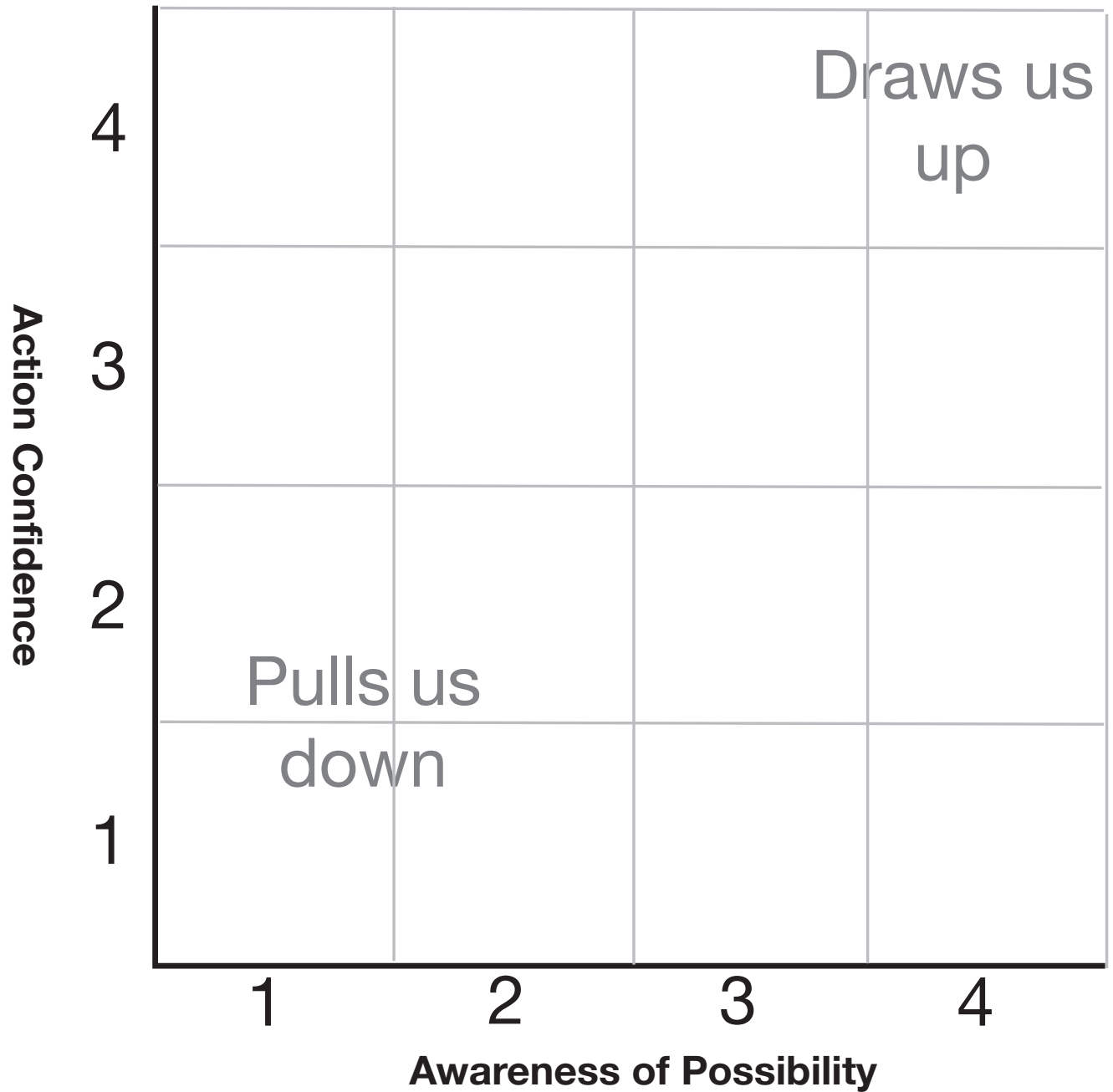
Homework: Mapping the Inner States of Change Makers

Effective change makers know that they can bring their gifts and capacities into any opening to increase the impact of person-centered practices. They realize that their capacities for building relationships across boundaries, listening deeply, recognizing the new that wants to be born with their help, crystallizing vision, and taking courageous action to learn better ways determine the possibilities for meaningful change. They take responsibility to develop these capacities.

Mapping the Inner State of Change Makers encourages reflection on a change maker's current experience of discovering possibility and acting courageously in their situation. Reflection can lead to consideration of ways to take a next step—or a leap—toward generative relationships.*

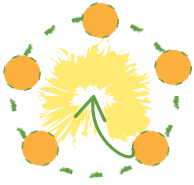


* *Pathfinders* has more about this practice on pp. 163-165.



- Thinking about yourself and your colleagues, identify as specifically as you can...
 - ... what draws you to higher Action Confidence and higher Awareness of Possibility (4,4)?
 - ... what pulls you toward lower Action Confidence and lower Awareness of Possibility (1,1)?
- Draw on your intuition and mark the place on the chart that describes the most common place your organization currently rests.

Resource menu



Practice

Try a Coaching Circle with work colleagues or members of a group you belong to.

Video

Hanns Meissner. *Creating Blue Space* (12 minutes). youtu.be/cdtL-WhW3Prg

Beth Mount. *Power in the Dark*. (6 minutes) The heartbreak and structural violence that make people invisible. www.youtube.com/watch?v=Ci8f-p02sfn4

Judith Snow. *On dreaming* (8 minutes). Finding connection & direction by listening deeper into “unrealistic” and “impossible” desires. <https://youtu.be/jjWT-IUHFfc>

On-line reading

Otto Scharmer *Collective Trauma and Our Emerging Future*. Explores absencing a key idea in Theory U and a good perspective on the history of institutionalization. www.kosmosjournal.org/kj_article/collective-trauma-and-our-emerging-future/

John O’Brien *The Trouble With Person Centered Planning*. Person-centered work in life-world or system-world. inclusion.com/site/wp-content/uploads/2017/12/Trouble-with-Person-Centered-Planning.pdf



Blue Space

Blue Space: An appreciative culture Chapter 3 Pp. 33-45.

Pathfinders: Pathfinders Are Social Inventors. Chapter 5. Pp. 131-167.



Reflecting on our Level of Listening

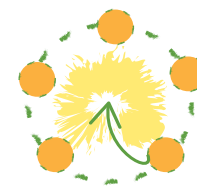
Pause and reflect for a minute after a meeting or conversation to identify moments of Level 3 or 4 listening and any ways the voices of judgment, cynicism or fear showed up.

Level of Listening	Experience	Result
Listening 1 <i>downloading</i>	Just what I expected.	No change or small changes in understanding. Mostly a repeat of the same ideas.
<i>Open Mind expresses curiosity and quiets the Voice of Judgment</i>		
Listening 2 <i>debating</i>	I became aware of some new facts and ideas that challenged my assumptions and shifted the way I make sense of the situation.	Taking account of new realities; better informed. More aware of assumptions, new ideas and alternative ways to understand current reality.
<i>Open Heart activates compassion and overcomes the Voice of Cynicism</i>		
Listening 3 <i>dialogue</i>	I have seen the situation, and my place in it, through the eyes of someone whose experience is different from mine. I have a new sense of how another person experiences the situation and how they feel it. My own feelings resonate with those of someone different from me.	Awareness of real differences in experience and evaluation of the situation; new perspective; better understanding of aspects of the situation that have been hidden or avoided.
<i>Open Will draws on courage and calms the Voice of Fear</i>		
Listening 4 <i>collective creativity</i>	I am not the same person now than I was when I entered this conversation. Together we generated understanding and possibilities that did not exist when the conversation started.	A growing sense of the highest possibility in the situation and the contribution I can make.
<p>The table is based on a video on levels of listening presented by Otto Scharmer in the edX course, <i>U.Lab: Transforming Business, Society & Self</i>, 21 January 2015.</p>		

Exploring challenges: Coaching Circle

1 hour plus instructions

A Coaching Clinic is a team of 3 to 5 equals who meet to discover fresh ways to understand and innovative ways to meet leadership challenges. This exploration provides the whole team with the opportunity to better understand their work. Trust grows as members continue to offer mutual support over multiple meetings.



See a challenge
with fresh eyes

Be mindful

- The purpose is to listen deeply, attending to, sharing and building on the images, metaphors, feelings and gestures that the challenge story evokes. Suspend the desire to download quick fixes, pet theories or sympathy. Access curiosity, compassion and openness to what wants to emerge from the process.
- Closely follow the steps and allocated times. They guide the circle through the U: a period of listening; a moment of stillness and reflection; a period of enrichment of the challenge story with the emergence of new perspectives and new possibilities for action. Stillness is essential, take the full three minutes.
- Create a distraction free circle that allows **an hour of focused attention**. Writing and drawing materials help capture or sketch insights and images.
- It's easy to get bogged down in *might-be-nice-to-know* details of the situation. The process works best when the circle attends to and builds from what is presented as the essence of the challenge.



Roles

One circle member presents a specific challenge that they are currently facing, a challenge in which they play a key role. The challenge can be outlined in 15 minutes and the presenter wants new perspectives.

The other circle members serve as **coaches**, listening deeply, attending to and sharing what presentation of the challenge evokes.

One coach takes responsibility for managing the time and reading the instructions to the circle at each step. Another coach takes notes of key points, a third graphically records images that arise throughout the clinic.

Based on Case Clinic. Instructions at <https://www.presencing.com/tools/case-clinic>

Watch a guide to Coaching Circles at <https://www.youtube.com/watch?v=AwjKROGi6H4>

Steps

1	2 min	Select challenge presenter, timekeeper, note taker, & image recorder
2	15 min	<p>Intention statement by challenge presenter</p> <p>Take a moment to reflect on your sense of calling. Then present your challenge, answering these questions:</p> <ul style="list-style-type: none"> • Current situation: What key challenge or question are you up against? • Stakeholders. How might others view this situation? • Intention: What future do you want to create? • Threshold. What do you need to let go of and what do you need to learn? • Help: Where do you want help or new ideas? <p>Coaches listen deeply. They may ask clarifying questions but not give advice or make observations.</p>
3	3 min	<p>Stillness</p> <ul style="list-style-type: none"> • Listen to your heart. Connect to what you have heard with your heart. • Listen to what resonates. What images, metaphors, feelings or gestures* come up for you and capture the core of all that you have sensed in the presentation of the challenge?
4	10 min	<p>Mirroring and embodying</p> <ul style="list-style-type: none"> • Each coach shares the images, metaphors, feelings and gestures that came up in the stillness or while listening to the presentation of the challenge. (What's shared need not be complete or even make sense to the person sharing.)
5	20 min	<p>Generative dialogue</p> <ul style="list-style-type: none"> • The challenge presenter reflects aloud: <i>Hearing these responses, what touched me? What resonated with me? What questions and reflections come up for me now?</i> • All reflect on the mirroring and embodiment and the challenge presenter's reflections. Move into a flow of dialogue that surfaces new perspectives on and new possibilities for the challenge. Stay in service of the challenge and the presenter's journey without pressure to fix or resolve the challenge.
6	8 min	<p>Closing remarks</p> <ul style="list-style-type: none"> • By coaches • By the challenge presenter: <i>How do I now see my situation and the way forward?</i> • Thanks and appreciations, finishing with the challenge presenter.
7	2 min	Individual journaling to capture key insights and learning

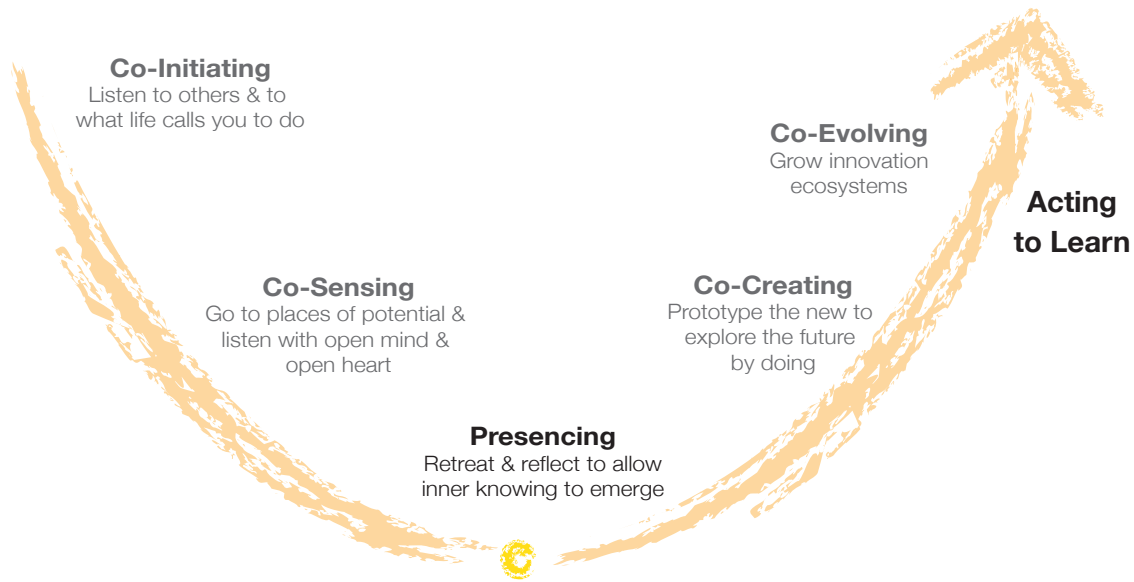
*Gestures are body positions, movements and facial expressions that arise in response to what we sense. Sharing gestures without explanation or commentary is a powerful form of mirroring.

Session Six
Acting To Learn



Session 6

Acting to Learn



Use this Session to practice Listening Awareness

Take a moment after each conversation to ask “What was my Level of Listening?” Review on page 62.

Notice when the Voices of Judgment, Cynicism, or Fear show up, give them the attention they need, let them go.



Voice of Judgment



Voice of Cynicism



Voice of Fear



The U shape is a sign for a process of **Awareness Based Collective Action**. It reminds us to step out of routine certainty into discovery, make space to sense new possibilities, be still and seek to identify highest purpose, and act to learn before setting a solution in place. Person-Centered Planning is a member of the Awareness Based Collective Action family.

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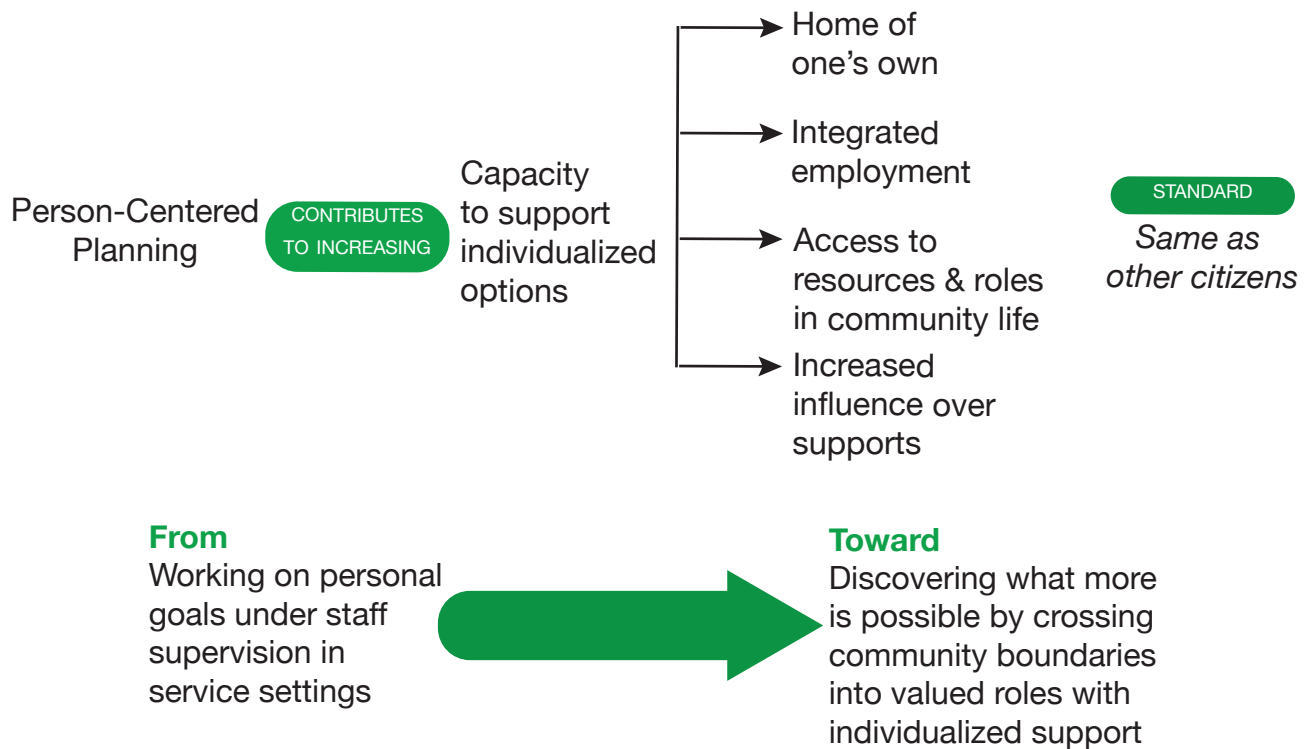
Links to the sponsors of the Learning Institute and information about this publication will be found on page 2.

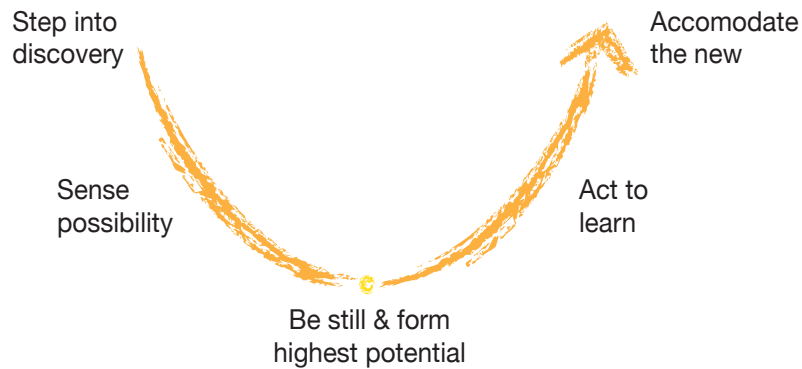
Person-Centered Planning at its best

For a person and those who care about them, person-centered planning serves by shifting awareness of their identity, interests, & capacities in a way that activates collective imagination and action. As a result, they experience more of the benefits of ...

- ... belonging in increasingly diverse memberships and relationships.
- ... contribution to matters that concern them.
- ... respect from taking valued community roles.
- ... choice in their life and effective control of needed supports.
- ... opportunities from sharing the ordinary places and activities of community life.

For organizations that choose to meet The Community Rule's challenges, person-centered planning serves by developing new relationships, new ways of thinking, new structures, and new practices.





Repeating this pattern guides Awareness Based Collective Action for individuals and organizations. An intentional step into discovery, followed by an active search for knowledge of what more is possible leads to a moment of stillness to connect with the highest possibility in the situation. In these stages, the danger is jumping into mindless action.

The sense of possibility often shows up first in compelling feelings and images rather than words. Sometimes these feelings and images go ignored in meetings that focus on participant's heads and logical minds. The next move, up the right side of the U, crystallizes a specific intention to learn how to embody what more is possible in living relationships. Action comes before learning. It brings together the intelligences of head, heart, and hand to cross boundaries and open new community roles. Reflection on each try builds know-how about what works and a better understanding of what more is possible. Competence to produce desired movement forward grows, step by step. The danger at this stage is over control through attempts to define every step and think away every possible slip-up. This freezes action in analysis and leaves too little room for new ways to emerge.

Tom Wujec makes a good case for acting to learn in an 8 minute TED Talk, *The Marshmallow Challenge*. www.youtube.com/watch?v=H0_yKBitO8M

Crystallizing by listening to your hands

Your purpose is to explore a change you want to bring to life, a change that will strengthen the positive influence of person-centered planning. It may be a change in your own practice or a change in your organization as long as the intention is to increase your ability to do your Work.

Your whole body knows the situation that wants to change with your help. Your whole body knows a change that has meaning for you. Some of what your whole body and mind know has not yet found words.

This practice invites you to let your hands show your thinking mind what your whole self knows about how things are now and what wants to emerge next. It asks you to let go of thinking up a plan and pay attention to what emerges as you make two 3D models.* Sculpture I models the situation as it is now. Sculpture II shows the next stage of development in the change you want to create.

- Take a moment to lay out whatever you have collected to sculpt with. Center yourself with three breaths.
- Set a timer for 5 minutes. Each works alone to form Sculpture I to reveal how it is now in the situation that wants to change with your help. Let your hands show you the elements of the situation that matter and the ways these elements are related.
- Take a picture of Sculpture I.
- Set a timer for 2 minutes. One sculptor takes a turn reflecting on their Sculpture I. What needs to end in this situation? What wants to emerge? Repeat for the other sculptor.
- Set a timer for 3 minutes for each sculptor to work alone. Attend to Sculpture I and make changes to reveal the next stage of the journey to the future you want to create. Feel for where a shift wants to start and what that first move will change.
- Take a picture of Sculpture II.
- Each sculptor takes 2 minutes to reflect on the change from Sculpture I to Sculpture II and to answer two questions.
 - ... “Where does the shift from current reality start?”
 - ... “What could I do next to give life to this emerging future?” .

For this practice, a model isn't an exact representation or illustration of steps in a plan. You assemble materials at hand to express your situation and what is emerging in a form that holds meaning for you.

You are on track when your thinking mind is witnessing what your hands are making.

* If you don't have materials to model with, you can sketch 2D models. Don't forget the childhood imagination that could make a castle or a space ship out of a cardboard box: Almost any collection of objects can form a model.

Collect materials

Paper clips & other stuff from the desk

Kitchen tools

Legos



Stuff from nature

Boxes & containers

Play-doh

Jewelry

Stuff from your junk drawer

Kids toys & figures

Toothpicks

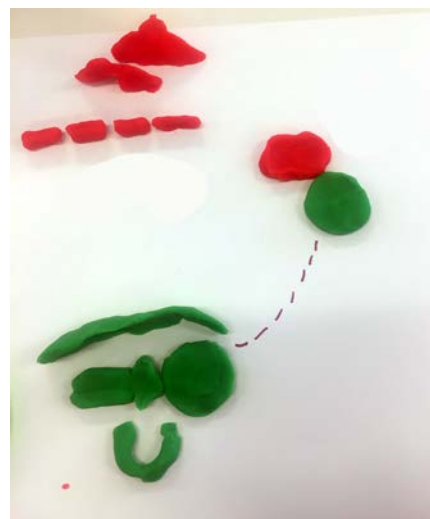
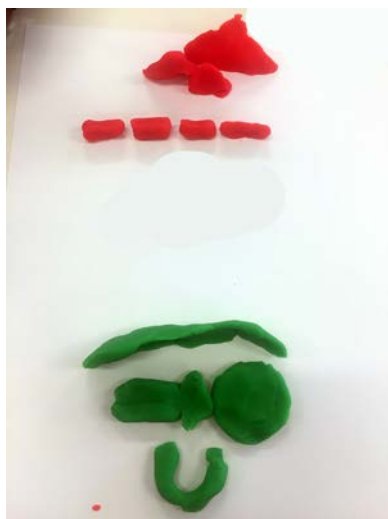
Matchsticks

Sculpture I Now

Sculpture II Next



Beth Mount's stories about these sculptures are at www.youtube.com/watch?v=mgP-phihLKS0&feature=emb_logo



Just start

Action Confidence is the realization that what we do can make a difference. A system that keeps people busy doing its business in ways it prescribes can undermine Action Confidence. So can multiplication of policies that make limiting claims on a person's choices. So can structures with limited flexibility to accommodate developing individual interests.

Just start* is good advice for building Action Confidence. Experience shows that there is no reliable way to predict and control what more is possible in community life. The only way to proceed is by multiple cycles of action and reflection, each cycle building on what can be learned from those before. These are the steps to repeat.

1: Form intention based on what you currently know about what wants to come into reality with your help. This is a seed of the new. Your understanding will change as you act.



2: Find an opening. This is the space where the seed can find just enough of what it needs to grow. Sometimes openings are spacious and generously resourced, but often they will be more like cracks in the sidewalk.

3. Act quickly with what you have. It's easy to think you have to have a detailed plan, a complete supply of resources and wide buy-in before you shift into action. But social innovators find that meaningful action can emerge from unfinished ideas by redirecting the time and capacities of a few willing co-creators and taking responsibility for careful attention to risk and requirements. Time pressure can be a friend if it pushes toward action. Aim for a stretch that somehow communicates the spark of the new.

4. Observe what happens, inquire into what works and the enabling conditions that make what works possible.

5. Build on what you find: revise and take a next step.

6. Bring others along. As action unfolds and expands, you meet more people who can contribute (or block).

Two firm beliefs ground this bias for action: every person has a higher self that wants to develop, and every community has possibilities to support better lives that want to be born. This is no guarantee of success, many forces conspire to extinguish the desire for more life. It is a good reason to seek and support the impulse to reach for possibility.

* For a discussion of this approach in the context of business entrepreneurship, see Leonard Schlesinger. *New Project? Don't Analyze—Act.* *Harvard Business Review.* hbr.org/2012/03/new-project-dont-analyze-act

What has become possible because we have been here?

Journal

- I want to stay in contact with...
- I want to learn more about...
- An idea or possibility I want to share at work or at home...
- Something I want to try in my practice of person-centered planning...
- A change I want to find an opening to co-create with my team...
- A change I want to find an opening to co-create in my organization...
- Questions I want to keep exploring...

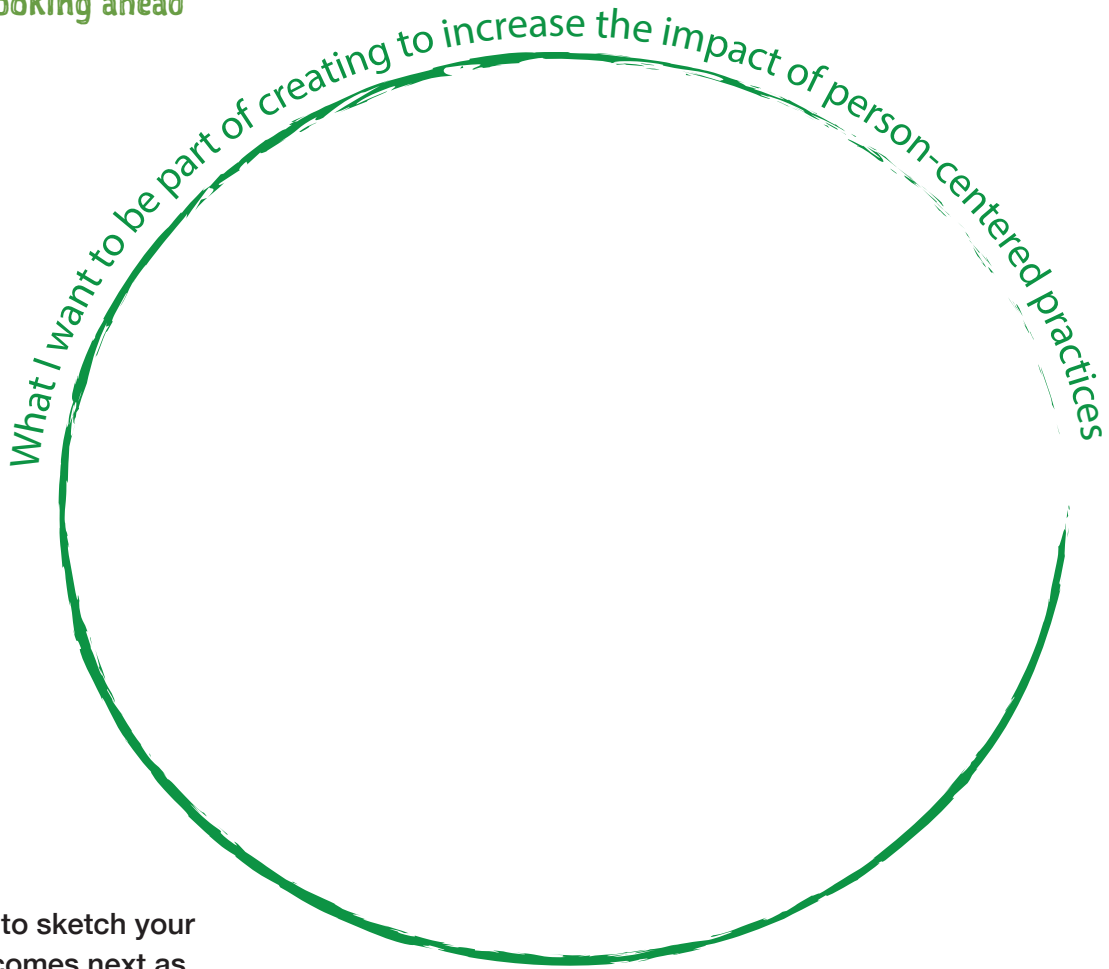
Share

- Each take a turn...
 - ... choose one change with heart for you. Just let your intuition guide your choice, don't overthink. Don't worry if the change seems too small or too big.
 - ... briefly describe the change and what makes it meaningful to you. Don't worry if you have talked about this change before. Each retelling will bring more shades of meaning.
 - ... identify what you will have to let go of as you move into this change.
 - ... name the way you will "just start".
- After each has had a turn, begin again with another change and go around again. Keep going until time is up.

Decide

- Just for yourself, make a decision about your intention to move from talk in a workshop to a real step into a new possibility.
- Make an entry in you calendar or your to do list to commit to the very next step.
- Put a symbol, a word, or a phrase that captures the heart of the change here:

Homework: Looking ahead



The **purpose** is to sketch your sense of what comes next as we complete the Learning Institute sessions. You may have begun work that you want to continue or something different may be calling you. Focus on action in the next few weeks.

This is important to me because...

2

1. Make a current statement in words and images of what you want to be part of creating to increase the impact of person-centered practices.

Let go

2. Write three statements that complete the sentence, "This work is important to me because..."

3

3. Identify what you will have to let go of to make this change.

4. Identify places of potential: people to talk to, places to visit, places to spend time observing and inquiring, things to make time to read or watch.

Places of potential to learn from

4

5. Identify the person with whom you will have your next conversation about what you want to be part of creating.

Next conversation back home with...

5

6. Potential distractions...

... a. what the *Voice of Judgment* says.

Voice of Judgment says:

6a

... b. what the *Voice of Cynicism* says.

Voice of Cynicism says:

6b

... c. what the *Voice of Fear* says.

Voice of Fear says:

6c

Reflecting on our Level of Listening

Pause and reflect for a minute after a meeting or conversation to identify moments of Level 3 or 4 listening and any ways the voices of judgment, cynicism or fear showed up.

Level of Listening	Experience	Result
Listening 1 <i>downloading</i>	Just what I expected.	No change or small changes in understanding. Mostly a repeat of the same ideas.
<i>Open Mind expresses curiosity and quiets the Voice of Judgment</i>		
Listening 2 <i>debating</i>	I became aware of some new facts and ideas that challenged my assumptions and shifted the way I make sense of the situation.	Taking account of new realities; better informed. More aware of assumptions, new ideas and alternative ways to understand current reality.
<i>Open Heart activates compassion and overcomes the Voice of Cynicism</i>		
Listening 3 <i>dialogue</i>	I have seen the situation, and my place in it, through the eyes of someone whose experience is different from mine. I have a new sense of how another person experiences the situation and how they feel it. My own feelings resonate with those of someone different from me.	Awareness of real differences in experience and evaluation of the situation; new perspective; better understanding of aspects of the situation that have been hidden or avoided.
<i>Open Will draws on courage and calms the Voice of Fear</i>		
Listening 4 <i>collective creativity</i>	I am not the same person now than I was when I entered this conversation. Together we generated understanding and possibilities that did not exist when the conversation started.	A growing sense of the highest possibility in the situation and the contribution I can make.
<p>The table is based on a video on levels of listening presented by Otto Scharmer in the edX course, <i>U.Lab: Transforming Business, Society & Self</i>, 21 January 2015.</p>		