

Regenerative Academy

Regenerative Agora

- **Academy** - Suites of focused concepts on Value-adding processes with development materials & knowledge regarding self & Work
- **Agora** - workshops and processes for engaging with materials, resourcing for understanding and application

⇒ An educational **Suite** of interactive materials, exercises, and resources designed for Developmental **Self-Study**

⇒ By Individuals or a cohesive set of Organization members,

⇒ who seek regenerative leadership and organizational development approaches to life and work.

Fall 2024 Regenerative Business Summit

November 12

Businesses as Change Agents

Building Communities, not Movements—Fostering

Divisiveness Vs Unitive Energy

CAD member attends with a Paid team you bring

Developing Energy Fields of Consciousness Vs. Content Filled Fields with Mechanical or Sensitive Energy

AUGUST 17-18, 2024

CHANGE AGENT DEVELOPMENT

AIM:

Understanding of Living Systems by
Working with a Science of Wholes

Opening Exercise: Science of Wholes

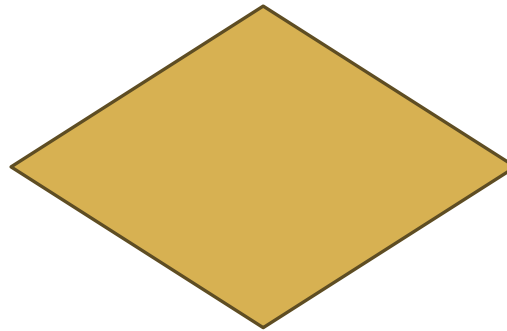
Think about a person (child, or someone you value) in their working context. A family playing together, camping, preparing food), a job (colleague you collaborate with); a friend or leader of a community.

1. What are they doing well and where do they have problems? How can we help them learn and overcome their gaps?
2. What are they contributing that is “so them” when they engage? What is it that makes them a great addition when that is called on or added.” How does the group function when they are there vs missing? What is the system effect of their presence when they are in the system-at work? How do they learn when together with others that is specific to them in the system?
3. What is the difference in looking at them with problems to overcome, vs. them as uniquely contributing?
 - Static vs dynamic?
 - flat vs dimensional?
 - Developmental nested in other wholes, vs a fragmented being isolated and examined?
4. Reflections on the “effects of each perspective” on all parties in the context you considered?

My Contribution: Domain & Content

Developmental Epistemology
self developing humans Vs
expert/authoritative knowledge

Developmental
Communities Vs.
courses or Best
Practices

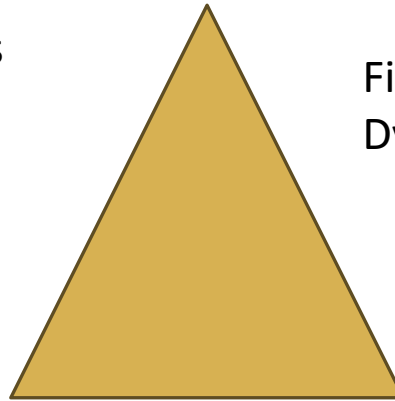


Regeneration
at Work

Developmental Technology
used Developmentally STOP
exercises & LTT, (DDD) vs. set
curriculum (FFF)

Paradigms differentiated

Fragmented Vs
nested wholes
developing



Fixed/ static Vs
Dynamic

Flat view Vs
dimensional view

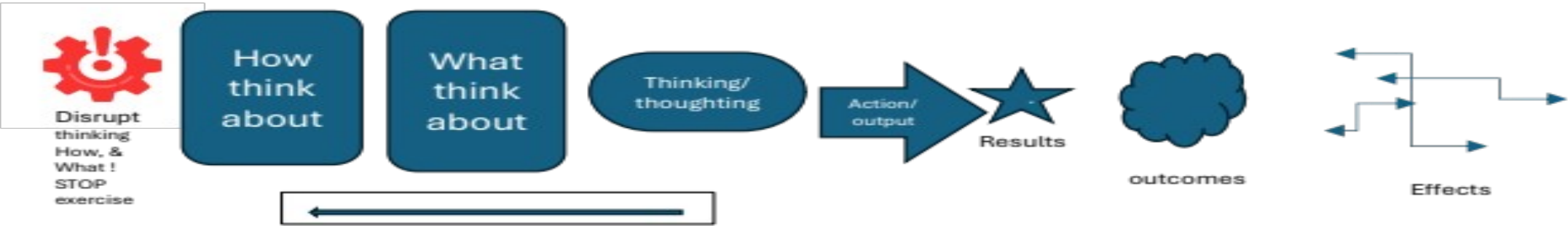
Paradigm Exercise: Science of Wholes

Think about a setting you want to move from a Do Good view of it, to Living System. Use the same questions you did in the opening on something that matters.

Read the handout to page 5

1. What are they doing well and where do they have problems? How would they try to help them learn and overcome their gaps?
2. What are they contributing that is “so them” when they engage? What is it that makes them a great addition when it is called on or added.” How does the group function when they are there vs missing? What is the system effect of their presence when they are in the system-at work? How do they learn when together with others that is specific to them in the system?
3. What is the difference in looking at them with problems to overcome, vs. them as uniquely contributing?
 - ❖ Static vs dynamic?
 - ❖ flat vs dimensional?
 - ❖ Developmental nested in other wholes, vs a fragmented being isolated and examined?
4. Walk up the Levels of work to dimensionalize this setting or whole and explore how your interventions can evolve as you increase the dimensions/levels you take into account.
5. What are your reflections on the power of this process? How is this a Science?
6. What is required to do this with consciousness and not mechanicalness? Write some premises for a Stop Exercise to remind yourself on this process in such opportunities arise. Premises give us the WHY. Principles give the HOW?

Phases of Value-Adding Mentation



Paradigm Exercise: Science of Wholes

Think of another setting or systems you want to move from a Do Good view of it, to Living System. Use the same questions you did in the opening on something that matters. Read the handout to page 6-9 Making it dimensional and Dynamic. Use your STOP premises before you begin.

1. What is it doing well and where do it have problems? How can we help them learn and overcome their gaps?
2. What are they contributing that is “so them” when they engage? What is it that makes them a great addition when it is called on or added.” How does the group function when they are there vs missing? What is the system effect of their presence when they are in the system-at work? How do they learn when together with others that is specific to them in the system?
3. What is the difference in looking at them with problems to overcome, vs. them as uniquely contributing?
 - ❖ Static vs dynamic?
 - ❖ flat vs dimensional?
 - ❖ Developmental nested in other wholes, vs a fragmented being isolated examined?
4. Walk up the Levels of work at different paradigms to dimensionalize it and make this system or whole, dynamic; Explore how your interventions can evolve as you increase the dimensions and dynamics at each levels you take into account. Upgrade your premise and STOP exercise/
5. What are your reflections on the power of this process? How is this a Science?

Day Two:

Paradigms Regenerative-Living Systems	Levels of Work Regenerative System Improvement Maintain Operate
Do Good	Systems Improvement Maintain Operate
Arrest Disorder	Maintain Operate
Extract Value	Operate

Ground: Every Person is in an Eternal Developmental Community

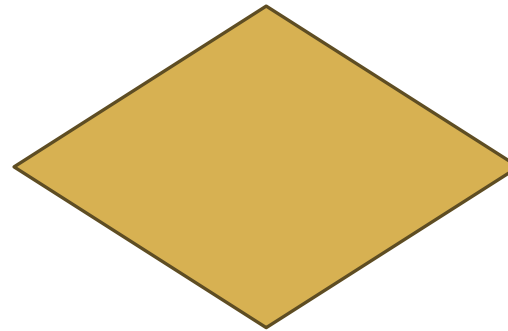
Direction: Every CAD person offers a Developmental Community

Regenerative Practice:

Where is there a next evolution for you?

Developmental Epistemology
self developing humans Vs
expert/authoritative knowledge

Developmental
Communities Vs.
courses or Best
Practices



Regeneration
at Work

Developmental Technology
used Developmentally STOP
exercises & LTT, (DDD) Vs. set
curriculum (FFF)

Thinking from Life. Thinking from The Work

Life is self-referential (me and mine)

Work is directed and referenced by system effects discernment

Life is experienced as Horizontal in intention and measures- through time

Work is experienced as vertical in aspiration and developmental effort in different levels of Worlds

Life is assessed as successful ventures by social/cultural standards

Work is assessed by degrees of fulfillment, meaning and significance for evolutionary outcomes

Exercise: Regenerative Assessment

Think about what, where and how have you spent time and effort in the last period of time (e.g. day, month, year).

We are unlikely to spend even an entire day in consciousness of our state of being and effort

When and on what efforts are you focused on Life? on developing self with the Work and putting effort compared to *life* effort?

What is possible in different in different domains, in you, in terms of initiating, sustaining, and completing efforts toward The Work? How can it become more integrated. involving family, better client design and aims?

How does the nature of discernment differ in different domains? What we reference? How we manage ourself and our thinking. (e.g. with Work ideas, with frameworks, stop exercises)

What is the experience of reflecting on these Three Premises when considered as intentions?

Essence Reveal—Dynamic, Dimensional, Developmental Work

Essence realization is applying essence thinking to discover, reveal, and articulate essence of an entity by understanding its working in a system-in value adding processes, including people

For most people, it is not expressed and is dormant through life, leaving personality in the driver's seat. The challenge in drawing out essence is to overcome the strong, almost overwhelming tendency, to realize "favorable" personality traits.



Exercise:

Read p 8-11

Reflect on how these premises relate to your experience.

Select a publicly available Place or Entity. Test out the Essence triad and Personality/Essence premises (about how you differentiate between personality/branding expressions and Essence manifestations) to reveal its Essence.

Essence will go back to the founding and founders of entities. For Place it arises in natural systems evolution and working as well as human effects. A Retail store you use is a good start. e.g. Trader Joes, Carrefour.

Using the differences between Life and Work as guardrails, seek to reveal the Essence and managing your state and ego, go to work with the help of a resource.

Reflection: Using the Life and Work, where is it important to learn to manage you as an instrument?

Premises

read Handout # 2 The next Buddha will be a Sanga/developmental community.

Ground: Every Person is in an Eternal Developmental Community

Direction: Every CAD person offers a Developmental Community

Instrument: Each member evolves with Long-thought thinking with Stop and Evolve each time (nothing from the shelf, to grow their being and understanding?)

How do you shift your work from courses to community? Subject, premises, master framework.

Marketing Your System Offering

Launch at Nov 12 Summit.—"Build Communities, Not Movements, for Systemic Change"

Marketing

Partnership Organization- certificate to members who complete (employees receive certificate of completion with Partner org on it). No fees or payment involved.

Community Members: (when 10 or more people or 10% of work force's organization members purchase one suite on a subject, we acknowledge you as Learning Partners in your practice or organization intention, as pursuers of regenerative work practices. We list member as our partner on the TRBDC webpage of the subject suite partner has completed and how they applied it. Partner Member is acknowledged as a partner on that Suite. (e.g. Each Suites is Based on Carol's Books, and Summits)

Partner is Not certified to teach the material in their practice, but we and they acknowledge partner is using it in their organization and applying it to subjects they offer, e.g. not a training of trainer's agreement; but partner can offer book clubs on a suite they complete. Partner joins the Launch at the Summit with a +1 free ticket and are on the launch marketing materials.

Member Agora: A member quarterly gathering is run by a CAD partner member for Regenerative Agora to promote CAD members own offering. The Academy Community members are invited to attend free. CAD members and RAA promote. Dates on website. Also promotes RAA suite of offerings to continue selling. With a CAD partner. Send an engraved invitation.

Task: Sign up those CAD members who want to be part of this. Use our Zoom and Record and post on website is platform but also link to CAD members site.

Fall 2024 Regenerative Business Summit

November 12

Businesses as Change Agents

Building Communities, not Movements—

Fostering Divisiveness Vs Unitive Energy

Conscious Dying

What is the Essence of Dying for you.
What gets in the way of this Essence
being realized? Becomes Personality!

Think of someone you have experience
as dying if possible to use for imaging.