

Living a Venerable Life

(wise, respected, honored)

Change Agent Development

APRIL 13-14, 2024

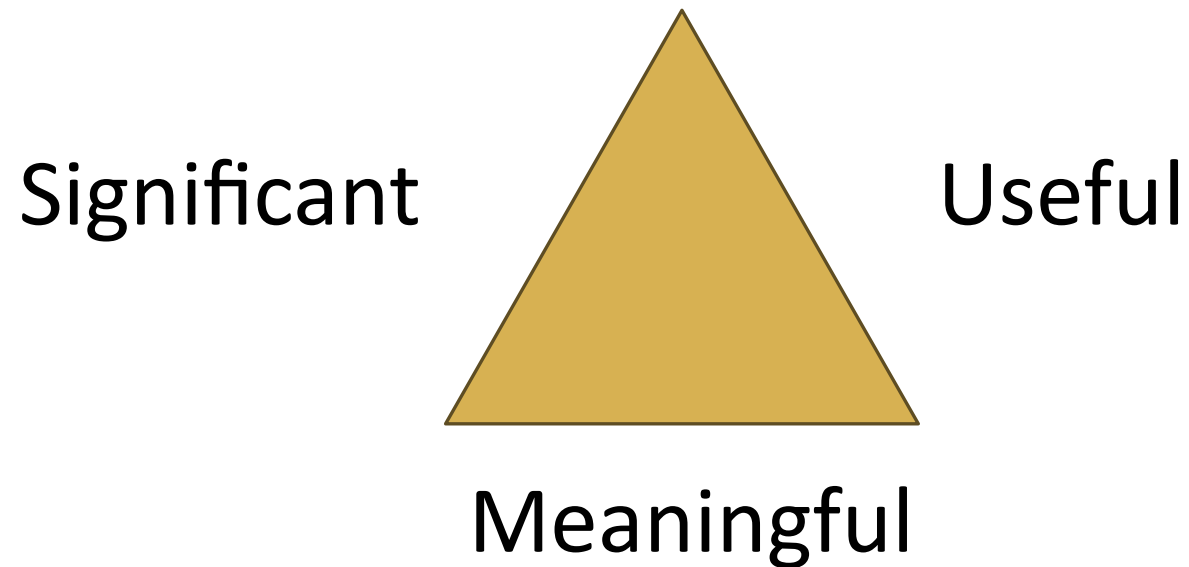
David Gerrold

‘Life is hard. Then you die. Then they throw dirt in your face. Then the worms eat you. Be grateful it happens in that order.’

David Gerrold

American science fiction screenwriter and novelist. Scriptwriter for the original Star Trek episode

Aim: Assessing a Life-from Living Experience



Opening Reflections:

Think of an event or period of time with related events, that required courage, sustained effort to rise above, to overcome, or grow beyond a challenge or significant restraint.

1. What forces were at play (activating, restraining, reconciling)
2. What was the being shift needed for each force that emerged
3. How did you manage and develop Will to stay on a path and develop the being to do so?
4. What is the process of developing will? The value of doing so? The great whole benefit for doing so?
5. Reflect: What is the role of Will in developing humans? Societies? Nations?
6. Why do we not make this paramount in development in human Institutions like, Schools, spiritual institutions, and governing?
7. Reflections: What are the implication for you in self-development, forming communities, and our School?

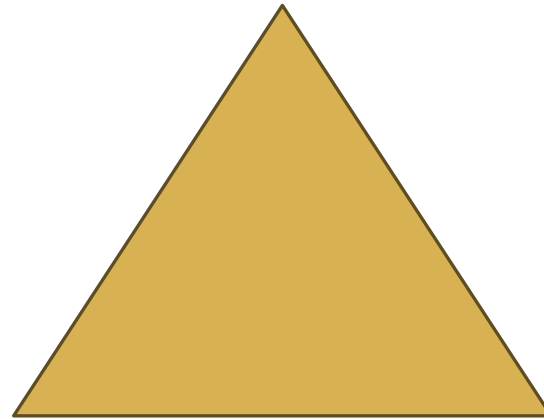
Assessing Our Life, in Process

How do we live a meaningful, significant,
and useful/fulfilling life?

- ❖ Working with Our Will Present
- ❖ Working with Developing Wholes
- ❖ Understand the Working of Self

Developmental Process— Working with Wholes

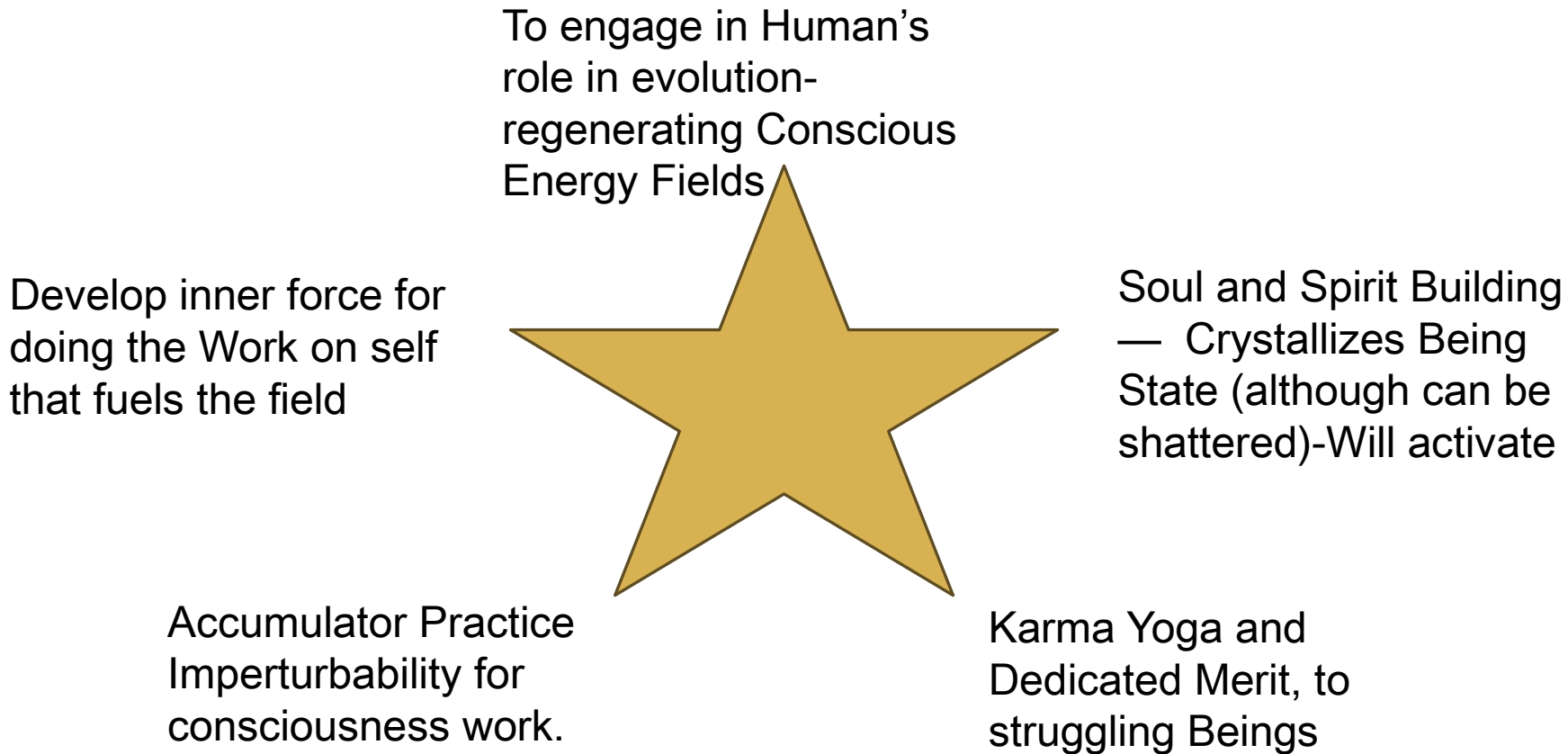
Will: Agency,
Understanding Laws
of Systems, Levels or
Worlds



Function: Patterns of
Behavior, language,
knowledge

Being: imaging,
State/End,
Boundaries

Role of Will in Venerable Life



Exercise:

Read Handout through p. 7

Reflect on the Will Being and Function

What did each bring to the Opening Event exercise? What did each require of you to being these?

How do these correlate with our Aim: Significance, Meaning, Usefulness/Fulfillment?

When you review the Venerable Life Pentad, what does it affect in you?

If set an Aim for the rest of your time in a body, what would it be?

Reflections on the work so far? How significant is it? Meaningful? Useful/Fulfilling?

Value Adding Process of a Will School

Our School processes and material work within a value-adding process;

- ❖ not a classroom with curriculum for groups of individuals.
- ❖ Using the School's Work must happen simultaneously with seeking to add value to a greater whole

Exercise:

Read handout #1 Pg 7-8 —and #2 **Life as a Value Adding Process.**

Assess yourself in terms of Development via the VAP of Life As depicted here. As inviter or Invitee. Some a long time ago, some recent. Think about it over night and talk with home partner.

Break until tomorrow

Back to HO #9-11 through section on first four Phase in CAD.

Assess and Reflect on phases in CAD and Development practice using the exercise at bottom of the Section. A) own VAP B) Resource others you invited into CAD C) Where want to improve the depth

Day Two:

Phases in Development School (VAP)

Personal Evolution Assessment

Conscious Dying - after main
session

Fall 2024 Regenerative Business Summit

November 12

Businesses as Change Agents

Building Communities, not Movements

Announcements: Send email

New Memoir: Reader requested as chapters finished. monthly section.

Work Ideas: How to Raise a Conscious Human Being...Even after Adulthood

Requires: Promise to **write a review**. And complete a review for Indirect work

Opening Exercise—30 minutes

Life as a Value Adding Process.

Reflect on your own life and last evening's observations

Review the Venerable Life Pentad as a reference for moving each phase. They are the Why to use your own development as a VAP

Where is your development less connected to potential and want to be more so? How might that happen?

Recurring Phases in a School—First Five

Core Realizing of Sourcing for Member: Worldview shift to seeing the world in **energy terms** and to lose attachment to **external behavioral framing** and **thing view** of working of life. Move from static to dynamic mind and process.

Core Realizing of Finishing for Member: Move from a **fragments view of conceiving** to a living systems regenerative view (7 First Principles) and developmental view of engaging including with self as use the technology. Development is appreciated in all learning.

Core Componentizing Work for Member: Engagement from nodal, Essence Thinking, we engaging in design of change. Uses Energy Drains and other developmental Instruments as do most work with others.

Core **Realization Compositing Qoek: Paradigm Discernment**—are mindful of the paradigm during delivery of events and its effects

Core Finishing Phase Work of Member: Epistemology, (Levels of Order, becomes top of mind in design, delivery and effect. Inventing evolutions through own **Promising beyond Ableness**

Example: Sourcing Phase VAP- Initiation & Forever

Phase—Sourcing Universal: Gain materials, focus of attention or management of energies, and ideas that are appropriate to ensure success at each phase of the value-adding process, for each role and process.

Core Realizing of Sourcing for Member of School: Worldview shift to seeing the world in energy terms and to lose attachment to external behavioral framing and thing view of working of life. Move from static to dynamic mind and process. (Year One and forever) Awaken Magnetic Center with Strong DO note.

Sourcing Appropriate to a Developmental School- Technology and method

❖ a process that is designed to experience one's magnetic center and choose or feel a pull to respond.

Steward Resource Role: personal who invites and resources the School

Exercise on VAP in a Developmental School

Read first 5 phases of VAP- Sourcing through Finishing. These are tendencies because of laying needed but not fixed or predetermined. Reflect an increasing depth and complexity.

1. Assess and Reflect on phases in CAD and Development practice using the exercise at bottom of the Section. (1-5, or well attending, under attending, lobsided over attention)
2. Select as a Focus
 - A) own VAP and evolution. Look at you invitation if less than a year and first 2 phases.
 - B) You, as a Resource to others you invited into CAD, Did you abandon them before phase ONE completed or stop early. 100 People on the rope (Gurdjieff) Look Back on level of stewardship
 - C) Roles you have chosen to help form evolve and communities (e.g, Lineage, Bus Dev);
3. Complete the blank/gaps if been in this School 3 years or more (some are over 35 years)
4. Where do you want to improve the depth and complexity of your development.

Closing Exercise: thoughts going Forward

Exercise:

- ❖ Think of a client you have invited, or want to, into developmental work, such as a Regenerative Business. or...
- ❖ Think of a person you want to invite into CAD or have done so but not connected much since.
- ❖ Set your mind that you are inviting a specific person into our School based on a VAP and a lifelong development process versus a course, program, or training for their career. It is not for individual learning for the purpose of a person.
- ❖ Own evolution in CAD

Set and Aim for each of these you want to think about. Connect to the Venerable Life Pentad and articulate the Why for each forward work.

- ❖ How do this work relate to Significance, Meaning and Fulfillment/Usefulness for your life?

Conscious Dying

If want to evolve thinking on dying, to how thinking, being and practice on dying might become.

Look at your, or family, or a community. Walk through the VAP 8 phases and

- ❖ define the nature of effort,
- ❖ the design work to do so, and
- ❖ the shift in the resource if not one of the first two

What does this relate to the Venerable Life Pentad from CAD this weekend