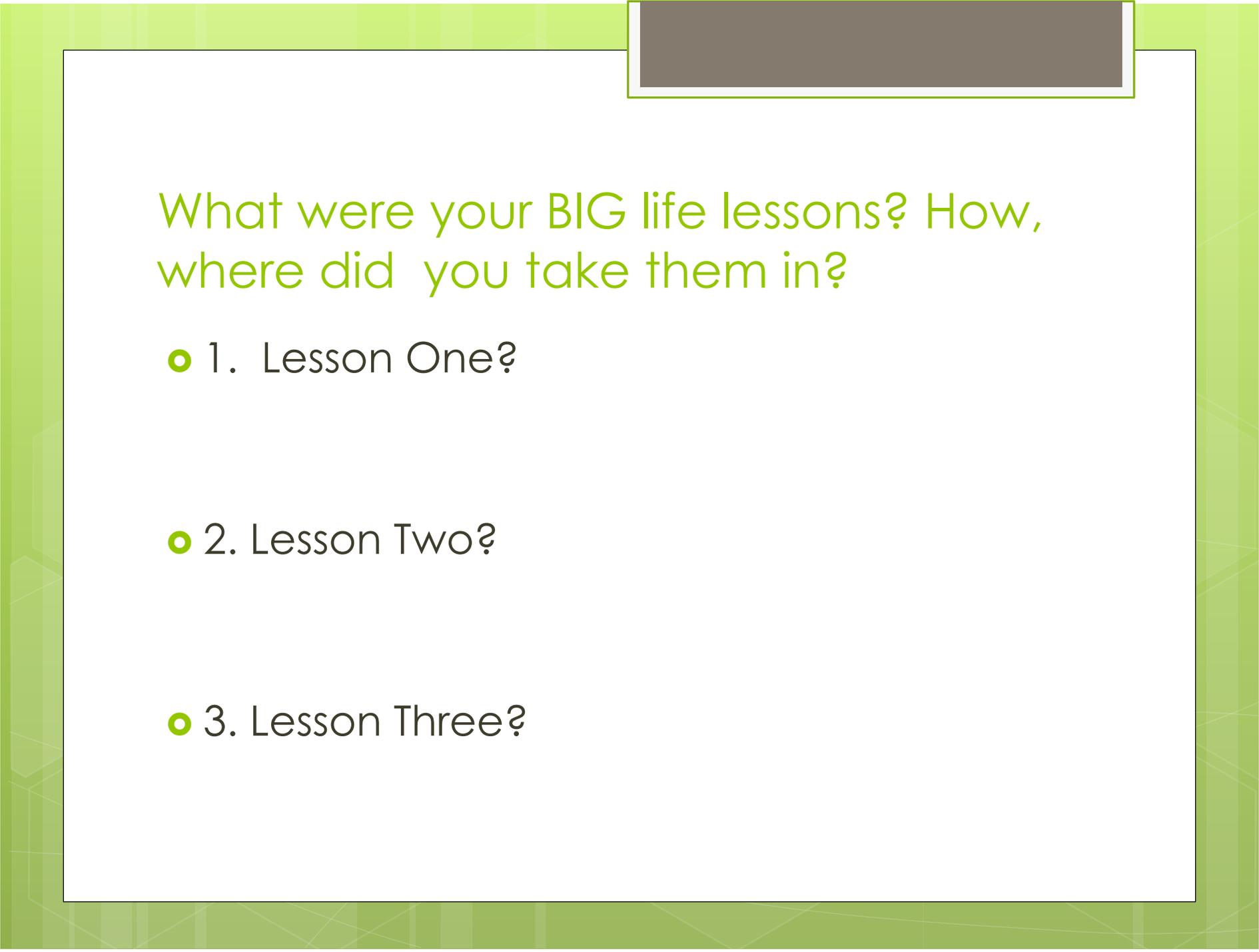




Three Pursuits for
a Meaningful and
Contributing Life

Personal and
Professional Dev.
Webinar Sept 8, 2015



What were your BIG life lessons? How, where did you take them in?

- 1. Lesson One?

- 2. Lesson Two?

- 3. Lesson Three?

Premises for this School

Our Vocation is based on—

- Living Systems are Nested.
- All entities have a non-direct multi-engaged reciprocity for the health of the the system(s) in which it is Nested
- Each entity and system has an Essence and Vocation which is unique, interlockingly indispensable to the health of the Whole
- Humans have a role of transforming mental, interactive energy from lower to higher

Humans Requisite Development

This requires the ableness of

- **critical thinking skills**
- **personal self mastery of state**
- **process design of levels of change**

Our primary instruments

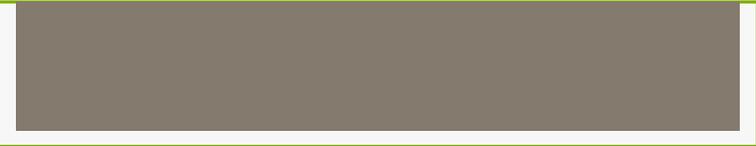
- **Capability with living systems frameworks (Base)**
- **Personal Mastery of Working of Human Consciousness in order to use the frameworks**
- **Working of human and natural energies and the impact of various nature of architected nodal interventions on those flows and levels of evolution. (Levels of Change proficiency)**

My Teachers

- Dewitte T. Holland age 18-20
- Dr. Stafen Riesenfeld age 22-23
- Charles Krone age 33-60

Three Pursuits for *Meaning*

1. Rigorous DISCERNING
2. IMAGING The working of LIFE
(DEC Webinar)
3. Reveal and Express ESSENCE
(March webinar)



Rigorous Discernment

Dr. Riesenfeld

Rigorous Discernment— Dr. Riesenfeld

- **Discernment:** able to grasp and comprehend among the obscure. Keen insight and discriminating judgment and wisdom

Why does it Matter?

- What is Sourcing and Framing our thinking, understanding and acting

Discerning needs Referencing processes

- A Body of Thought from—

Schools

Family

Church

Culture

State/Government/ Politics

How we understand



Epistemology- How we can know and what we can know

Cosmology— how the universe/Life works.
Paradigm

Ontology- nature of existence; human being-ness

Technology- application of knowledge into a cohesive approach

Techniques-way to proceed for outcomes

Examine Your Epistemology

- Look at each of your lessons. THE HOW
- What are the conditions under which you can KNOW or Learn?
- What is your method of testing and validating?
- How are you influenced?

Our paradigm acquisition





ERAS of Paradigms

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Cosmology—Paradigms and Worldviews

Living Giving
Order

Regenerative Paradigm & Practice

Human Potential Paradigm & Practice

Behavioral Paradigm & Practice

Machine Paradigm & Practice



I Saw Something NO ONE Else Saw



Examine your 3 lesson? WHAT

- How were they formed and what is the primary Body of thought on which based?
- Tested and confirmed? Changed?
- What are the premise on which they are based about how LIFE works?
- Are there any inconsistencies or mixing?

What Does It Examining Paradigms do?

- Overcome tendency to be on Automatic and easily determined by others
- We opt for consciousness and full use of our humanness

Produces Something Different

- Without it, we have A Paradigmatic Scramble; Mixing and matching.
 - E.g. incentives to care for Earth
 - E.g. rewards for learning
- We can uplift innovation

Capability to Build

- Examination of Life starting with *How we think* and *what allowed to think about*
- Use Language as Clues

Rewrite your Lessons

- The ones from your early years?
- Any new lessons to guide future epistemology?
- Any new ways to challenge paradigms and content of paradigms