

The Bifurcation: The Choice¹

A Self Readiness Assessment to prepare for the profound choice facing humankind today.

Every life is a journey, and at every point in this journey we are in the process of becoming something else. So it is difficult to secure a robust foundation from which we take our next steps. There can be *vastly different perspectives on where we are at any point in time*. What is known to one is unknown to others, or perceived very differently. What seems real to one person can be totally unreal to another. *Your truth* is considered just a perception by others, and vice versa. For example, one person's terrorist is another's war hero, an unfortunate reality that we collectively face in challenging times.

Differences in perception of reality, belief and truth often cause conflict between those who differ. Historically, these differences have caused arguments, ill feelings and even wars. However, if we can get past considering differences as barriers, and tune our mindset to *view differences as potential for creative living and innovation*, we can expand and accelerate what we individually and collectively are capable of achieving. By engaging others in this mindset, we can also *amplify the value* of what we achieve by helping those around us achieve more as well.

There is stability only in the dynamic process of change, that is, the knowing that change is a dynamic process of life. There is within the human a continuous need for more and different, an underlying desire to experience, and through this experiencing the shifting and changing of desires and an ever-expanding frontier of choice. *We need* change. *We crave* change. We cannot go backwards. Change is a journey into the future, a global future requiring recognition of an entangled humanity, considering the impact of our decisions and actions on others and our environment.

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INSIGHT: There is stability only in the dynamic process of change, that is, the knowing that change is a dynamic process of life.

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Understanding and assessing readiness for change is a vital component of change leadership. Since new knowledge is developed based on our existing knowledge base through the associative patterning process,² it is important to relate new thought to previously developed, and accepted, thought. Yet, at this particular point in the history of humanity—in the midst of a conscious expansion of our human capacity and understanding—the rules are changing; indeed, *we* are beginning to recognize higher patterns and truths that heretofore have been unrecognizable, far beyond the upper thresholds of all but a few advanced humans such as an Einstein, Leonardo Da Vinci, Pope John Paul II, the 14th Dalai Lama, Mother Teresa, Bill Gates, Thomas Edison,

¹ This Self Readiness Assessment is excerpted from Chapter 11/Part II of Bennet, Bennet, Shelley, Bullard and Lewis (2017). *The Profundity and Bifurcation of Change*. Frost, WV: MQIPress. The book (in five Parts) is available on Amazon (in Kindle format) and from www.MQIPress.net (in PDF format).

² The knowledge we create is both triggered by external events and determined by past experiences and current learning, the process of associative patterning in the mind/brain. Knowledge is the capacity to take effective action.

Eleanor Roosevelt, Mozart, Nelson Mandela, Martin Luther King, Desmond Tutu and others of whom you are aware who have touched us in service to creating a better world.

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INSIGHT: At this particular point in the history of humanity, the rules are changing. We are beginning to recognize higher patterns and truths that heretofore have been unrecognizable.

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Are we ready?

As we move away from predictable patterns susceptible to logic, we are increasingly reliant on our "gut" instinct, an internal sense of knowing that can tap into the intuitional plane. Yet, this knowing can only serve us if we "know" what to do with it, how to act. *Development of our mental faculties is essential to acting.* To prepare ourselves to understand current situational assessments and potential future opportunities and threats, it is essential that we learn to **identify, understand, interpret, make decisions, and take appropriate action** to counter new threats and recognize and embrace new opportunities utilizing this sense of *knowing*, which is, to some extent, available to each human.

We are on a developmental journey of the body, mind and heart—what we call the Intelligent Social Change Journey—moving from the heaviness of cause-and-effect linear extrapolations, to the fluidity of co-evolving with our environment, to the lightness of breathing our thought and feelings into reality. Grounded in development of our mental faculties, these are phase changes, each building on and expanding previous learning in our movement toward *intelligent activity*.³

In Phase 1 of the Journey, *Learning from the Past*, we act on the physical and the physical changes; we “see” the changes with our sense of form, and therefore they are real. Causes have effects. Actions have consequences, both directly and indirectly, and sometimes delayed. As we expand toward Phase 2, *Learning in the Present*, we begin to recognize patterns; they emerge from experiences that repeat over and over. Recognition of patterns enables us to “see” (in our mind’s eye) the relationship of events in terms of time and space, moving us out of an action and reaction mode into a position of co-evolving with our environment, and enabling us to better navigate a world full of diverse challenges and opportunities. The creative leap of Phase 3, *Co-Creating the Future*, requires the ability to tap into the larger intuitional field that energetically connects all people. This can only be accomplished when energy is focused outward in service to the larger whole, requiring a deeper connection to others.

We are on this journey together. Change does not occur in isolation. The deeper our understanding in relationship to others, the easier it is to move into the future. The quality of sympathy⁴ is needed as we navigate the linear, cause-and-effect characteristics of Phase 1. The quality of empathy⁵ is needed to navigate the co-evolving liquidity of Phase 2. In Phase 2 this deepening serves to strengthen our ability to cooperate and collaborate, critical to successfully

³ *Intelligent activity* represents a state of interaction where intent, purpose, direction, values and expected outcomes are clearly understood and communicated among all parties, reflecting wisdom and achieving a higher truth.

⁴ Sympathy is caring about and sorry for someone else’s trouble; a feeling of support for something.

⁵ Empathy refers to the capacity to put oneself in the shoes of another, that is, to understand and even vicariously experience the emotions, ideas, beliefs and opinions of another.

co-evolving. As we move toward Phase 3, the quality of compassion⁶ is needed to navigate the connected breath of the creative leap. The perceived "separation" between our self and the other becomes a recognized "connectivity" while simultaneously individuating and honoring diversity. A short paper on the Intelligent Social Change Journey as well as overarching models and descriptive tables are available as free downloads at www.MQIPress.net

Priming the Pump

To create the world that we desire, a major learning of change agents is the need to measure for the future while learning from the past. To do this we vision the future as if it is here today, and perceive the processes and outcomes that are occurring from that frame of reference.

Similarly, thought patterns and behaviors in this future environment will be different than those we experience in today's world. Thus, the 55 statements that follow in this self readiness assessment instrument represent looking at change from the viewpoint of the future, reflecting the ability to use all three phases of the Intelligent Social Change Journey model: the cause and effect, linear logic of Phase 1; the co-evolving, co-creating based on conceptual thought and the search for truth of Phase 2; and the balancing of senses, tapping into the intuitional and creative leap of Phase 3. This is a first step to laying aside our mental models and fully engaging a holistic approach to change. Since there are so many concepts—and their application—connected to the full and successful use of these phases, this instrument serves as an initial exposure, an overview or for some a review, of important concepts developed throughout the book: *The Profundity and Bifurcation of Change*.

All statements and the concepts they represent are not equal, and may or may not apply at any given time to the stage or extent of desired change. For example, an individual or organization may be ready for the creative leap in one domain of knowledge or situation, and lacking in another area where the mental preparation in terms of recognition of patterns, conceptual thinking and developing an understanding of truth has not yet been achieved. However, all of these concepts—and more as we continue learning about ourselves, others, and the Universe in which we live—will eventually emerge in the journey of change.

The Statements

We have chosen to use a simple, comfortable five-point Likert scale,⁷ which allows for a neutral response (3) so that the responder can, whether in the conscious or unconscious, just sit with an idea for a period of time. All of these concepts emerge as you move through the Intelligent Social Change Journey, each unfolding on the other. These concepts are also included in depth in the five Parts of *The Profundity and Bifurcation of Change*. It is hoped that these 55 core statements will serve as a reminder of key ideas.

There are two five-point Likert scales for you to use with each question. The first is focused on your cognitive availability. It asks how open or closed you are to the concept that is presented. Your response would be one of the following:

(1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

⁶ Compassion is literally “with passion”, and encompasses sympathy and empathy, with a desire to help. Conscious compassion is *an intelligent choice to give selfless service based on active awareness and understanding of others thoughts and feelings, the relationships among people and events, and wisdom.*

⁷ The Likert scale, named after its creator, offers a neutral point in the middle and the opportunity for the responder to express negative and positive preferences. We use a five-point scale for this exercise.

Now you are asked to look at the same concept from the viewpoint of your feelings: How comfortable you are with the concept? Your response would be one of the following:

(1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Choose your response based on both your cognitive availability and your feelings. After you have made your choices (usually your first response is the best one), think about or write down the rationale for your choice. This will help you understand why you think/feel the way you do.

The brief paragraph below each statement will provide a surface level of understanding regarding the concept, and will point to the Chapter/Part of the larger book, *The Profundity and Bifurcation of Change*, where additional information can be found. The intent of these short paragraphs is to stimulate and titillate. There are no right or wrong responses; each person is quite different. However, you are planting new ideas into your subconscious as you move through this exercise, and that may just trigger a past thought or experience that makes sense. Above all, please have fun as you navigate these potentially new, yet somehow familiar, ideas!

PART I: Laying the Groundwork

1. The interpretation and meaning of incoming information is very much a function of pre-existing patterns in the brain.

Characteristics: Incoming information is associated with related patterns you have in your mind, experiences and the patterns associated with those experiences. The new pattern focused on the situation at hand is built on these associations, that is, relationships with other patterns already in your mind that provide meaning. [See Chapter 1/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

2. I recognize that my knowledge is incomplete and imperfect and choose to be a continuous learner.

Characteristics: Knowledge is context sensitive and situation dependent. Any small shift in the context or situation may require shifting or expanding knowledge, which in turn drives different decisions and actions to achieve the desired outcome(s). Further, no single person can know all there is to know regarding a specific subject. Thus, interacting with others who have expertise in a domain of knowledge and continuously learning from each other provides the best opportunity for making wise decisions. [See Chapter 2/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

3. In all situations I move toward intelligent activity.

Characteristics: Intelligent activity is a state of interaction where intent, purpose, direction, values and expected outcomes are clearly understood and communicated among all parties, reflecting wisdom and achieving a higher truth. When knowledge is connected to other knowledge, shared and expanded, the people who are sharing move toward intelligent activity, with the result of taking action that has a higher potential for effectiveness, spurring on creativity, and helping others serve others. The concept of "effectiveness" is now a shared intent, with the "goodness" of the result perceived by multiple individuals, organizations or countries. [See Chapter 2/Part I.] Intelligent activity removes forces.⁸ [See Chapter 3/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

4. Cooperation and collaboration reduce forces and enable the free flow of creativity.

Characteristics: Cooperation and collaboration not only reduce forces, helping to bring everyone together heading in a common direction with a shared understanding, but they are also critical to achieving intelligent activity. The reduction of forces allows the free flow of ideas. [See Chapter 3/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

5. I recognize the power of forces and am able to successfully mitigate or leverage those forces to move forward with new ideas.

Characteristics: Forces are a part of our everyday world. A Force Field Analysis can be used to help identify forces in place that support or work against a solution, issue or problem. It helps illustrate the driving forces that can be reinforced or the restraining forces that can be eliminated or reduced. It also helps identify positive forces that can be strengthened to propel a project forward. [See Chapter 3/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

6. Humility is not only an excellent learning approach, but it helps reduce forces.

Characteristics: The greatest barriers to learning and change are egotism ("I am right") and arrogance ("I am right, you are wrong, and I'm not listening"). When we respond to others with humility we take the stance "you are right", *listening* to what is being said and trying to understand their viewpoint. This approach offers greater opportunity for learning and hearing

⁸ Forces are part of our everyday world. A force occurs when one source of energy affects (pushes against, interferes with, influences) another source of energy; for example, an argument.

others' ideas offers greater opportunity for the bisociation of ideas, enabling creativity and supporting innovation. [See Chapter 4/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

7. I need not be a victim to my unconscious; my conscious self can exercise choice.

Characteristics: In the early part of our lives the personality—working from the unconscious—helps ensure our survival, experience of pleasure and avoidance of pain. As the self develops, we move into the position of making conscious choices. [See Chapter 4/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

8. The amount of meaning in life is directly related to an individual's level of consciousness.

Characteristics: We never just see some “thing”. The mind automatically mixes the external scenes with our own history, feelings and goals (the associative patterning process) to give it context and meaning. In other words, meaning is created out of external events and signals complexed with internal resources. [See Chapter 5/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

9. I realize that I operate simultaneously on the physical, emotional, mental and spiritual planes, and I seek to integrate all of these perspectives into changing my thoughts and actions.

Characteristics: As we moved through the 20th Century into the 21st Century, there was recognition that people were complex adaptive systems, and that the entangled physical, mental, emotional and spiritual systems could not be separated out from each other but are integral parts of the larger whole. [See Chapter 6/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

10. Awareness, understanding, believing, feeling good, owning and having the knowledge and confidence to act are part of my personal change strategy.

Characteristics: Although change and adaptation is a natural characteristic of the brain, so is the search for safety, security and comfort. To embrace change I need to be aware, understand, believe its truth, feel good about it, feel ownership of it, and be empowered, that is, having the

knowledge to change and the courage to act on that knowledge. All of these aspects of us need to be involved in change. [See Chapter 6/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

PART II: Learning from the Past

11. When we recognize patterns among events, it becomes increasingly easier to connect cause and effect.

Characteristics: The longer the period of time that passes between cause and effect, the more difficult it is to make connections among them. However, as over time layers of connections begin to emerge, there is the ability to develop patterns from these layers. These patterns become formulas, or concepts, that connect the relationships among actions, a higher truth that applies to multiple examples. [See Part II: MOVING FROM THE PAST.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

12. I am aware of a wide variety of change models and methodologies and understand which are most applicable for my purposes.

Characteristics: There are as many models of change as there are people considering change, many overlapping and many applicable only to specific situations. Strategic change programs often fail to deliver because of a lack of alignment between approach and context. Good theories and the methodologies connected to those theories provide the opportunity for responding to a wide range of situations, allowing us to reflect on possibilities and so better anticipate the results of our actions. [See Chapter 8/Part II.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

13. I work to achieve balanced thought, that is, to engage different worldviews and frames of reference when assessing threats and opportunities.

Characteristics: The sign of a mature individual is the ability to hold conflicting world views together at the same time, acting and living, and having life enriched by that capability. This is the ability to see the world globally while simultaneously seeing it as a world of unique individuals. [See Chapter 9/Part II.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

14. I have the courage to think, feel and live my dreams.

Characteristics: Courage is required at all levels of change, from the recognition of choice (and responsibility) to understanding the context, and to taking action in a complex situation. [See Chapter 9/Part II.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

15. I understand the important aspects of my life that provide the foundation of who I am becoming.

Characteristics: Grounded people are confident about who they are, who they are connected to, and where they belong. They understand what value they contribute to others, and have a strong sense of identity. So how do they know this and achieve a sense of harmony with self? [See Chapter 10/Part II.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

16. I am part of a network of colleagues and friends where trust and openness provide a platform for knowledge sharing.

Characteristics: Cooperation, collaboration and knowledge sharing represent the highest virtue on the physical plane, and form a foundation of trust building. [See Chapter 10/Part II.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

17. Through the sharing of ideas with others, I expand my consciousness and enable the generation of larger ideas.

Characteristics: I share my ideas freely with others and listen carefully to the ideas of others. This is the stuff of creativity. When ideas flow freely there is the opportunity to not only learn but to bisociate those ideas and have new ideas emerge. [See Chapter 12/Part II.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

PART III: Learning in the Present

18. When I do not have direct knowledge, I seek trusted sources to achieve my objectives.

Characteristics: Trust is relative. Applicability, accountability and authorization are elements which I consider when either giving or receiving trust. [See Chapter 13/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

19. For long-term sustainability, people and organizations (as complex adaptive systems) must change and adapt to co-evolve with their environment.

Characteristics: Complex adaptive systems are in a constant state of change with high degrees of interdependence. As each element of a complex adaptive system changes, others need to adapt to remain aligned. [See Chapter 14/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

20. My organization proportionally increases learning activities in order to cope with increasing complexity as we evolve.

Characteristics: Greater levels of learning assist with decreasing resistance to change. [See Chapter 14/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

21. We are well prepared to lead complex changes over space and time to create a new future.

Characteristics: Time offers us opportunities. Reflective planning is necessary for iterative enhancement and providing superior outcomes. We leverage time as a critical resource in the planning process. [See Chapter 16/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

22. I effectively construct and leverage stories to influence my intelligent social change journey.

Characteristics: Stories are proactively collected and shared to co-create thinking about the future. Stories are used to ensure a cohesive value system and influence our social development. [See Chapter 17/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

23. My thoughts and feelings change the structure of my brain and directly impact my actions.

Characteristics: Energy follows thought. As we are exposed to more diverse and varying thoughts, the brain creates new patterns and strengths of connections and thereby changes its physiological structure. It is also true that the structure of the brain—containing a huge number of networks of neurons—significantly influences how incoming signals representing new thoughts (that is, patterns composed of networks of neurons) are formed. These new patterns entering the brain associate or connect with patterns already in the brain and impact our actions. [See Chapter 18/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

24. Energy and information flows are aligned to generate optimal performance.

Characteristics: The eight conditions that combine to create the flow experience are: Clear goals; quick feedback; a balance between opportunity and capacity; deepened concentration; being in the present; being in control; an altered sense of time; and the loss of ego. [See Chapter 18/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

25. I strive to achieve emotional intelligence to fully engage the emotional plane as a guidance system.

Characteristics: Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence. For years, it was widely held that rationality was the way of the executive. Now it is becoming clear that the full spectrum of what it is to be human—including the rational and the emotional parts of the mind—must be engaged to achieve the best performance in our personal lives and in our organizations. [See Chapter 19/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

26. The best process for “forgetting” is inattention, and the very best way to avoid attending to some memory is to have a stronger, more significant memory replace it.

Characteristics: We understand that reliving an event embeds those memories deeper into long-term memory, much like purposeful rehearsing, making them more impervious to any possible “forgetting” process. Ultimately, from the mind/brain perspective, that which does not get attention eventually does go away (use it or lose it). [See Chapter 20/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

27. I recognize that I have—and continue to identify—mental models, and I use this information to assess my responses to challenges and opportunities as they emerge.

Characteristics: Mental models—which represent our beliefs, assumptions and ways of interpreting the outside world—are built up over time and through experience, limiting us to familiar ways of thinking and acting. When new insights conflict with these mental models, they fail to get put into practice. Thus we must continuously review our perceptions and assumptions of the external world and question our mental models to ensure they are consistent with the current reality. [See Chapter 20/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

28. The development of knowledge capacities provides the opportunity to move beyond our mental models and expand our frames of reference and worldviews.

Characteristics: While knowledge is the structure we experientially build upon, as we now recognize it is always incomplete and continuously changing. Knowledge capacities provide us unique ways to explore emergent knowledge. [See Chapter 21/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

29. Stimulating behavioral diversity and adaptability builds trust, enhances organizational performance and increases innovation.

Characteristics: Psychometric profilers categorize people into a box. Tools like *The Organizational Zoo* do just the opposite. They remove the box to encourage individual

adaptability and cultural diversity. Metaphoric representation of behaviors provides a safe language for behavior conversations. [See Chapter 20/Part III.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

PART IV: Co-Creating the Future

30. Our vision can be viewed as a verb, not just a noun.

Characteristics: A vision is not the title of a document. It is an evolving future state that can be achieved through actionable change initiatives. [See Part IV: CO-CREATING THE FUTURE.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

31. In every situation in which I find myself, I take the high moral ground, that is, I choose to do what is best for all those involved both in the short and long term.

Characteristics: When we are in Phase 3, we have become holistic beings who operate from the physical, mental and emotional planes. Because our thoughts and feelings fully integrate into our perceptions of reality and our actions, all of us needs to be focused on achieving the best actions. This is the quality of Nobility, representing the highest virtue of the human, that is, doing the best that can be done at a particular point in time. [See Chapter 22/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

32. I am able to expand my empathetic capabilities into conscious compassionate actions.

Characteristics: Conscious compassion is taking action on your feelings of empathy. [See Chapter 22/Part IV and Chapter 31/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

33. I recognize that I co-create my reality, and I honor the role of others in co-creating their reality.

Characteristics: We are each unique and, collectively and individually, create our own version of the world through thinking, learning, growing and social exchange. Our freedom to think and create offers the opportunity for amazing diversity and infinite possibilities. [See Chapter 23/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

34. Discovering truth is more important than being right.

Characteristics: Truth is relative to the amount of information that has been garnered and, like knowledge, is situation dependent and context sensitive. Higher order conceptual thinking has a higher level of truth. [See Chapter 24/Part IV.] "Being right" is very much related to the ego. In many situations, there is no right or wrong, just choice. By asserting that one is right, it assumes that other approaches are wrong, thus setting up forces. [See Chapters 3 and 4/Part I.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

35. I purposefully focus my attention on thoughts that will move me toward my personal and professional goals.

Characteristics: What we choose to focus on, what comes into our attention, is what we use to make decisions and take actions. When this focus is consistent with our goals, we are providing energy towards achieving those goals. [See Chapter 25/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

36. Expectations and setting intent empower my thinking and set the course for the future.

Characteristics: Intention is the source with which we are doing something, the act or instance of mentally and emotionally setting a specific course of action or result, a determination to act in some specific way. Expectation indicates the juncture between where you are and your desire, where you want to be. The creation process of intention and expectation is dynamic and continuous. [See Chapter 25/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

37. Conceptual thinking and understanding the theory behind actions supports the discovery of truth.

Characteristics: Through conceptual thinking our higher mental senses tell us when truth is not truth by recognizing forces moving in a different direction. Along with the ability to determine the level of truth of an example, conceptual thinking brings with it an understanding of the relationships among concepts and examples. [See Chapter 24.] Theories reflect high-order

patterns, that is, not the facts themselves but rather the basic source of recognition and meaning of the broader patterns, another way of expressing concepts. [See Chapter 26/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

38. It is necessary to prepare yourself mentally in order to successfully tap into and act on the intuitional.

Characteristics: Development of the mental faculties is necessary to effectively achieve your Intelligent Social Change Journey. This needs to include a balance of critical thinking, thought, connecting theory to practice, and understanding relativism and heuristics. By developing our mental faculties we have the capacity to receive and apply new thoughts and ideas that generate superior outcomes for ourselves and others. [See Chapter 26 and Chapter 28/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

39. Intelligent activities are continuously being created by people as, from one thought to the next, there is mental integrity, a consistency in the truth of thought.

Characteristics: Recall that intelligent activity is described as a *perfect state of interaction where intent, purpose, direction, values and expected outcomes are clearly understood and communicated among all parties, reflecting wisdom and achieving a higher truth.* [See Chapter 27/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

40. Wisdom occurs when activity matches the choices that are made and structured concepts are intelligently acted upon for the greater good.

Characteristics: Wisdom involves a sense of balance derived from a strong, pervasive moral conviction. It provides guidance and obligations that flow from a profound sense of interdependence. [See Chapter 27/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

41. Earned intuition is the result of all of my experiences and the learning from those experiences.

Characteristics: *Earned intuition* is that part of intuition emerging from the unconscious that is connected to our conscious experiences and discoveries. When we are focused at the conscious mental level, we are always exploring cause and effect and working backwards. This is not the case with the intuition. Something learned many years ago can emerge, when needed, in the blink of an eye. [See Chapter 28/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

42. There is a multiplier effect when ideas are shared.

Characteristics: When knowledge is focused inward, *not* shared, it has diminishing value as others continue to connect with the ever-changing and expanding reservoir of knowledge. As we interact with others we develop a deeper understanding of others and ourselves and an appreciation for diversity. This understanding helps us create without force, embracing a collaborative advantage, that is, gaining the advantage of other's thinking at or above our personal level of thinking, while simultaneously creating in a way that is uniquely ours. [See Chapter 29/Part IV.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

43. We are in the process of preparing to make a creative leap and understand the direction of change this will bring.

Characteristics: The moment of truth has come in which we have consciously decided to change direction and shift our mind sets to a new level fueled by creativity. We know it will change the frequency of our energy flows, but remain unaware of the exact forms this will take. The creative leap is a leap of faith and trust. We are comfortable with this uncertainty, although confident the shift will be enhancement. (See Chapter 30/Part IV.)

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

PART V: Living the Future

44. I recognize that tapping into the intuitional plane is a natural state and that I'm on a return journey to this place of high creativity.

Characteristics: Babies are born connected, to their mothers and families, and to the larger energies surrounding them and within them. This represents Phase 3, which is where we return

as adults when we have developed the lower mental mind (logic) and the upper mental mind (conceptual thinking) and deepened our connects with others. [See Introduction to Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

45. As we move into Phase 3, we continue to mature our creativity to become masters of this higher level of co-creating.

Characteristics: Our thinking and behavior remains at the highest level of maturity. The freedom of creativity is the foundation of everything that we do. The Alchemy of our environment is such that science, spirit and consciousness are fully integrated. [See Chapter 31/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

46. When I achieve inner balance I am able to cope with a range of external situations that are unbalanced.

Characteristics: Balance provides an inner confidence enabling high function in unpredictable environments. [See Chapter 32/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

47. As a humanity we are bringing our consciousness back into balance as we engage in the Intelligent Social Change Journey.

Characteristics: In our acceleration of development of the mental faculties, we have focused on the material world and suppressed our inner spiritual senses. Humanity is maturing, and it is time for us to bring all that we are to the table, to reach the full potential of who we are—physical, mental, emotional and spiritual—and bring ourselves into balance. [See Chapter 32/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

48. I have the ability to engage my senses to perceive beauty in myself and others.

Characteristics: Beauty serves as an accelerator to the expansion of consciousness. Beauty enhances the senses in our body and in others. Simultaneously, when our senses are balanced we are able to perceive greater beauty. [See Chapter 33/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

49. I recognize the power of beauty and its implications for me and my environment.

Characteristics: Beauty is a short circuit to thinking, enabling us to circumvent the tedium of everyday life in an instant, and inject feelings of appreciation, love and joy into the essence of our lives. Beauty creates a Oneness within, a balancing of our senses, and, when shared, a Oneness without. Much like the potential effects of a butterfly flapping its wings on the other side of the world, beauty shared can multiply exponentially with wide-spread impact. [See Chapter 33/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

50. As we move fully into Phase 3 of our creative journey, good character becomes an essential element of our expanded self.

Characteristics: The concept of character represents a quality of goodness and is directly related to growth of the self—individuals and their choices and actions. [See Chapter 34/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

51. I honor the diversity of others and their potential contributions to the networks of which I am a part.

Characteristics: I am part of a conscious compassionate community that recognizes our connections to each other and that conveys a sense of belonging and Oneness. [See Chapter 34/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

52. Moving through the Intelligent Social Change Journey has evolved our social maturity to the highest levels of conscious compassion and co-creation.

Characteristics: When we were focused in the Phase 1 relationships of cause and effect, it was important to have sympathy in order to keep people in our formula of change. When we moved into the co-evolving of Phase 2, sympathy was not enough; co-evolving requires empathy, the capacity to put oneself in the shoes of another [see Chapter 14]. Phase 3 requires more, that is, the conscious development of compassion. [See Chapter 35/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

53. Recognizing the Oneness of all people, I employ empathy and compassion to help me understand diverse viewpoints and how to be of service to humanity.

Characteristics: Our identity as social creatures is hardwired into the structure of our brain. [See Chapter 4.] Empathy, objectively experiencing the inner life of another, is inherent in the functioning of our brain, suggesting that through feelings there is an active link between our own minds and bodies, and the minds and bodies of those around us. [See Chapter 36/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

54. I realize I am a never-ending fountain of creativity and that there are infinite levels of consciousness awaiting my exploration.

Characteristics: Consciousness is a process. As the self grows and makes good choices, developing virtues and cooperating and collaborating with others through knowledge sharing, so, too, does consciousness expand. As co-creators of our reality engaged in intelligent activity, the only limits are those we set on our selves. [See Chapter 37/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

55. I am conscious of being conscious, and I am able to pull myself out of the entangled complexity of my past life to start learning and expanding from a simpler place.

Characteristics: In expanded levels of consciousness, out of complexity emerges simplicity, providing a new starting point for our continuing journey, approaching the point of singularity. We are starting to engage in creative co-creation in an environment of punctuated equilibrium. [See Chapter 38/Part V.]

Choose: (1) Closed → (2) Somewhat Closed → (3) Neutral → (4) Somewhat Open → (5) Very Open

Choose: (1) Very Uncomfortable → (2) Some Discomfort → (3) Neutral → (4) Somewhat Comfortable → (5) Very Comfortable

Provide rationale/supporting evidence:

Scoring

Recognizing that average scores are only indicators, nonetheless this learning exercise offers *you* the opportunity to assess *your* openness to new ways of thinking, *your* comfort level with new ideas, and *your* personal level of readiness to expand through the three phases of the Intelligent Social Change Journey.

If you average in the neutral zone (level 3) or below, stick with the Phase 1 model, exploring cause-and-effect relationships, and enjoying and applying the kaleidoscope of models that have emerged in support of change, each with a differentiated flavor. If you are beyond the half-way mark moving toward level 4, dig deeper into the co-evolving model and make it your own. You are developing deeper relationships with others and ready for more. Once you pass level 4, you are in a field of choice, and have the opportunity to match your change strategy to your desired approach and outcome, tapping into the intuitional field and using your individuated mental faculties to co-create a reality in service to others.

Take a few minutes to go back and carefully consider your responses. For those responses lower than 3, reflect on what it is about that concept that closes you off or causes some level of discomfort. Quite often, this will be the result of some experience in your history, or a belief or mental model which warrants revisiting. For those responses higher than 3, reflect on how you might use this knowledge on your personal and professional change journey. Can you recall any examples of where this knowledge was used in decision-making or taking action? The more examples you can come up with, the higher the level of truth. (See Chapter 24/Part IV of *The Profundity and Bifurcation of Change*.)

Remember, there is no right or wrong associated with this journey; rather, it is a journey of *Becoming*. Everyone is a part of this journey at some time, some place, some level. And regardless of where you are, where you choose to be, move into the flow, experience life, and **have fun becoming the co-creator you are.**

In Co-Service, Alex, David, Arthur, Theresa and John

