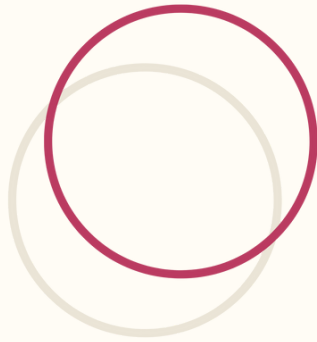


SOGFASH



Social Growth
for Circular
Fashion

Partners



Co-funded by the European Union. However, the views and opinions expressed are solely those of the author or authors and do not necessarily reflect those of the European Union.



**Co-funded by
the European Union**



This work is licensed under a Creative Commons Attribution 4.0 International License.

Personal Growth, Power of Community & Co-Empowerment



Table of Contents

SOGFASH

- Learning Objectives
- Introduction
- The Inner Development Goals
- Awareness-based Systems Shange
- Promoting work-family-personal Balance and Equal Sharing of Care Responsibilities
- Case Study 1: Purpose Academy
- Case Study 2: The Next Generation of Women in Insurance
- Bibliography
- Resources and Videos



Learning Objectives

SOGFASH

- 1) Introduction to the Inner Development Goals (IDGs), as a way for women's local and cultural heritage and background to be a source of empowerment and inspiration for design, towards accelerating the path to meet the SDGs.
- 2) Developing skills for 'awareness based system change', by applying Theory-U in practice:
 - a) Learning to use a set of tools for empowering women, including Journaling and personal growth plan, as a way of actioning purpose.
 - b) Applying social modelling practices (3-D mapping) as a way to map the present context and then shift to envisioning an alternative possible future (Future-Casting), as an empowering way to reach a common purpose.
 - c) Social Presencing Theatre (4-D mapping), using full body and personal expression to embody the present and then express the future, applying social modelling practices through the body.
 - d) Gaining action confidence as individuals but working in collective settings, to align our Work with our Purpose, through a feeling and understanding of responsibility and belonging.
 - e) Co-developing a supportive and participatory healing process, working through "Co-Coaching Circles" - as a safe space for sharing challenges, mirroring and deepening connections (with self, the others, nature, and a Higher Purpose or Higher Self)
- 3) Self-care and family-system management to gain a better balance in life; taking ownership and responsibility for self-leadership, identifying safe limits, questioning habits and norms, and managing a personal development plan.



Introduction

SOGFASH

The aim of this section is to introduce the participants, as individuals and as a collective, to understand the importance of embarking on the journey of personal development as a way to unleash their creativity and become more true to their own highest potential, while creating a community. In this way, individuals can aspire to become closer to the best versions of themselves and let go of the restraining thoughts, past patterns, and behaviours that may be holding them back from life's creative process.

The aim is not to replace psychotherapy or psychological treatment (for example related to trauma caused by life experiences), but to understand that this journey of self-recovery is worth taking and that they are not alone in their experience, each defining their own higher purpose, while sharing their expressions of a higher purpose through collective experiences.

As such, participants are invited to share their personal stories from an authentic 'heart' space, while others are encouraged to actively listen and provide a shared 'safe space' for exchange of experiences and stories. Therefore, a sense of community is to be developed in the group, where the participants co-coach one another, while the professor, as a guide and mentor, is orienting them in the overall process.

Working as a community and group, the participants will work on creating a shared experience of the challenges and future possibilities, aiming to see things from different perspectives. A series of emerging future exercises will be held through co-sensing and learning to apply individual 'presencing' (being present and sensing).



The layers to One - Image adaptation by HumanNation



The Inner Development Goals

SOGFASH

The Inner Development Goals is a not for profit and open source initiative. The IDGs framework “can help accelerate the work towards the UN’s Global Goals or SDGs” (IDG, 2022).

The aim of the IDGs is to support the faster transition to achieve the SDGs which were set in 2015. Given the diverse range of issues addressed by the SDGs and the need to “involve people with different needs, values, and convictions”. Progress to achieve the SDGs has been slow and even disappointing. There is a vision of what needs to happen, but progress along this vision has so far been disappointing. There is a need to develop the inner capacities to think and act differently, if we want to drive deep and authentic change to reach the SDGs. “modern research shows that the inner abilities we now all need can be developed”.

To this end, the 'Inner Development Goals' initiative has co-developed a framework to reach the SDGs, starting from individual and collective development. These have been identified as following 5 Categories with 23 skills and qualities as defined by the IDGs:

- 1 **Being** – Relationship to Self
- 2 **Thinking** – Cognitive Skills
- 3 **Relating** – Caring for Others and the World
- 4 **Collaborating** – Social Skills
- 5 **Acting** – Driving Change



The Inner Development Goals

SOGFASH

Women working in the field of garment design, can apply the IDGs, as a way of identifying, mapping and developing a diverse set of skills and competencies, gain a higher level of self-awareness and become change-agents in the drive towards sustainability. As such, women are empowered as powerful and action-confident agents of change and self-determination, as opposed to subjects of the current system that has caused them harm or limited their potential.

Below the IDF categories and details skills and qualities are outline, as defined in the IDG website (IDG, 2022):

For more detailed work on the IDGs, trainers and participants need to continue to follow up on the developments of the IDG framework, where tools and methods are being developed to put the IDGs into practice.

Being — Relationship to Self

Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.

Inner compass

Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

Integrity and Authenticity

A commitment and ability to act with sincerity, honesty and integrity.

Openness and Learning mindset

Having a basic mindset of curiosity and a willingness to be and embrace change and grow.

Self-awareness

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

Presence

Ability to be in the here and now, without judgement and in a state of open-ended presence.



The Inner Development Goals

SOGFASH

Thinking — Cognitive Skills

Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole is essential for wise decision-making.

Critical thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective skills

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

Sense-making

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term orientation and Visioning

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.



Image from web - Creative Commons License

The Inner Development Goals

SOGFASH

Relating — Caring for Others and the World

Appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

Appreciation

Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

Connectedness

Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.

Humility

Being able to act in accordance with the needs of the situation without concern for one's own importance.

Empathy and Compassion

Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering



Image from web - Creative Commons License



The Inner Development Goals

SOGFASH

Collaborating — Social Skills

To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.

Communication skills

Ability to really listen to others, to foster genuine dialogue, to advocate own views skilfully, to manage conflicts constructively and to adapt communication to diverse groups.

Co-creation skills

Skills and motivation to build, develop and facilitate collaborative relationships with diverse stake-holders, characterised by psychological safety and genuine co-creation.

Inclusive mindset and intercultural competence

Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

Trust

Ability to show trust and to create and maintain trusting relationships.

Mobilisation skills

Skills in inspiring and mobilising others to engage in shared purposes.



Image from web - Creative Commons License

The Inner Development Goals

SOGFASH

Acting — Driving change

Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

Courage

Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.

Creativity

Ability to generate and develop original ideas, innovate and be willing to disrupt conventional patterns.

Optimism

Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

Perseverance

Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

To better understand and transmit the work of the IDGs, watch the following video:
The IDGs film (<https://vimeo.com/657361309>)



Image from worldwide web



Awareness-based systems change

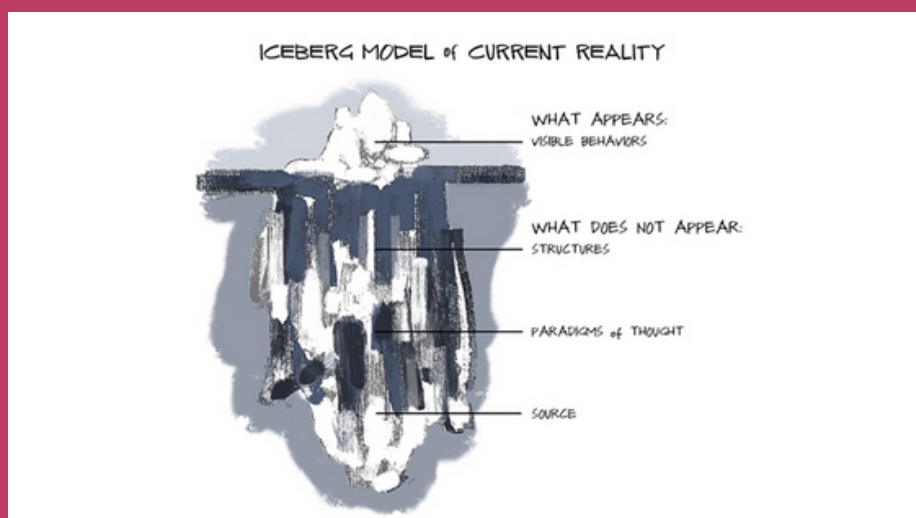
SOGFASH

2.1 Background and introduction

How can we, women in the sustainable garment design field, or those who want to join the new field of conscious and sustainable design, act differently, innovate and transform ourselves, our relationships (relationship with self), our relationships (with others) and our integration with nature (ecosystem, life, beyond)?

The main driver for deeper practices and experiments towards change is that, in most cases, the challenges we face and problems we try to tackle have a deeper and more complex source which we have to reach, if we want to make authentic awareness-based system change.

In short, moving from patching things over and making incremental 'fixes', rather than changing the paradigm that causes the pain in the first place - moving through Symptoms, to sense the deeper sources of the disease.



As it has been documented in ancient texts (such as the Vedas; Rigveda, 1200-1500 BCE, Upanishads, 1200-900 BCE), and as enshrined in many ancestral practices, which expresses that much of the suffering of human beings can be described as an Ego-attachment, which is the over-emphasising of the drivers of Ego as being the centre of consciousness, versus the wider context and broader relationships, in which we are part of, the Eco or the higher Self (Lawson, 2008); in other words, self-identification with the 'ego-self' versus the broader 'Self' or 'transcendent Self', where the Ego is only part of this wider state of awareness and Being (Assagioli, 1967).



Awareness-based systems change

SOGFASH

Such struggle between the Ego and the Eco (the broader eco-system in which we reside), is evident as we co-exist in the broader spheres of our lives, such as our families, school, work teams, neighbourhoods, communities, and societies at large. The struggles are also evident as we transcend the limits of our ego and become more self-aware, for example by suffering traumas, crises or change in our lives, which urge us to grow in terms of personal development.

According to the work of the Presencing Institute (Scharmer, 2013), the Ego to Eco framework can start by exploring the “iceberg model” of the current socio economic system.

- It assumes that beneath the visible level of events and crises, there are underlying structures, mental models, and sources that are responsible for creating them. If ignored, these deeper layers of reality will keep us locked into re-enacting old patterns time and again.

- Like the tip of an iceberg, the symptoms of our current situation are the visible and explicit parts of our current reality. This symptom level includes a whole landscape of issues and pathologies that constitute three divides: what we call the ecological divide, the social divide, and the spiritual divide.

The iceberg model can be extended into the “three divides”, demonstrating the main three divisions in our consciousness (awareness) regarding the relationship we have; with ourselves, with others and in relation to nature. Within this context, our relationships can also be extended to consider our relationships (connectedness or awareness) to the broader sense of space and time; in terms of consciousness, being part of an ever expanse universe, across the passage of time, from the origin of existence, the emergence of nature, our species, the life of our ancestors, and our part in the emerging future.

In this way, the three divides has been applied to the development of leadership, organisations, co-creation and collective cultural workshops, and the personal development journey.



Awareness-based systems change

SOGFASH

2.2 The 3-divides explained:

“In the face of accelerating social and environmental breakdowns, how can we build our collective capacities for transformation to bring about a just, inclusive, and regenerative society for all?” - Otto Scharmer



The Ecological Divide

We are depleting and degrading our natural resources on a massive scale, using up more non-renewable precious resources every year. Although we have only one planet earth, we leave an ecological footprint of 1.5 planets; that is, we are currently using 50% more resources than our planet can regenerate to meet our current consumption needs.

The Social Divide

Two and a half billion people on our planet subsist on less than \$2 per day. Although there have been many successful attempts to lift people out of poverty, this number, 2.5 billion, has not changed much over the past several decades. In addition we see an increasing polarisation in society in which the top 1 percent has a greater collective worth than the entire bottom 90 percent.

The Spiritual-cultural Divide.

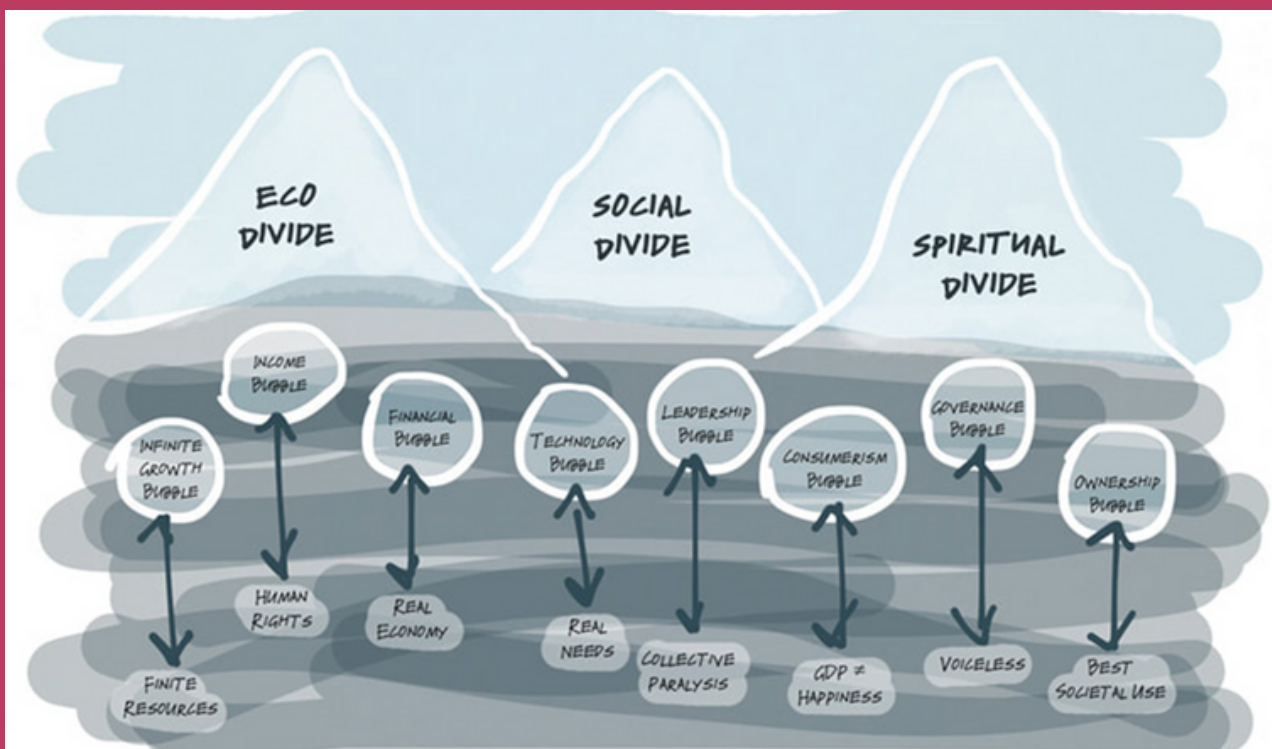
While the ecological divide is based on a disconnect between self and nature, and the social divide on a disconnect between self and other, the spiritual divide reflects a disconnect between self and Self—that is, between my current “self” and the emerging future “Self” that represents my greatest potential. This divide is manifest in rapidly growing figures on burnout and depression, which represent the growing gap between our actions and who we really are. According to the World Health Organization (WHO), in 2000 more than twice as many people died from suicide as died in wars.



Awareness-based systems change

SOGFASH

According to the Presencing Institute, “the ecological, social, and the spiritual-cultural divides represent three different tips of the iceberg of massive institutional failure”. Such failures are reflected in the gap between the system we have created and operate in, versus the real underlying needs and pains we could be addressing. The gaps are summarised in the ‘bubbles’ as outlined in the diagram below, showing the deeper manifestations of the reality we see. As such the diagram below can serve as a guide to go deeper and address the root societal challenges, by first addressing these divides in perception within ourselves.



The eight ‘Acupuncture Points’ for economic and societal transformation Otto Scharmer, 2012 (Presencing Institute)

In the diagram above, below the waterline are eight systemic disconnects that are drivers of the three divides. You can see them as eight ‘acupuncture points’ of economic and social transformation – if we focus our energy on fixing them.

You can find more detail on the structural disconnects that characterise our modern global economy, by going to the section on Acupuncture Points in the Presencing Institute’s website, [u-school](http://u-school.org).



Awareness-based systems change

2.3 The Iceberg Model explained

The diagram below described the three levels lying beneath the iceberg, which are described further.



Image: Presencing Institute

Iceberg Model of Awareness Based Systems Change.

The following is a description of the three different levels of the iceberg model, according to the Presencing Institute, which we work through (individually and collectively) to reach the source of the challenges and the essence of creativity to work through them.

Structures

Below the surface of what we call the landscape of social pathology lies a structure that supports existing patterns. For example, in an organisation, a departmental structure defines the division of labour and people's professional identities. In a modern society, the governmental, business, and non-governmental sectors all develop their own ways of coordinating and self-organising in a rapidly changing and highly intertwined world. A structure is a pattern of relationships. If we want to transform how our society responds to challenges, we need to understand the deeper structures that we continue to collectively re-enact.

Awareness-based systems change

SOGFASH

Thought

In order to meet the challenges of our time, we need to shift our thinking as individuals and as a society. The profound changes that are necessary today require a shift in our paradigm of thought and a shift in consciousness from an ego-system to an eco-system awareness. The deeper we move into the complex, volatile, and disruptive challenges of the twenty-first century, the more this hidden dimension of leadership moves to centre stage. The blind spot in the 20th century toolkit of economics and management can be summarised in a single word: consciousness.

Further reading regarding Thoughts can be found here ([https://wiki.p2pfoundation.net/Matrix of Economic Evolution](https://wiki.p2pfoundation.net/Matrix_of_Economic_Evolution)).



Image from Inner Development Goals Summit here in Stockholm, 2021

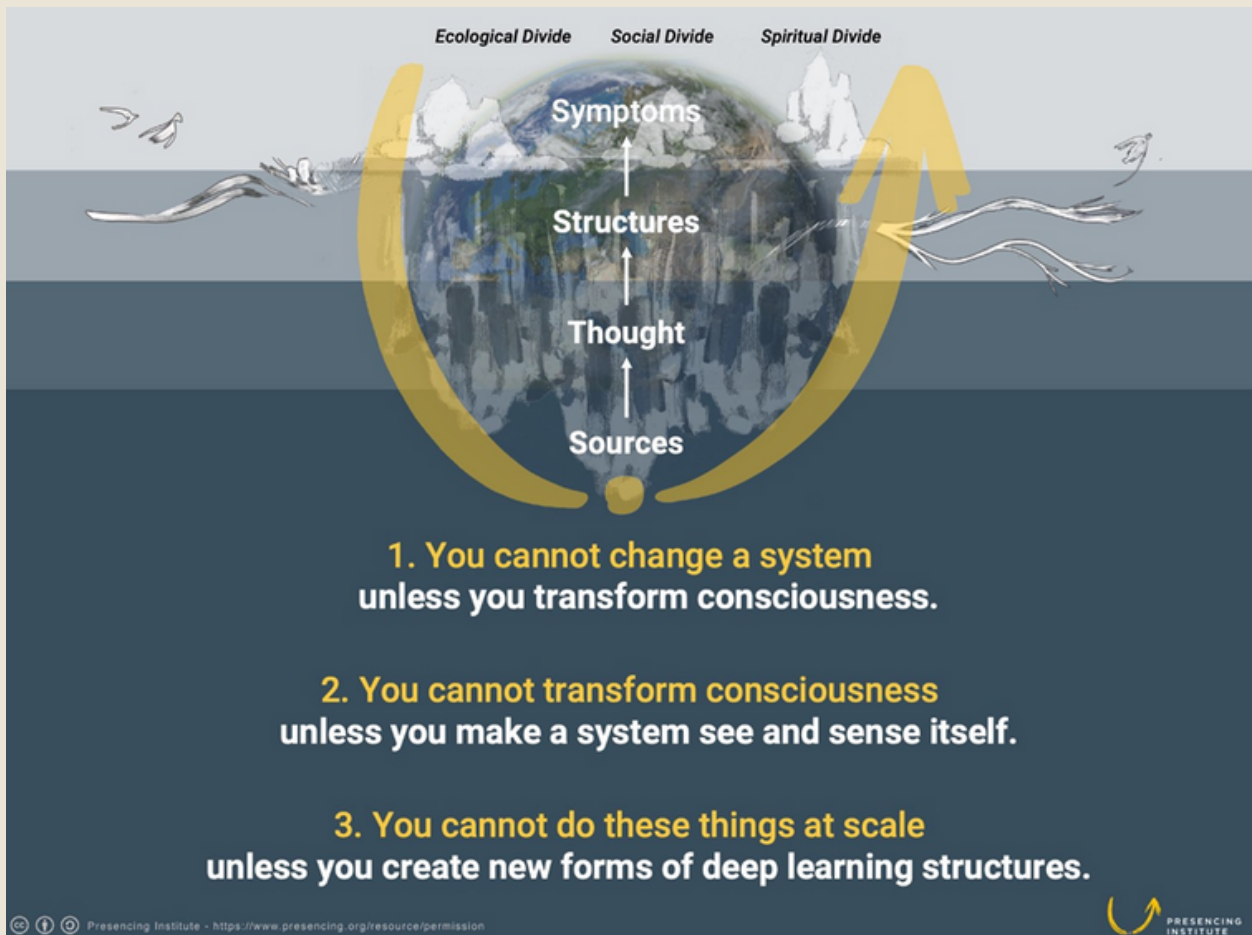
Awareness-based systems change

SOGFASH

2.4 Theory-U

2.4.1 Theory-U Introduction

Theory U, also known as ‘Presencing’, offers a framework for collaboration and engagement using awareness-based and contemplative practices. It can help groups sense more deeply into team dynamics, and organizations engage in purposeful planning, prototyping of projects and initiatives, and acting more purposefully.



Awareness-based systems change

SOGFASH

2.4.2 Six Principles of Theory-U

The following are the 6 principles described by the Presencing Institute, as the basis to apply Theory-U:

- 1) Energy follows attention, or, stated another way: Form follows awareness or consciousness.
- 2) To activate profound innovation and change, we go through a U process that involves three main movements or 'inner gestures':
 - Observe, observe, observe
 - Retreat and reflect, allow the inner knowing to emerge
 - Act in an instant
- 3) This three-stage process only works if we cultivate the inner instruments of Open Mind, Open Heart, Open Will.
- 4) At the source of this inner cultivation process are the two root questions of creativity: "Who is my Self?" and, "What is my Work?"
- 5) This process is the 'road less travelled' because the moment you begin, you will inevitably have to face three sources of resistance that prevent you from accessing your deeper sources of creativity: your Voice of Judgement, Voice of Cynicism, Voice of Fear.
- 6) This opening process is not only important to do as an individual; you need to cultivate the conditions to go through the same process on a collective level.

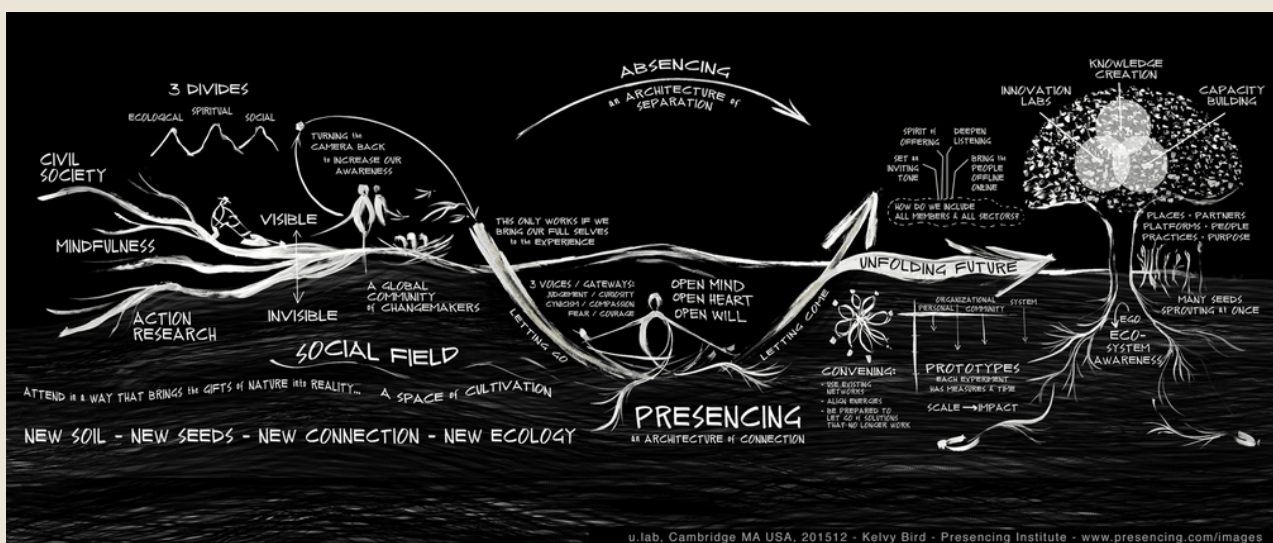


Image from U-school website on Theory U

Awareness-based systems change

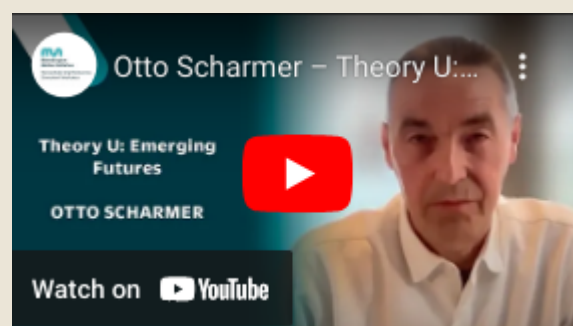
SOGFASH

The need to preserve and keep what works, unlearn what continues to cause pain (leave the rest), let go, and free oneself to connect with the present-emerging future. The act of 'Presencing' is a word used by the Presencing Institute to describe what is somewhat a universal practice, as found in many esoteric and transformational practices, ancient wisdom cultures and rituals. Such 'letting go' and 'letting come' practices, help individuals and groups unravel the thought structures that are 'stuck' in the status quo, creating space and time for creativity to flow and authentic change to emerge through a conscious response, based on honest awareness.

As such, Theory-U in practice can be considered part of the transformational practices needed to apply the capacities and skills identified by the IDGs. As explained above, the IDGs are prerequisite to accelerate change towards the SDGs. So, the work we are doing here, is one way to accelerate the transformation to reach the SDGs, applied at individual, community, and local levels, reaching societal, macro and global impacts, through individual transformation.

Such processes of transformation are perhaps what could be described as profound innovation techniques which we can use to transform our lives, tackle communal challenges, and act collectively, in synchronicity, to address deeper societal 'diseases'. As such, according to HumanNation's design strategy (Sharam Yalda, 2020), such approaches to design can be considered, philosophical human-centred and life-centred design thinking, going beyond the consumer economies definition of user-centric design thinking approaches.

More information on the application of Theory-U can be summarised in the video the culminating talk by Otto Scharmer in the University 2.0 seminar organised by the Mondragon University, 2021; Reference; U-Lab: Leading Profound Innovation For A More Sustainable World (video - <https://www.youtube.com/watch?v=Yqnrht6qitI>)



Awareness-based systems change

SOGFASH

2.4.3 Theory U in Practice

Letting go of the past and letting go of the future, while creating the conditions for the emerging future - letting come.

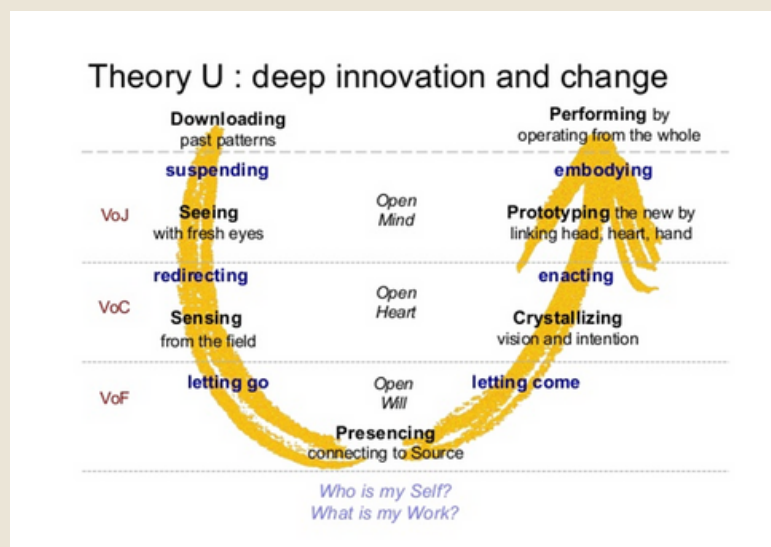
Working our way through Theory-U

When we talk about the current situation in the 21st century, one of the few things most people would agree on is that, yes, we do live in an age of disruption. That means the future is going to be different from the past. And we see in all countries the same pattern, which is three types of responses. The first one is “same old, same old.” And that is something that, by the month, becomes less and less tenable. The two main responses that remain are: turning backward or leaning forward. Turning backward is basically grounded in, and operated by, a freeze reaction. Freezing the mind, the heart, and the will. Also known as ignorance, hate, and fear.

Leaning forward into something that we don't know—leaning into the emerging future—requires us to open the mind, open the heart, and open the will, which now only works if we can access our capacity for curiosity, compassion, and courage. I call this the cycle of presencing. Becoming present and connecting with your highest future possibility. And the other one is absencing.

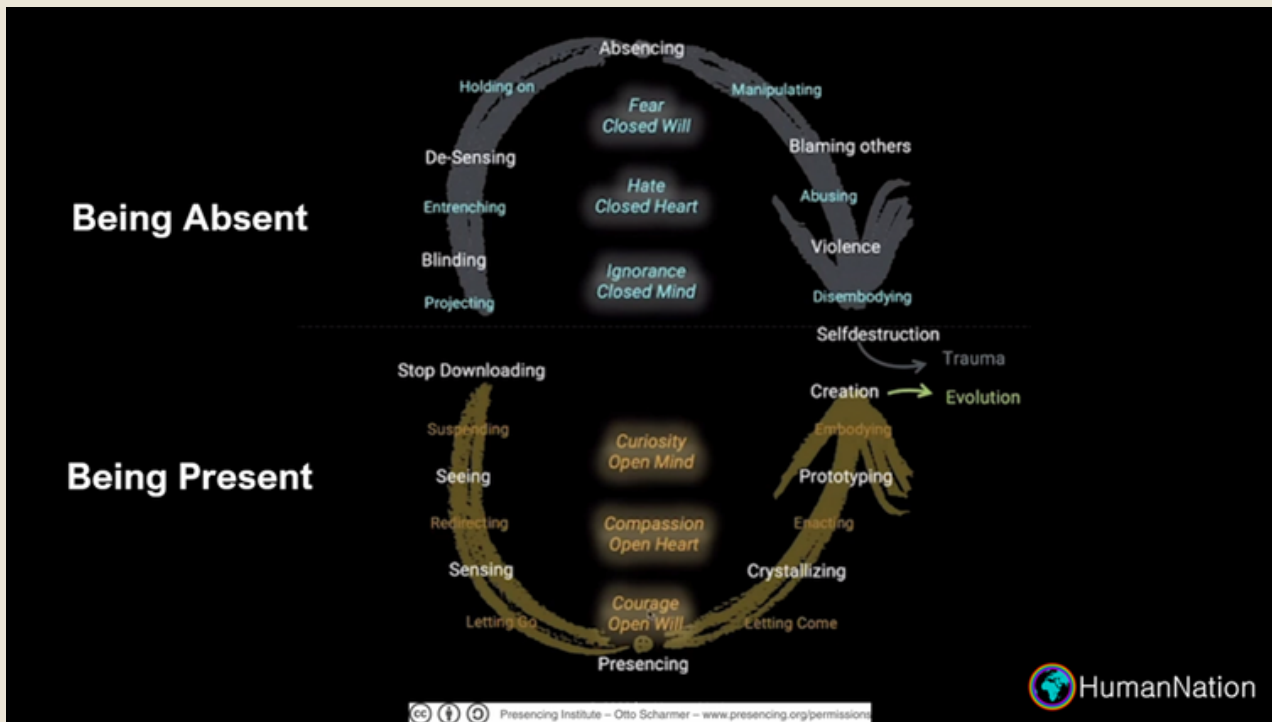
The journey of the ‘U’, or the journey of the presencing cycle, is basically a journey of seeing, sensing, and presencing. Presencing is really connecting to Source. And the gateways, below, are the work of Francisco Varela, who is the founder of Mind & Life Institute and coauthor of *On Becoming Aware*. The essence of what he synthesised is the core process of becoming aware, where he synthesised meditation and phenomenology into three core capacities that he called suspending, redirecting, and letting go.

[1] Source: Methods and tools, <https://www.presencing.org/resource/tools>



2.4.4 Being aware of the 'Shadow'

The backlash (growing 'Shadow' - absencing)



As described profoundly in the above diagram by the Presencing Institute, and presented by the work of HumanNation (2021), when applying Theory-U, we are also aware of some of the negative driving forces that are either preserving the diseased state (status quo challenges and pains), or actively working to worsen the situation, through destructive behaviour or denial of creativity.

Such process is described by the inverse-U, as a process of 'absencing' which is explained further below:

... the interesting thing about 'absencing' is that it's the exact mirror image (of Theory-U's Presencing). So, it's not about seeing, but blinding. It's not about sensing, but it's de-sensing. Getting stuck inside your skin as an individual, but also in a collective skin. And it's not about connecting to source and presencing, but disconnecting from your highest future possibility. Absencing, and the gateways into that—denial, entrenching, and holding on—I probably don't need to explain that we see a lot of this in our current society.

“For example, President Trump by now has told more than 12,000 lies and false or misleading statements since he has been in office. How did that impact his popularity? Not at all. Not in any significant way. And that’s kind of the post-truth politics that we live in. It’s a collective condition that we have in more and more countries.” – Scharmer; Hübl, 2021

The following are a set of methods and tools that we will apply to work through Theory-U and experience some personal and collective transformation.

2.4.5 Methods and tools to work through Theory-U

- 1) Levels of Listening
- 2) Stakeholder Interviews
- 3) 3D Mapping
- 4) 4D Mapping
- 5) Journaling
- 6) Coaching Circles

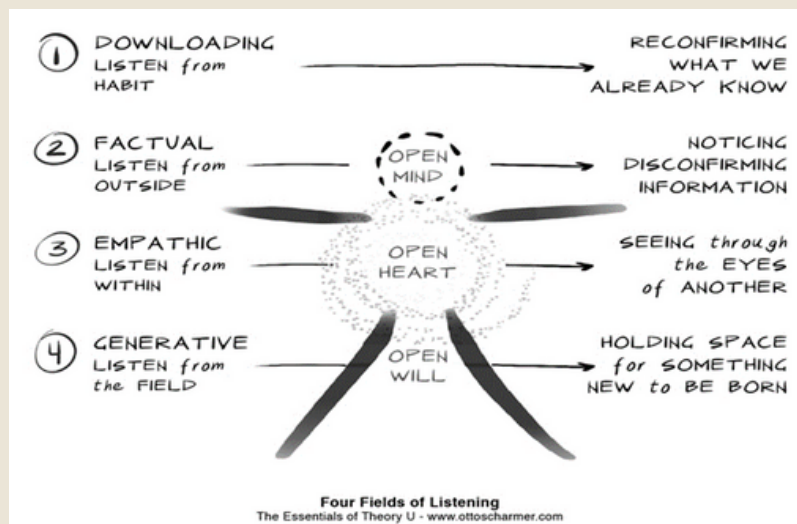


Image of Social Presencing Theatre - Collective Presencing and Co-Sensing

Awareness-based systems change

SOGFASH

Levels of listening



Four Fields of Listening (Source: Otto Scharmer, 2013)

The following video describes the approach to attend to your Levels of Listening:
<https://youtu.be/eLfXpRkVZaI>

Individual practice: Attend to your levels of listening. Continue your own daily practice (examples include: journaling, meditation, walk in nature, etc)

The workshops will include master classes on the overall issues in Fashion, the economy, society and the environment. The specific context of the women as participants will be explained in a generic (non-personal) way, so the participants can identify with the context.

Following the initial master class, the participants will be encouraged to engage in a future casting visioning exercise and write up a group manifesto which includes 10 principles and 10 desirable outcomes as goals. A common mission statement is then developed for the group.

The idea is to map the journey towards going deeper into the listening, letting go, and presenting place, in ourselves and with others - so we can then create and move forward from a genuine place of action.

Stakeholder Interviews

Stakeholder Interviews are conducted by practitioners with their key stakeholders; this could include customers, bosses, subordinates, or peers both within and outside the organisation. The interviews allow you to step into the shoes of your interviewees and to see your role through the eyes of these stakeholders. It answers the questions: What do my stakeholders want from me? What do they need me for?

Stakeholder interviews offer:

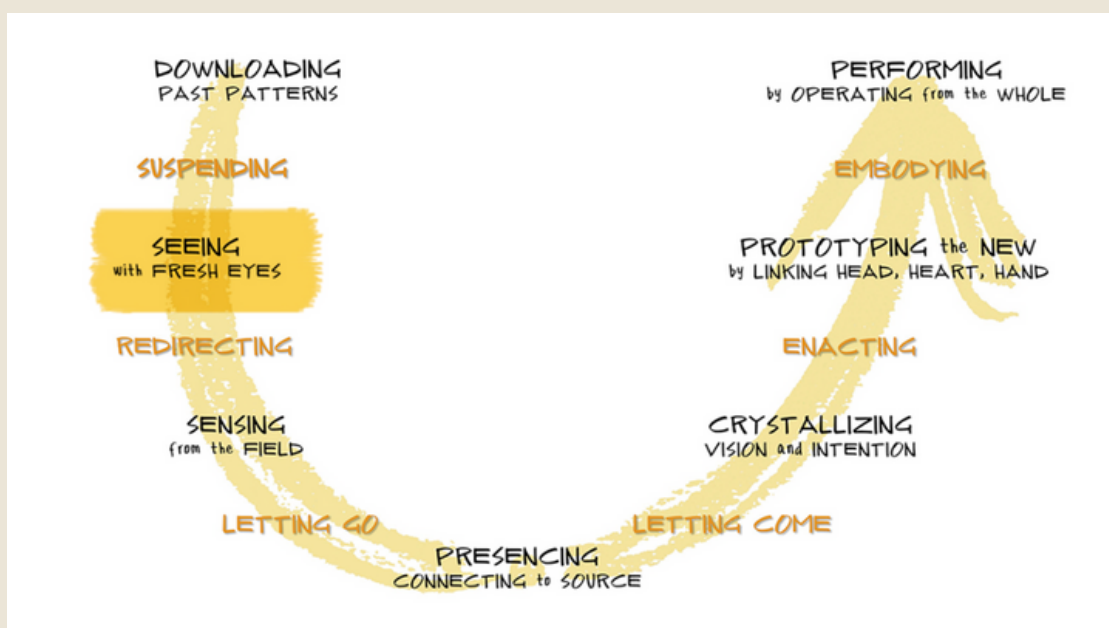
1. Enhanced clarity about how your work matters from the viewpoint of your stakeholders.
2. An understanding of how your stakeholders assess the value you create for them.
3. Ideas for quickly improving a situation.
4. The identification of barriers and roadblocks that need to be removed.
5. A better and deeper personal relationship with your key stakeholders.

When on the U, Stakeholder Interviews can be used in all phases of the U-process. Most common use is during the preparation phase of a project.

More details on Stakeholder Interview can be found here

https://docs.google.com/document/d/INnnbJHUP-oY0m70HKUyQtqAmenGMM2RI?rtpof=true&authuser=humannation.earth%40gmail.com&usp=drive_fs

Stakeholder Interview instructions for practice can be downloaded here from the Presencing Institute resources: <https://www.u-school.org/stakeholder-interview>



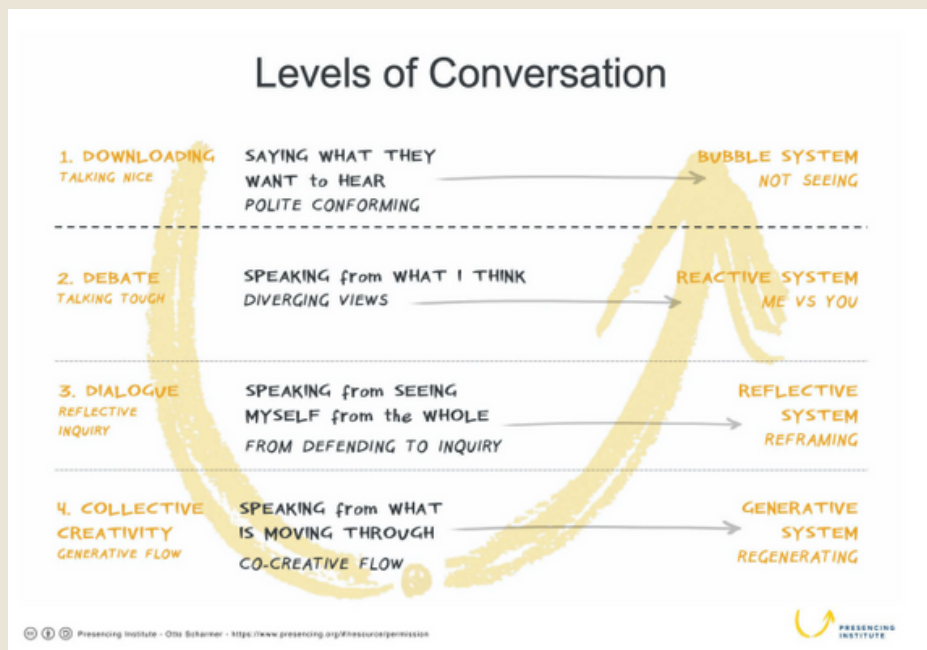
Source: U-School, Presencing Institute Toolkit. Stakeholder Interviews.

Awareness-based systems change

SOGFASH

Access your listening from the future field (access your open will): Try to focus on the best future possibility for your interviewee that you feel is wanting to emerge. What might that best possible future look like?

Leverage the power of presence and silence: One of the most effective interventions as an interviewer is to be fully present with the interviewee and the current situation—and not to interrupt a brief moment of silence. Moments of silence can serve as important trigger points for deepening the reflective level of a conversation. More often than not, these opportunities go unused because the interviewer feels compelled to jump in and ask the next question. Be courageous. Stay with the opening of the NOW.



Awareness-based systems change

3D mapping

SOGFASH

3D Mapping is a tool we use to bring multiple dimensions and perspectives to understanding how an idea, initiative or system might evolve.

The power of the practice lies in working with your hands, rather than only thinking about your current situation and how it might evolve. Trusting the knowledge of your hands, you're less likely revert back to habitual ways of thinking about the present and imagining the future and more likely to discover new ways forward.

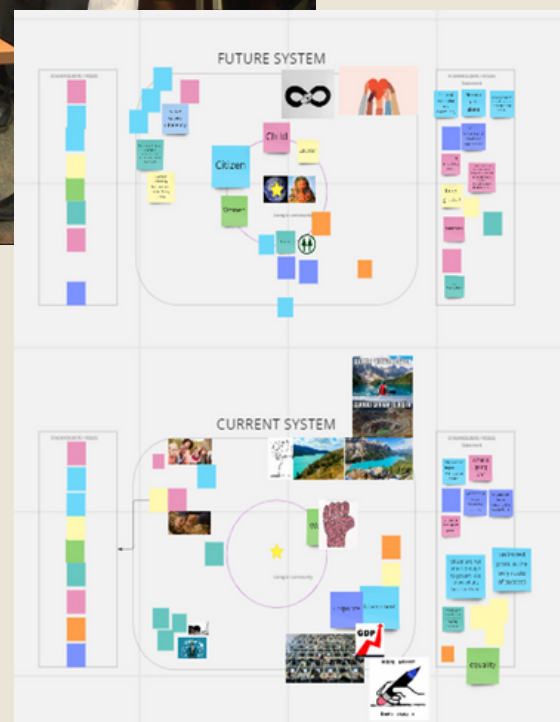
- Process
- Set Up
- People & Place



Images of the physical and online versions of 3-D mapping exercises, mapping the current and future scenarios.

Watch the recorded demonstration of 3D mapping:

<https://vimeo.com/318641291> (password: ulabS)



Awareness-based systems change

SOGFASH

4D mapping

A 4D mapping exercise will be conducted which will first map out the current stage and move to the emerging future possibilities, through role-play and embodiment.

In Social Presencing Theatre, the word "theatre" is used in connection to its root meaning – a place where something significant becomes visible, or where a community of people can see a shared experience.

4D mapping makes visible the current reality in a social system, such as a school system, health care system, or government. 4D Mapping is used with groups who are looking to gain new insights about their own system, and with clients who have a case they want to explore using this method.

Principles:

1. 4D mapping explores how the highest aspiration in a system might come forward. We assume there is an underlying wisdom – in spite of the diverse values or goals of stakeholders in a system – that could come to the surface and be visible as we move from Sculpture 1 to 2.
2. Participants apply mindfulness of the body and awareness of the surrounding space. 4D mapping is not about acting out preconceived ideas or concepts we have about a system.
3. 4D mapping is about surfacing and noticing what shifts in a system might be significant in going from a current reality to an emerging future reality.
4. Movement is based on what is actually emerging, not based on manipulation or what we think something should be.

More details on 4D Mapping principles can be found here [https://docs.google.com/document/d/1NuTIUFZokR0b8t5V-xcIRmERi9k0f95e?](https://docs.google.com/document/d/1NuTIUFZokR0b8t5V-xcIRmERi9k0f95e?rtpof=true&authuser=humannation.earth%40gmail.com&usp=drive_fs)

[rtpof=true&authuser=humannation.earth%40gmail.com&usp=drive_fs](https://pi-2022.s3.amazonaws.com/English_Tool_SPT_4_D_Mapping_e616090e6a.pdf)

4D Map Instructions: Download here https://pi-2022.s3.amazonaws.com/English_Tool_SPT_4_D_Mapping_e616090e6a.pdf



26



Co-funded by
the European Union

Co-Coaching Circles

In order to activate deep-listening and communities of trust, to enable ‘action confidence’, higher-purpose coaching circles are recommended in small circles and communities.

Following the generic workshops, co-coaching circles may be set up for women to follow a regular practice of sharing, begin a self-development programme, and feel the power of sharing within a community. Within the circles, the professor is not intervening as the one with the answers, but instead participates as another member, equally sharing stories, at the same individual level. It encourages that the chairing of the sessions is rotated so the participants are empowered to take turns in facilitating sessions, and so that a level playing field is created. Participants are asked to engage in journaling, letting go, carrying out personal inventories, aiming to reach reconciliation and healing and channelling their energies from the place of victim to the place of service - aligning their head, heart and will, and applying this through their hand (Work).

Coaching Circles can follow the Presencing Institutes Case Clinic[1] format, or can be adapted to the participants preferences and context. However the Case Clinic format is a good starting point. Other similar Coaching Circles are running through group co-support programmes that apply the 12-Steps[2] or Masterminding methodologies[3].

The instructions for the Coaching Circles is available through the ‘Case Clinic’ tool guide here <https://www.u-school.org/tools/case-clinic>.

[1]<https://www.u-school.org/tools/case-clinic>

[2]https://en.wikipedia.org/wiki/Twelve-step_program

[3]<https://www.lifehack.org/articles/featured/how-to-start-and-run-a-mastermind-group.html>

Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

SOGFASH

Background:

Reconciling personal, family and work conditions makes it easier for any working person to simultaneously maintain a full professional career and at the same time exercise their right to care for their family, the development of their personality, their development or the enjoyment of their leisure and free time.

Section Objective:

To support women empowerment from the base, understanding the importance of sharing care responsibilities at the households, as well as educating them on self-care and self-awareness. This should allow them to be more open and reinsured to set limits and manage any challenge with themselves, their environment and their teams.

Section top-line content:

- Self-awareness - knowing themselves, their choices, their priorities, to then manage their time efficiently but wisely to be balanced between Work / Family / personal.
- Self-care: to have enough energy to do so
- Critical thinking
- Sense of self-worth and respect
- Main issues women encounter trying to balance the 3 areas, putting limits, managing guilt (and guilt trip)



Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

SOGFASH

SELF-KNOWLEDGE:

Women who have been neglected of their rights and choices, who have been abused often feel abandoned and are not really aware of their right to equality and their legal and social rights in society.

Making them aware of their fundamental rights and choices is key for their empowerment and wellbeing. Understanding who they really are, what they would like to achieve, how to look for help/support when needed.

At this point, having a few minutes for them to reflect. The educator would hand out a list of values for them to choose those who they feel appropriate and the feel most represented by. Then the participants would write down a sentence describing who they are and where they would like to be in 3 years time (work wise, life wise, family wise...).

Finally, they would be asked to write down 2 columns:

- what gives you energy (it could be anything from sleeping in, hugging my son, meeting my friends, going for walks...)
- and what drains you (feeling fear, uncertainty, people arguing, seeing my friend so and so...) It is important we make sure they understand this is an individual practice that does not have to make sense to anyone except themselves (maybe I get energy from having lunch at my mums every Sunday, but somebody else gets drained by this same event - we are all different and it is all OK).

Offer at the end of this practice some time for any volunteer that would like to share with the group. Remind them this is confidential and non-judgmental.

Here there is a list of values to choose from, as reference:

Accountability	Efficiency	Honor	Restraint
Accomplishment	Empathy	Humility	Respect
Authenticity	Enjoyment	Independence	Resourcefulness
Achievement	Enthusiasm	Ideals	Resilience
Adventure	Ethics	Ingenuity	Satisfaction
Affection	Equality	Insight	Security
Beauty	Exploration	Intellect	Self-actualization
Belonging	Fairness	Intuition	Selflessness
Balance	Faith	Joy	Service
Career	Family	Justice	Serenity
Caring	Fidelity	Leadership	Stability
Consciousness	Fitness	Love	Spontaneity
Community	Focus	Loyalty	Strength
Compassion	Freedom	Mastery	Teamwork
Connection	Fun	Merit	Truth
Challenge	Generosity	Money	Temperance
Commitment	Goals	Nature	Thankfulness
Consistency	Goodness	Openness	Thoughtfulness
Communication	Growth	Order	Tolerance
Creativity	Hard work	Optimism	Tradition
Competition	Health	Opportunity	Trust
Dependability	Helping others	Purpose	Understanding
Determination	Honesty	Preparation	Uniqueness
Discipline	Hope	Prudence	Vision
Diversity	Healing	Reliability	Vitality



Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

SELF-RESPECT / SELF-ESTEEM

We can all understand this would most likely be an issue for these women to understand their value and learn to speak kindly to themselves, to raise their self-worth awareness, to make them understand and believe they have the right to set limits to others, to disagree with them, without fearing any consequences.

Differentiating between what I can do something about and what I cannot. This can be tricky and not that easy at first, especially if you haven't done it before. It is a muscle we train. When we face a problem, an issue, a situation, we should ask ourselves: Can I do something to solve/confront this issue?

- If the answer is yes, we need ACTION on how to better solve it.
- If the answer is no, we need ACCEPTANCE, which can be hard at first, but once we start doing it it will become easier and we will enjoy the feeling of gaining energy once we have accepted that reality and have understood there is nothing we can do about it and we need to let go.

Finally, let's go through the 3 main types of communication with others:

- Passive communication: when the feelings of the other person are being put first. MY feelings do not count.
- Aggressive communication: when the feelings of the other person are not being considered but only my feelings. I do not care if what I say upsets you.
- Assertive communication: both yours and my feelings are equally important. I speak from "me", from my feelings, trying not to blame you, nor myself.

Passive > Assertive < Aggressive		
Too Nice	Firm	Mean
Suck it up	Clear Messages	Explosive
Hold it in	"I" Statements	Arrogant
Denial	Broken Record Technique	Oblivious
Subtle Manipulation	Well Respected	Manipulative
Guilt	Self-Accepting	Self-Absorbed
Shame	Self-Aware	Threatening
Low Self-Esteem	Self-Confident	Low Consideration of Others
Powerless	Powerful	Tyrannical/Put of Control
Latent Hostility	Comfortable	Hostile
Weak Boundaries	Well Defined, Clear Boundaries	Overbearing
Passive	Active	Attacking
"Door Mats"	Content	Dominant
Needs Acceptance	Self-Sufficient	Needs Power

Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

SOGFASH

When women are not used to setting limits to others, usually because they don't like conflict, or they fear consequences, or they don't think they are worthwhile, or they don't think they have the right to speak up, they usually use passive communication which is one of the main energy drainers. We literally swallow everything, we keep it inside and that makes us ill (emotionally and most times even physically). Some passive communicators, after taking everything in, tend to go to aggressive communication, when they cannot take it anymore.

What we are trying to achieve is somewhere in the middle: that is being assertive.

It is also very important to differentiate selfishness with self-esteem and putting myself and my needs first. We cannot look after anybody else, my son, my mum, my colleague, ... if we haven't looked after ourselves first. When we do not look after our energy (our diet, our rest, our social life, etc) or we haven't worked on ourselves, or we don't really know who we are, therefore what our needs, choices, we have in life, it is very difficult to look after others in a healthy way.

The way we speak/treat ourselves and others, it is the direct consequence of our personal energy level. High energy levels means better communication, better health, better lives.

“PUT YOUR OXYGEN MASK ON FIRST, BEFORE YOU PUT IT ON OTHERS”



Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

SOGFASH

SELF-CARE / PERSONAL ENERGY:

Parallely to settling in the host country, learning the new skills etc we must not forget to look after ourselves.

SLEEP - REST: Giving the highest importance to rest and sleep will ensure we have enough energy the day after to live happily and confront any issue that might arise.

- Going to bed early, and kind of at the same time every day (and waking up also at the same time every morning). Sleeping routines are not only for children.
- Avoid screens and intense light at least one hour before bed.
- Writing down any pending matter, anything that bothers us, any worries, just before bed will upload that tension off our brains, allowing a better rest.
- Having a light and early dinner, better before dawn to ensure we still have daylight hormones to control digestion and we don't "wake up" our digestive system when trying to go to bed.
- A good rest will normalise our hunger/satiety control hormones, minimising snacking comforting food the day after.
- Resting in the middle day, going for a walk, having a laugh with a colleague,... will break the day and give you more energy and creativity in the afternoon. It will also allow you a better night's sleep.
- Sleep in a quiet and dark environment, with no electrical devices (use earplugs and/or sleeping eye mask if necessary) → your brain will be able to produce melatonin only in darkness.

DIET: Most of our vital energy goes into digestion, from chewin to producing enzymes, the whole process and organs involved require much energy. When you look after your diet, you will have a healthier gut, your thoughts will be more positive and you will have more energy for healing and for your daily activities such as work, family, and personal life (exercising, studying, reading, enjoying life!)

- Eating 2-3 times a day, when you are really hungry (avoiding emotional eating, when you are stressed, bored and so) and setting a maximum of one hour for each meal, will allow some needed digestive rest.
- Choose natural fresh food, avoid processed, refined, sugary, salty food. Always better to cook your own.
- Stay well hydrated throughout the day.
- Have always available healthy snacks for when you are out and about to avoid unhealthy options. These could be fresh fruit, nuts, vegetable sticks like carrots, celery, cucumber, peppers, cherry tomatoes...

Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

SOGFASH

- Minimise food/drinks that will bring your energy down such as alcohol, sodas, loads of cow's milk, loads of coffee... This will give you a boost of energy at first to then drop down so much that you will crave for another dose, and you will probably feel hungry as well.

Eating well will also help your night sleep, and a good night sleep will favour the way you eat. This is all related.

NATURE/BIORHYTHMS:

We often forget the importance of nature and being in contact with it. It is cheap and usually easy to access. A park near your house, a walk in the countryside on weekends, even having some plants at home will reduce your levels of stress and help you feel more positive and improve your overall health. Getting fresh air and sunlight will also help with your lungs, your skin and your bones.

Following the circadian cycles, this is waking up when the sun rises and going to bed by dawn, helps our body produce the right hormones for when we need to be active and when we need to rest. If you are forced to have night shifts, try at least to have routines in place, and create a dark and quiet environment for sleeping even if it occurs in the middle of the day.

ORGANISATION/TIME MANAGEMENT:

Once you know yourself, your priorities and how you see yourself or would like to see yourself in 3 years time, drill down to the different areas you need to look after. From there, establishing yearly/trimestral/monthly/weekly and daily tasks makes more sense and it's easier to do those tasks, because we know why we are doing them.

Spending some time to organise your priorities and your time is not a waste of time, but on the contrary, it will help you be more productive and healthier at the same time.

Don't forget you need to merge your priorities and tasks, for work / family / personal life. The day only has 24 hours, and we need to look after those 3 areas in parallel.

On a daily basis, spending some time at the beginning of our day to understand what we need to do, and rank those chores according to their importance, will help us understand it all and make it happen, and even drop some of the tasks that are actually not that important at all.



Promoting work–family–personal balance, self-care, self-knowledge and equal sharing of care responsibilities

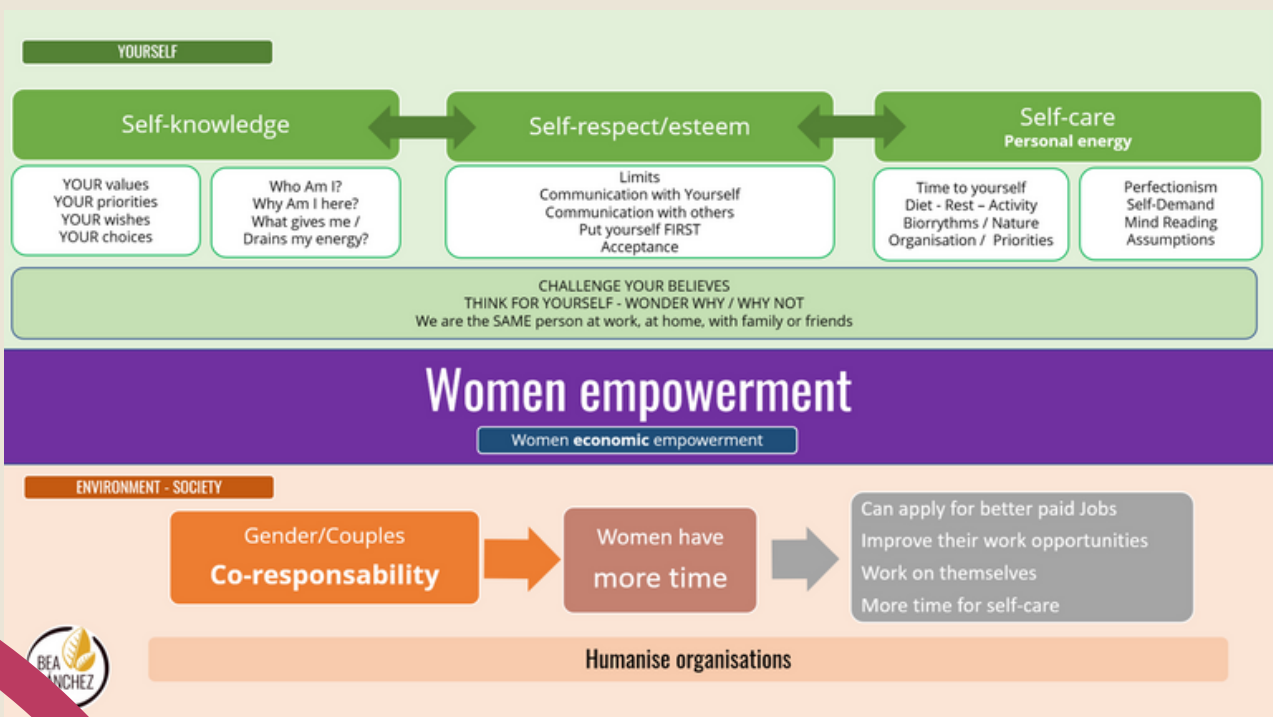
PERFECTIONISM/SELF-DEMAND:

Women more often than men feel this burden of having to be perfect, a perfect mum, a perfect partner, a perfect worker. This is both social and personal responsibility. So whatever is in our hands let's ease up. Let's be kind to ourselves, understand that done is better than perfect and that when we don't get something done it might be because:

- We didn't plan it well - we took too much on and didn't leave enough time for it - not space for the unexpected.
- It is not really related to our values/principles. When we haven't done the pre work on knowing ourselves and where we want to be, it is more difficult and almost impossible to do the tasks. They have no real meaning or purpose to us. And so, we tend to procrastinate which brings our motivation down.
- Also, when we have been avoiding conflict, and not setting limits to others we end up with many tasks that should be done by others, but because we did say YES when we wanted to say NO, our things-to-list becomes unmanageable.

CO-RESPONSIBILITY:

This is a more complex subject when it starts from society and politics that women have no space, are invisible most of the time. Although this is changing slowly, we can at least become aware and do our bit in our closest environment. A healthy communication with our partners about co-responsibility, splitting household/family related chores equally, will allow us women to have more time in the day so that we can apply for better paid jobs (not only part time jobs), we can improve our work opportunities and we can also look after ourselves more.



Case Study 1

Project Name: Purpose Academy

Website: <https://tripleferraz.com/purpose-academy/>

Objective:

Purpose Academy has been a pilot project setup to bring together people from diverse backgrounds who can come together in a single setting, as an event, where they can seek a common purpose and vision, applying the methodologies of Theory-U of the Presencing Institute.

Duration:

The pilot programme was launched in 2021 and we have just finished the second edition for 2022. It is yearly and it takes about 3 months to complete.

2023 edition is already being produced and we are currently recruiting and selecting participants.

Format and methodology:

The workshop specifically focused on the 4-D mapping methodology (also referred to as Social presencing Theatre). In Social Presencing Theatre, the word "theatre" is used in connection to its root meaning – a place where something significant becomes visible, or where a community of people can see a shared experience.

4D mapping makes visible the current reality in a social system, such as a school system, health care system, or government. 4D Mapping is used with groups who are looking to gain new insights about their own system, and with clients who have a case they want to explore using this method. The workshop also serves as an introduction to Theory-U, as it puts into practice the effects of co-creating from the deeper work of "Source" (i.e. going to the root cause of the symptomatic problems, through deeper forms of co-expression).

The workshop is conducted as a 2 hour facilitated and collaborative workshop.

The beneficiaries were the target group of the general public within the co-working community, many of whom are self-employed, unemployed or in transition (seeking better work opportunities), as well as seeking further education and training (VET) opportunities, including approx. 50% female entrepreneurs.



Case Study 1

The beneficiaries were the target group of the general public within the co-working community, many of whom are self-employed, unemployed or in transition (seeking better work opportunities), as well as seeking further education and training (VET) opportunities, including approx. 50% female entrepreneurs.

The main stakeholders in this project were the Triple co-working space, SANNAS (Association of Triple Balance and Fourth Sector enterprises of Spain), HumanNation and some individuals from the wider online community sphere, who were reached through the Newsletter subscription and the social media campaigns.

The main positive impact achieved during the pilot workshop has been to bring some 15 persons from diverse backgrounds (many of whom were women, 50%, and a strong representation of young persons, 20%), in a multi-gender setting, where people were encouraged to keep an open-mind, open-heart and open-will, to co-vision a common future, together. The positive impact was received as feedback from the attendees, where they generally expressed a common sense of purpose and motivation, inspiration, sense of activism and common purpose. However, there was also a sense of frustration, to not be able to see and feel how they could put the positive energy into practice in the near future, in practical applications. What became clear as a result of the exercise (as it is well documented, regarding 4D mapping of the Presencing Institute / Social Presencing Theatre), was a sense of feeling and sensing the current challenges, and becoming able to envisage a very different future, breaking current boundaries and silos in thinking.



Case Study 2

SOGFASH

The Next Generation of Women in Insurance:

This is a leadership programme for female executives in insurance industry to empower them and help them get to management roles. Country: Spain.

Objective:

To increase female presence in industry management positions from 31% to 40% in 3 years.

Duration:

The pilot programme was launched in 2021 and we have just finished the second edition for 2022. It is yearly and it takes about 3 months to complete.

2023 edition is already being produced and we are currently recruiting and selecting participants.

Format and methodology:

This programme is mostly online, but it also includes a few face-to-face sessions in Madrid.

It also includes 6 individual coaching sessions.

- Module I: Self-knowledge
- Module II: Leadership techniques and skills
- Module III: Leadership in action.

Limited to 30 participants to ensure their participation and to have a close follow-up of their evaluations.

Within the first Module, self-knowledge, we pay special attention to Self-care and healthy habits to understand the high impact on both personal and professional life.

When asked about the pedagogical capacity, clarity in explanation and methodology, the score was 8.5 out of 10.

Some testimonials from participants:

"As aspects to highlight, which I have already begun to put into practice, I would mention: the subject of self-knowledge, self-care and self-awareness, which are very powerful tools for self-leadership, in order to later be a good leader for others."

"It has been a very enriching experience, especially for the "boost" of confidence that seeing so many women who have had a wonderful career in the world of insurance, learning from their experiences and finding so many practical applications for my career and also for my life, gave me. staff. In addition, I believe that all the trainers have had a very high level of preparation in their specialty and have been able to transmit a lot of valuable knowledge to us."



Case Study 2

SOGFASH

The project is relevant to women, because it demonstrates that regardless of the position of women in society, there is a need for self-care and balance in life. 'Modern' life often overlooks these matters and the way women integrate in modern western society is based on certain norms and hierarchies. As such, it is important that women are empowered and aware of the norms, either in their culture of origin, or in their host country, where they can be constructively critical, and understand the relevance of their actions in the context of their own wellbeing.

Women can learn that whether starting in their profession or at the highest level of their profession, certain basic behavioural and mind-set capacities are needed to achieve personal fulfilment and happiness.

The training is particularly relevant to the module of PERSONAL GROWTH, POWER OF COMMUNITY and EMPOWERMENT (MODULE 2), related with promoting work-family-personal balance and equal sharing of care responsibilities.



References

IDG, 2022. IDG's Engagement package:

https://static1.squarespace.com/static/600d80b3387b98582a60354a/t/61aa30c7a64a274223cdfb66/1638543561785/IDG_engagement_package.pdf

IDG full report on the development of the Framework:

https://static1.squarespace.com/static/600d80b3387b98582a60354a/t/61aa2f96dfd3fb39c4fc4283/1638543258249/211201_IDG_Report_Full.pdf

Assagioli, 1967; <https://kennethsorensen.dk/en/c-g-jung-and-psychoanalysis/>

Scharmer, 2013; <https://www.amazon.com/Leading-Emerging-Future-Ego-System-Eco-System/dp/1605099260>

Scharmer; Hübl, 2021; https://www.kosmosjournal.org/kj_article/collective-trauma-and-our-emerging-future/

Lawson (2008); Lawson Thomas T., Carl Jung, Darwin of the mind. London: Karnac. p. 161. ISBN 9781849406420. OCLC 727944810.

Case studies:

Applying Theory U: The Case of the Creative Living Lab;

https://www.researchgate.net/publication/297364665_Applying_Theory_U_The_Case_of_the_Creative_Living_Lab

All work of Presencing Institute shared in this document carry the Creative Commons licence agreement: The u-school for Transformation and the Presencing Institute use a Creative Commons Attribution Share Alike 3.0

Unported License for all materials on our websites. This lets others share: copy, distribute, and transmit the work, as well as remix: tweak, adapt, and build upon the work even for commercial reasons. This license is often compared to open source software licenses. All new work based on ours will carry the same license, and thus any derivatives will also allow commercial use.



Presencing Institute – Otto Scharmer – www.presencing.org/permissions



FURTHER RESOURCES FOR EDUCATOR TO BETTER UNDERSTAND THE SITUATION:

- https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---multi/documents/publication/wcms_756721.pdf
- www.3ieimpact.org
- https://www.ted.com/talks/sarbjit_clare_women_empoweri ng_women
- https://youtu.be/_DU0UnQhxxY
- SR47-women-empowerment-gender-equality - PDF

To read more about methodology and questionnaire:

- PDF: 4.1-Methodology-and-content-guide-of-empowerment-and-mentoring-sessions

Co-funded by the European Union. However, the views and opinions expressed are solely those of the author or authors and do not necessarily reflect those of the European Union.



**Co-funded by
the European Union**