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THE
**REGENERATIVE
LIFE
WORKBOOK**

TRANSFORM ANY
ORGANIZATION, OUR SOCIETY,
YOUR DESTINY

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AN INVITATION TO A REGENERATIVE LIFE

This workbook is an invitation. An invitation to step into the action learning project that created *The Regenerative Life*. The path towards a regenerative life cannot be sought by merely reading about it. In 2018-2019, a self-selected group of 92 participants engaged with me online through a series of workshops, exercises and interviews that took place over six months. I now invite YOU to experience a regenerative approach to thinking through your own exploration of the living systems frameworks I offer here, and the nine nodal roles I have come to know as the Regenerative Society Enneagram. If you choose to accept the invitation, the hope is your process, through your own journaling and reflection, as well as the guided group discussions, will awaken and uplift your energy and how you think about the roles and contributions you take on in the world.

There are two core practices suggested in this workbook that work synergistically. The first is to journal developmentally and the second is to meet for regular, developmental, group discussions and reflections. This workbook is not designed to have you “learn” or absorb information. There are no right answers. The journaling and exercises are designed to have you reflect on the ideas and frameworks presented by having you make them relevant to your own life and experience. Don’t try to force academic understanding of the exercises or questions, rather stay open to engage with them and see what happens with some practice! Remember to have fun and laugh at the discoveries you are making about yourself and your contribution the world!

What does it mean to work “developmentally”?

The root of the word *develop* comes from the French *developper*, which means “to unwrap or unveil”—in other words, to peel away that which hides the core or real value and understanding to be had from what is under consideration. Development is less about acquiring information or knowledge from books and teachers, and more about exploring and making discoveries. It is about self-reflection, the search for meaning and new ways of thinking, and the creation of one’s own ideas, rather than about adopting the thoughts and the ideas of the author. In this instance, the aim is to explore the material presented in *The Regenerative Life* in order to awaken greater meaning and understanding of the unique role and contribution you offer.

The practices of journaling and group discussions are not intended to be used as an academic exercise in search of knowledge to be acquired and to confirm if one’s understanding was “correct”. Instead, use it to *engage developmentally* with others in pursuit of deeper understanding of yourself, the roles you take on in Life, in family, in community and insight into their potential to become regenerative.

The Regenerative Life Workbook.

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Journal Developmentally

Journaling provides a core practice for those who are pursuing *The Regenerative Life*. This form of reflection is undertaken in a very specific and developmental way. Instead of simply asking participants to write down what they were doing and noticing, I suggest you work from regenerative concepts and frameworks for the purpose of shaking up your existing assumptions and thought patterns and creating development in ourselves. Journaling gives you an opportunity to notice and reflect on the internal shifts that began to occur as a result. In other words, the journaling is a way to grow consciousness in yourself of who you are choosing to become rather than just who are you today.

I encourage you to create a journal for yourself, or order one from us, that you can use to explore new ways to play your roles in society, and I've developed an essential framework to help you in this effort. Frameworks contrast to models which we often have stuck in our mind like a stuck record or tape from the 1960s. Giving the same answers over and over. For example, to metaphorically, ready, aim, fire.

The work of regenerative frameworks, is to reveal the dynamics of living systems, including the relationships and arenas that inform them and the potential toward which they could evolve. Frameworks don't provide answers. They offer ways to pursue open discovery. For example: What mode of behavior am I in: reactive, ego, or purposeful. There is no right answer but arenas to explore. Listen to use Frameworks, not Models, for more experiences. Models promote knowledge; but they cannot lead us to the understanding that a regenerative framework enables.

Models can help us make decisions about the world only as we currently know it. They are not capable of producing singularity and transformation, within which the essence of something can shine and be evolved.

JOURNAL FRAMEWORK

I've given it an acronym, **FORM**, that captures four aspects of developmental work that journaling can support:

- **Framework thinking**
- **Observing obstacles**
- **Reframing/reordering**
- **Mastering self**

I chose this acronym because it evokes and affirms our active role in self-creation and the proactive reflection that journaling is intended to stimulate. I've chosen the word mastering instead of mastery, as a reminder that the process is open-ended and always evolving.

I also offer a process to follow as you prepare for, and then reflect on, a given day or event. This process can be applied to any of the regenerative roles that you undertake in life. Remember to keep it concrete by linking it to what you have chosen to work on within a specific context. It is always tempting to make generalizations about oneself and one's life, but opportunities for the creation of breakthroughs only ever arise in real activities and events.

1. **Framework thinking:** What framework will I use to examine or design a development approach to this day or event? For example, how can the Seven First Principles of Regeneration (*Chapter 2*) help me generate a more complete picture of what I'm working on and what can they tell me about an evolutionary path I could pursue?
2. **Observing obstacles:** With regard to this day or event, which of the inner obstacles (*Chapter 2*) do I see at work as I pursue my objectives and goals? Can I see what triggers them? How is my ability to be self-managing evolving in this regard? What pattern changes do I see? Where do I see opportunities to engage further?
3. **Reframing/reordering:** With regard to this day or event, what paradigm or worldview did I engage from? How do I want to evolve my ability to consciously activate and engage a higher paradigm?
4. **Mastering self:** With regard to this day or event, what is the new pattern that I seek to move toward? How can I state this as an aim for myself, a new state of being that I wish to stretch and grow into? Over time: What is evolving in me? In my aim?

Aim to make a journaling a daily practice while you read *The Regenerative Life* and meet with your discussion group. Chapters one and two will offer specific, core frameworks for you to then use on your **FORM** journaling. At the end of this book club process, reflect on how what the value was for you of journaling developmentally.

Guidelines for Group Conversations

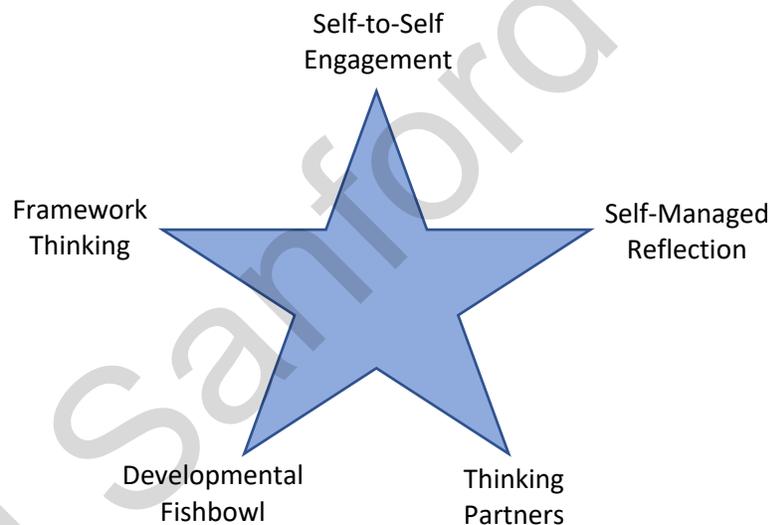
This workbook is designed to support corporate unit and cross-organization book clubs, as well as engagements by other institutions, such as schools and nonprofits. A good approach is to meet once every week or so and to read the chapters associated with the workbook section before each gathering. Allow plenty of time for the conversations the assigned readings will evoke. You may

wish to revisit conversational highpoints from previous meetings as a way to start each new meeting.

A reading group is a powerful tool for initiating the evolution of a regenerative life, business or other enterprise. In many cases, reading and conversation alone have moved organizations in new directions. Be prepared to be impressed by the positive effects a book club or dialogue groups will have on you and your organization!

Five Disruptive Practices for Working Developmentally

The following principles describe a framework of five practices for reading and discussing a book or for any other conversation directed toward regenerative outcomes. The role of group leader is to introduce these principles and make sure that all participants in the conversation make themselves responsible for remembering and being guided by them.



1. *Explore in Self-to-Self Engagements*

- Speak one person to another, with respect and interest at all times
- Avoid speaking as experts; do not assume higher or lower intelligence, skill, or rank among participants; do not structure the conversation hierarchically
- Co-create and innovate; push yourself into new ways of thinking and invite others to do the same

2. Work Together as Thinking Partners

- Promote *consciousness of one's effects in the group*. Pause to observe your own thinking; manage yourself to move beyond your current boundaries, your particular world view, paradigm, or mental model
- *Be a resource to others*, without coaching or mentoring; give no advice or feedback; promote others' self-discovery and imaging of ideas and thoughts
- *Develop discernment and take responsibility for your personal choices*; consider your effects on others and exercise agency by stepping up to rigorous engagement

3. Engage in Framework Thinking

- *Use the living systems-sourced frameworks provided in the book and the workbook*; avoid the mechanical and behavioral worldviews; take clues from language (i.e. *feedback* is always part of a machine system, never part of a natural system; natural systems are made up of *reciprocal exchanges*)
- Infuse *organizing and ordering* into thinking in order to foster wholeness and completeness in yourself and the conversation
- *Awaken the creative and enlightened disruption* that results in innovation by catching yourself when you express something as a "truth"

4. Engage in Self-Managed Reflection

- Observe your thinking as you work; remember the principles of first three disruptive practices
- Work beyond your current ableness to understand and stay in conversations, even when you feel a bit lost or disturbed—*do not drop out and do not fall asleep!*
- Stop often to reflect on your thoughts, based on the effects they are having on the conversation

5. Use the "Developmental Fishbowl" Exercise Whenever Appropriate

- *Destabilize the being (the internal composure) of the person who chooses to be in the fishbowl (or "hot seat")*; a session in the fishbowl is an opportunity to work on managing one's mental growth as a way to develop the capacity for discernment—without the risk of falling into internal considering (self-centeredness)
- Explore in public using framework thinking; work in the fishbowl reveals areas where we are less developed and/or have less efficacy, simultaneously enabling us to discover new ideas and more fully understand ourselves
- Practice discerning the patterns that limit your internal processing and the boundaries that constrain your intuition or imaging of the working of life and situations

Group Process

Coupled with an individual journaling practice, this workbook provides a structured guide for your book club or dialogue group to experience using living systems frameworks and practice self-

observation and self-reflection. Each section provides questions that explore major points and guide small-group discussions and whole-group reflections. The exercises and questions are designed to have you and your group experience a developmental process just like the participants whose stories and reflections are offered throughout the book have experienced.

You might like to meet once or twice per chapter or section of this workbook, beginning each meeting with brief reflections on thinking developed since the last meeting, a quick review of the material to be covered in the current session, and a short discussion of your approach to working with it. You may then break out into smaller groups of 3-5 people to discuss the questions under the “small group discussion” section. It is useful to mix up the small groups from session to session. It may also be useful to take a couple minutes at the start of the small group discussion to reflect individually on the questions before discussing as a group. Finish each session as a full group, guided by the final “reflection” section questions. It is important to note in all discussion guided by this workbook, there is never any requirement that people must share their personal thinking or ideas. Participation in dialogue should always be voluntary.

Start your first meeting with a group conversation about the principles of the five disruptive practices for working developmentally. This conversation will help ensure that all participants understand the full weight of their responsibility to the group and the potential offered in return for everyone’s self-development and the evolution of your own regenerative life.

INTRODUCTION

Whole Group Discussion

1. Talk together about the disruption or confirmation you experienced when reading the “Five Disruptive Practices for Working Developmentally” at the start of this workbook.
2. What did you notice about your reactions? What piqued your curiosity?
3. What principles might you put in place to encourage you to work more developmentally and with curiosity through this workbook? What behaviors might you need to restrain

Small Group Discussion & Exercises

1. Individually, take a few minutes to think of first someone you would describe as an inspirational leader or hero, and then someone who you deeply respect or who has impacted you in non-heroic ways. For each person ask:
 - a. What is the nature of their being? How do they engage with the world and with others?
 - b. How do they measure success of their own endeavors in the world?
 - c. What contribution have they made to your life? How have you changed or grown through knowing them?
2. In your small group, reflect on the exercise above. How did the exercise deepen your understanding of a “non-heroic” journey? What do you notice about your attachments to the importance of heroes or great leaders in society?
3. What do you notice about your reactions, curiosities and questions to the idea that societal evolution *“doesn’t come from heroic actions.....Rather, it comes from waking up and developing millions of people to the systemic benefits that can flow from thinking better about how they play their chosen daily roles in society”*?

Whole Group Reflection

1. Reflect on the broadened framing the introduction offers about how we define “work”. What excites you about this framing? What does this framing shift in your understanding of your own “work” and roles you take on? What questions might you want to explore in your journal about this?
2. What challenges do you anticipate having in carrying out the journaling practice? How might you overcome these challenges?
3. Individually, take a few minutes to set an aim for yourself to guide your journaling process between now and the next group discussion. Share your aims.

CHAPTER ONE – Beyond the Heroic

Whole Group Discussion

1. Individually, take a moment to reflect on what is shifting for you through your journaling practice thus far? What has surprised you? What questions do you have?
2. Review and discuss the soccer example illustrating levels of perspective. Where in your in your life have you experienced a similar movement towards higher levels of perspective or development (in work, sports, music, etc.)? What enabled you to move to a higher level of perspective? What hindered your movement to a higher level?
3. The chapter presents a “Levels of Paradigm” framework (see figure below). A paradigm is a way of looking at something. It is understood as a standard perspective or set of ideas that guide our choices and actions. When you change the paradigm you are working from, you change how you think about something and the resulting actions.
 - a. What is the value in thinking about paradigms?
 - b. What examples might you have from your life where you have worked on paradigms or “thinking about how you think”?
 - c. What might be important to remind yourselves of (or cautions) as you work to explore levels of paradigms?

Levels of Paradigm

Levels of
Paradigm

Regenerate Life

➤ **Do Good**

➤ **Arrest Disorder**

➤ **Value Return**

Small Group Discussion & Exercises

1. As a group choose three different organizations, businesses or institutions you know well. You can include your own if you like! Reflect on how they operate.
 - a. How do they interact with customers/clients/constituents?
 - b. How do they measure success? What are their goals?
 - c. What guides their work – where do they take direction from?
2. Using the Levels of Paradigm framework, assess from which paradigm the organizations you explored above operate from? What tells you they are operating from that specific paradigm?
3. What might each of the organizations you explored do to shift how they operate to the level above where you placed them? For example, if you chose a law enforcement agency working at the “arrest disorder” level, what could it do to move towards “doing good”?

Whole Group Reflection

1. What disruption or confirmation did you experience through the last exercise? What has been added or changed in your understanding of the value of seeing paradigms alive and working?
2. Choose a role that you play in your everyday life that you want to observe and journal about between now and the next group session. It could be a family or work role – parent, manager, community member, teacher, farmer and so on.
 - a. In your journaling, use the levels of paradigm framework to organize your observations about how you are going about playing the role you chose to explore.
 - b. Ask yourself, from what paradigm am I operating? What evidence do I have that tells me so? What could I do differently to shift to working from a higher-level paradigm?
 - c. Set an aim for yourself, using a verb-noun format, that will help remind you of the shift to a higher level of perspective/paradigm you’d like to make.
3. As a group, share the roles you will explore in your journals and why you have chosen those roles? What is important to you about taking a closer look at how you are carrying out that role?

CHAPTER TWO – Seven First Principles of Regeneration

Whole Group Discussion

1. As a group, review the “five disruptive practices for working developmentally” introduced at the start of this workbook. Assess how your group has been working in relation to these practices.
 - a. What has been challenging? What instincts or usually ways of interacting in groups have you had to restrain?
 - b. What has felt new or different but has felt helpful? In what ways has it been useful?
 - c. What might the group want to test further? Or remind yourselves to do more of? Or less of?
2. Reflecting on your journaling since the last session, how has the use of a framework (e.g. the levels of paradigm) changed your journaling experience?
3. Share what you have been working on (the specific role you chose to explore in relation to levels of paradigm). What are you noticing about how you take on that role? What curiosities or questions do you have?

Seven First Principles of Regeneration

The Seven First Principles of Regeneration (see figure) introduced here are meant to offer a foundational understanding of how regeneration occurs in living systems. Do not take them in as learned knowledge! I invite you to test them. Observe the world around you and your actions in it in relations to these principles. I believe, that to become regenerative in our lives, we need to learn how to apply these principles. The exercises in this chapter and in subsequent chapters are opportunities to practice applying and experiencing how these principles can be transformative in shifting our thinking and our actions.

Small Group Discussion & Exercises

1. What confirmation or disruption did you experience when you read about the seven first principles of regeneration?
2. What roles do principles play in our lives? What specific examples do you have of working with principles in your life or work? Examine one example in more detail as a group. How important have these principles been? Where or how can they become limitations?
3. Individually and then in pairs, take a few minutes to think of a recent project or endeavor you took on. Using the seven first principles of regeneration, take turns assessing and reflecting on how the principles showed up (or did not show up) in how you (and your team, if appropriate) went about working on the project or endeavor. Reflect on the following questions:

- a. What was the *whole* I was working on? Where was my approach fragmented? What might I do differently next time?
- b. How did I work with *potential* of the people or places involved? Where was I using a problem-solving approach? What might I try or do differently next time?
- c. How did I work with *essence* in the project? Where was I able to apply my own essence vs. my personality in this project? What might I try or do differently next time?
- d. Where did I apply a *developmental* approach? How did I create regular opportunities for myself and others to reflect on what we were learning in the process of working on the project? Where did I offer direct feedback to someone on their performance vs. offering open questions for their own reflection? What might I try or do differently next time?
- e. How did I consider the larger and smaller *nested* systems in relation to my project or endeavor? For example, if the project took place within a department in a larger organization, were the effects of the project on the larger organization considered? Or within the community in which the organization operates? How has considering nested systems shifted your thinking?
- f. How did I consider the role of *nodes* in designing my project? What questions might I need to be asking to bring in a more *nodal* approach to my work?
- g. How did I work to create a creative energy field for myself (and team)? Where may I have created a reactive or negative energy field? What might I try or do differently next time?

Whole Group Reflection

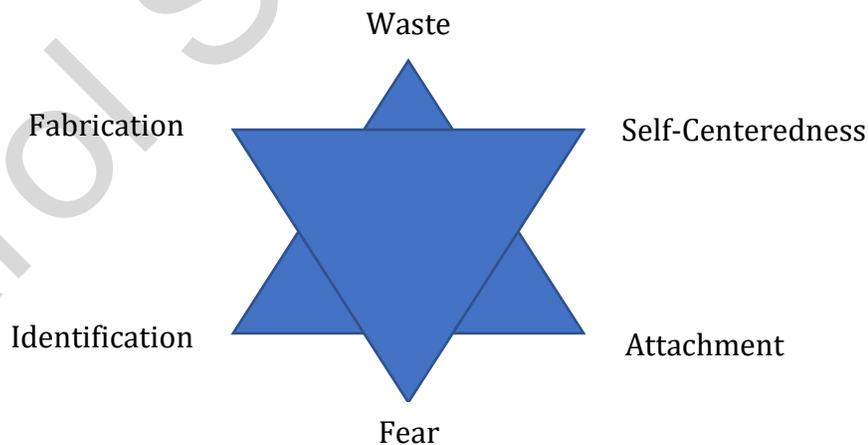
1. Reflect as a group on the experience of applying the seven first principles. How did you get yourself to work on the exercise? What did you find challenging? What are you taking away from the exercise?
2. Individually, choose one of the seven first principles of regeneration that you want to explore further. Generate three questions in relation to your chosen principle that you can use in your self-reflection journal between now and the next session, paying attention to how the principle shows up in your own work/life, in your business/organization/family, and in the larger community/society in which you live & work.
3. Considering what is moving for you personally since beginning the Regenerative Life workbook, what aim can you set for yourself for this coming week or month?

CHAPTER THREE – Regenerative Roles

Whole Group Discussion

1. Share reflections on how your experience and testing of the seven first principles of regeneration may be shifting what you are paying attention to? What have you become aware of through your journaling process? What questions or curiosities might you have?
2. Individually reflect on the last month or so of your life. Where have you been called to play an initiator meta role (parent, earth tender, designer)? Where have you been called to play a manifestor meta role (citizen, entrepreneur, economic shaper)? Where have you been called to play a destabilizer meta role (educator, media content creator, spirit resource)?
 - a. *Note that taking on meta roles is not about “being” a role, rather these are roles that all humans take on when specific circumstances call for it. You likely have several roles that are task, career or life roles that you take on (e.g. a parent, a teacher, an engineer, a sibling, a painter, a coach and so on). The meta roles we are exploring here refer to roles that you can choose to bring to your life roles – and we often choose several of these roles when needed! For example, the meta role of educator is often called for in our life roles – as parents, team leaders, etc..*
3. How does your reflection on the meta roles you are called to take on reconcile (or not) with the idea that a role is much more than a job description or task list that is determined by age, gender, status or job title?
4. As a group reflect on the Regenerative Society Enneagram and the nine nodal roles. How do the ideas presented about the nine nodal roles disrupt or confirm your own approach to the changing and evolving roles you take on in your life?

Six Inner Obstacles to a Regenerative Life



An important part of understanding why putting a regenerative paradigm into practice is difficult comes with recognizing some of the most basic human tendencies that distract or prevent us from seeing, thinking and acting in more beneficial ways. The idea of these distractions or inner obstacles show up in nearly every spiritual and humanistic school. I have found it useful to work with this set of six: fabrication, identification, waste, fear, attachment and self-centeredness. As in *The Regenerative Life* action learning project, I invite you use this framework to notice where these inner obstacles show up. They are useful to see where energy is drained from your efforts to apply the seven first principles of regeneration and the nine nodal roles as we go further into *The Regenerative Life*. (Refer to the end of Chapter 2 for a description of the Six inner Obstacles)

Small Group Discussion & Exercises

1. Individually think about a recent event or task you took on that was difficult or challenging for you to complete or you came into some conflict (internally or externally). In pairs, reflect on the situation:
 - a. Which inner obstacles may have been at play in your situation? How do you know?
 - b. What invited these inner obstacles in and how did you accept the invitation?
 - c. What effects and outcomes did the obstacles or energy drains produce?
 - d. What allowed them to stop or dissipate?
2. Is there one inner obstacle that really resonates with you or you feel very familiar with? What is the opposite possible behavior and experience you would like to create when you notice this inner obstacle being triggered?
3. Form an aim that can be used as a guide to avoid the distraction of the inner obstacle you have named above.
 - a. *Using aims or mantras is a very old way of helping one focus. I suggest trying to come up with aims that use a Verb/Noun format. This forces nodal thinking. One approach to finding an aim is to articulate and then sit with the "flipped" aim – or the aim of the inner obstacle you are trying to overcome. For example, one way the inner obstacle of fabrication can show up for me is with the aim of "Judge Others". Sometimes this flipped or upside-down aim is easier to name. Sit with it for a few hours or more and wait for the right-side up aim to show up!*

Whole Group Reflection

1. Reflect on the previous exercise. What surprised you? What are you curious about?
2. Think of an upcoming event, meeting or project (at home, in family, or at work). How might you use the Seven Principles of Regeneration to help design and guide how you will engage in it? Try this in an upcoming journaling session. Then reflect on how it went. What did you notice about how you engaged? What did you notice about how others engaged?
3. What is shifting in your understanding of the value and practice of using frameworks to organize and elevate your own thinking and doing?

CHAPTER 4-6 – The Initiator Roles: The Regenerative Parent, Designer & Earth Tender

Whole Group Discussion

1. Discuss the value of applying the seven first principles of regeneration to how you go about doing life? Reflect on what you are noticing from your journaling practice. What does this tell you about the role of humans in evolving living systems?
2. Individually, choose one of the stories from chapters 4-6 that really stood out for you or helped you deepen your understanding of one of the initiator meta roles and/or about applying frameworks. Share reflections.
3. What principles might you want to set for yourselves to guide how you engage with the nice meta roles?

Small Group Discussion & Exercises

1. Individually choose one of the initiator roles (parent, designer, earth tender) that you know you could put to use right away in your current work. The initiator roles are energies that work to “*prepare the conditions for change to be introduced into the world.*” Reflect on the questions in groups of 2-3.
 - a. Examine a recent example of where the chosen role has been important for your work.
 - b. Assess how you engaged with the role based on the three aspects of the essence of the role. (*Process: what is being done and how. Purpose: the why. Value: the effect created in the world*) For example, for the designer role you could ask:
 - i. How was I able to connect with the essence (*magnetize potentiality*) of the user I was designing for?
 - ii. How did I go about asking what was truly needed (*reconcile toward elegance*) – beyond that of what the end user might ask for?
 - iii. How did my design *manifest new capacity* for the end user?
 - c. Where did I get distracted or was my energy drained in going about my work? Name the inner obstacles at play.
 - d. What aspect of the essence of the role seems core to how YOU take this on?
 - e. Where are the current opportunities to upgrade how you are bringing the essence of the role into your work? What could be gained from doing so?
2. Repeat this exercise, either as a group or individually in your journal, for the other two initiator roles.

Whole Group Reflection

1. Share reflections on the last exercise.
 - a. What distracted you from staying focused on the exercise? How did you overcome that?
 - b. What new ideas are you excited to test and take to work?
2. What is your current focus for applying *The Regenerative Life*? What do you want to be paying attention to between now and the next session? Set an aim for yourself and share with the group.
3. For your journaling between now and the next session, use the following questions to guide daily reflections:
 - a. What is the whole I am engaging with today? (a specific child, a company, an ecosystem) What are the nested systems in relation to this whole?
 - b. What is the essence of the whole I am engaging with today?
 - c. What is the potential I see in this unique whole ready to be developed (versus seeing a problem that needs fixing)?
 - d. What do I want to shift in how I am working / engaging today or this week? What is my aim in this regard?
 - e. For subsequent days/journaling sessions, then ask: How did I work on it? How did I engage? What did I notice about myself and others as I engaged? Which inner obstacles got in my way? How did I recognize and overcome them?
 - f. Repeat questions a) through d) to reflect forward looking again.

CHAPTER 7-9 – The Manifestor Roles: The Regenerative Citizen, Entrepreneur & Economic Shaper

Whole Group Discussion

1. In pairs, share a specific story from your journaling practice since last session of how using the living systems frameworks and regenerative paradigm along with a self-reflection practice (journaling) resulted in a change in being, doing or outcome.
2. In the whole group reflect on the impact on you of noticing and telling these personal stories of change?
3. As a group, choose one story from each chapter 7-9 that really stood out or helped deepen your understanding of the manifestor meta roles and/or about applying frameworks. What was it about the story that resonated with or disrupted your thinking? What did you notice? What questions might you have?

Small Group Discussion & Exercises

1. Individually choose one of the manifestor roles (citizen, entrepreneur, economic shaper) that you know you could put to use right away in your current work. The manifestor roles are energies that “*engage directly with producing the effects of change in the world.*” Reflect on the questions in groups of 2-3.
 - a. Examine a recent example of where the chosen role has been important for your work.
 - b. Assess how you engaged with the role based on the three aspects of the essence of the role. (*Process: what is being done and how. Purpose: the why. Value: the effect created in the world*) For example, for the entrepreneur role you could ask:
 - i. How was I able to bring value to stakeholders (*benefit stakeholders*)?
 - ii. How did I help my customers, stakeholders and the public understand what is means and looks like to shift to a regenerative paradigm (*manifest paradigm shift*)?
 - iii. What social or planetary imperatives do I hold onto as a guide in designing (or upgrading) my products or offerings (*instrumentalize imperatives*)?
 - c. Where did I get distracted or was my energy drained in going about my work? Name the inner obstacles at play.
 - d. What aspect of the essence of the role seems core to how YOU take this on?
 - e. Where are the current opportunities to upgrade how you are bringing the essence of the role into your work? What could be gained from doing so?
2. Repeat this exercise, either as a group or individually in your journal, for the other two manifestor roles.

Whole Group Reflection

1. Share reflections on the last exercise.
 - a. What distracted you from staying focused on the exercise? How did you overcome that?
 - b. What new ideas are you excited to test and take to work?
2. What is your current focus for applying *The Regenerative Life*? What do you want to be paying attention to between now and the next session? Set an aim for yourself and share with the group.
3. For your journaling between now and the next session, use the following questions to guide daily reflections:
 - a. What is the regenerative meta role that I know is being called for in my work at this moment?
 - b. What is/was my aim for today? How did I work on it?
 - c. What is the whole I am engaging with today? (a specific child, a company, an ecosystem) What are the nested systems in relation to this whole?
 - d. What is the essence of the whole I am engaging with today?
 - e. What is the potential I see in this unique whole ready to be developed (versus seeing a problem that needs fixing)?
 - f. What aspects of the meta role I'm working on might be called to contribute to the unique whole I am engaging with?
 - g. How did I notice about myself and others as I engaged? Which inner restraints or obstacles got in my way? How did I recognize and overcome them?

CHAPTER 10-12 – The Destabilizer Roles: The Regenerative Educator, Media Content Creator & Spirit Resource

Whole Group Discussion

1. In pairs, share a specific story from your journaling practice since last session of how using the living systems frameworks and regenerative paradigm along with a self-reflection practice (journaling) resulted in a change in being, doing or outcome.
2. In the whole group reflect on the impact on you of noticing and telling these personal stories of change?
3. As a group, choose one story from each chapter 10-12 that really stood out or helped deepen your understanding of the manifestor meta roles and/or about applying frameworks. What was it about the story that resonated with or disrupted your thinking? What did you notice? What questions might you have?

Small Group Discussion & Exercises

1. Individually choose one of the destabilizer roles (educator, media content creator, spirit resource) that you know you could put to use right away in your current work. The destabilizer roles are energies that “*question, challenge and even apply shocks to the status quo.*” Reflect on the questions in groups of 2-3.
 - a. Examine a recent example of where the chosen role has been important for your work.
 - b. Assess how you engaged with the role based on the three aspects of the essence of the role. (*Process: what is being done and how. Purpose: the why. Value: the effect created in the world*) For example, for the educator role you could ask:
 - i. How did I work on *developing intelligence* (as opposed to knowledge acquisition) of my student(s) (of course could be child, coworker, partner, etc.)?
 - ii. How am I *transforming value-adding processes* to foster developmental experiences and essence expression?
 - iii. How does my work as an educator “*disrupt and evolve*” the systems I work in as a means to develop myself and my student(s) (*coevolve self and systems*)?
 - c. Where did I get distracted or was my energy drained in going about my work? Name the inner obstacles at play.
 - d. What aspect of the essence of the role seems core to how YOU take this on?
 - e. Where are the current opportunities to upgrade how you are bringing the essence of the role into your work? What could be gained from doing so?
2. Repeat this exercise, either as a group or individually in your journal, for the other two destabilizer roles.

Whole Group Reflection

1. Share reflections on the last exercise.
2. Stepping back and looking at the nine regenerative meta roles. Is there one that you are more strongly connecting with at this era of your life and work? Reflect on the essence of the role that really speaks to you. What is familiar about the role with how you are currently working? What about the role (its essence and description) excites or motivates you? Share with the larger group. Test this role on between now and the next session – journal about your discoveries.
3. Take a minute to reflect on your journaling practice. What is working well? Where are you getting stuck or experiencing resistance? What do you want to commit to for your journaling between now and the next session? Create an aim (Verb-Noun) for yourself to remind you of your commitment.

CONCLUSION & NEXT STEPS – Take it Personally. Take it to work.

Whole Group Discussion

1. Reflect as a group on the enneagram framework showing the nine arenas of work that act together to sustain a healthy society (see conclusion, page 184). What does this enneagram confirm or disrupt about your understanding of living systems and what is needed for their evolution?
2. In pairs, develop a set of principles, using the nine points of the enneagram, to guide your work in transforming systems.

Small Group Discussion & Exercises

1. Working individually and then sharing and reflecting in pairs. Choose one of the nine meta roles you are currently being called to play. Choose a role you want to really challenge yourself to work at a regenerative level.
2. Using the seven first principles of regeneration, design a roadmap for how you will stretch into the regenerative role you want to deepen. You can list each of the seven first principles and for each ask:
 - a. What is the work required for me to bring the essence of the regenerative meta role to this principle? What would it look like? Think of a specific event, engagement or project where you can apply it. It is important to be concrete and specific – use your actual life and work examples to work through the principles.
3. What might get in the way of you achieving your aim towards working more regeneratively? What do you need to have in place to notice obstacles, distraction and energy drains and be able to get back on course?

Whole Group Reflection

1. Take few minutes to chart the journey your group has taken since the first session. What has changed in the nature of how you are working together during these sessions? Are there moments that you recall as being pivotal in moving the group's engagement or understanding forward?
2. What might this group want to take on to continue its developmental journey towards a Regenerative Life? What ideas or questions do you have? What is required to make a next step happen? What will each of you take on to support the groups journey?

Next Steps – Continuing on the path

Below are several resources and avenues for you to connect to a global community working to bring the regenerative paradigm to life in families, communities, businesses, and organizations. Please be in touch!

- [Newsletter](#)
 - Periodic updates and recommendations from Carol Sanford, including readings and announcements of events, interviews, and Carol’s guest blogs on other platforms.
- [Books](#) by Carol Sanford
 - *The Regenerative Business: Redesign Work. Cultivate Human Potential. Achieve Extraordinary Outcomes*, Nicholas Brealey Press 2017. Hardback, Audible, and digital editions. Bulk Discounts of up to 50 percent and additional bonuses also available.
 - *The Responsible Business: Reimagining Sustainability and Success*, Jossey-Bass: A Wiley Imprint, 2011. Hardback, softcover, Audible, and digital editions.
 - *The Responsible Entrepreneur: Four Game-Changing Archetypes for Founders, Leaders and Impact Investors*. Jossey-Bass: A Wiley Imprint. Hardback, softcover, Audible, and digital editions.
- [Podcasts and blogs](#)
 - *Business Second Opinion Blog and Podcast*, a contrarian view of best business best practices as espoused in *Harvard Business Review* and other popular journals, along with alternatives that work from the Regenerative Paradigm and Regenerative Business Education. Opinions and ideas offered by Carol Sanford with Zac Swartout as host.
 - *The Responsible Capitalist*, interviews with Economic Shapers who want their financial engagement to make a difference.
 - *The Regenerative Business*, interviews with business leaders pursuing regenerative principles, imperfectly but with discipline to evolve, built on the foundation of Regenerative Business Education.
- [The Regenerative Business Development Community](#)
 - Live, webinar-based, multi-company series, with eight online presentations and additional focused work with each company by a member of The Regenerative Business Alliance. Year One: Strategic Direction. Year Two: Industry Leadership. Year Three: Work Design and People Management. Offered on a revolving basis; years can be undertaken in any sequence.
- [The Regenerative Seed-Community](#)
 - For change agents and global change agents.

- [Carol Sanford on Social Media](#)

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