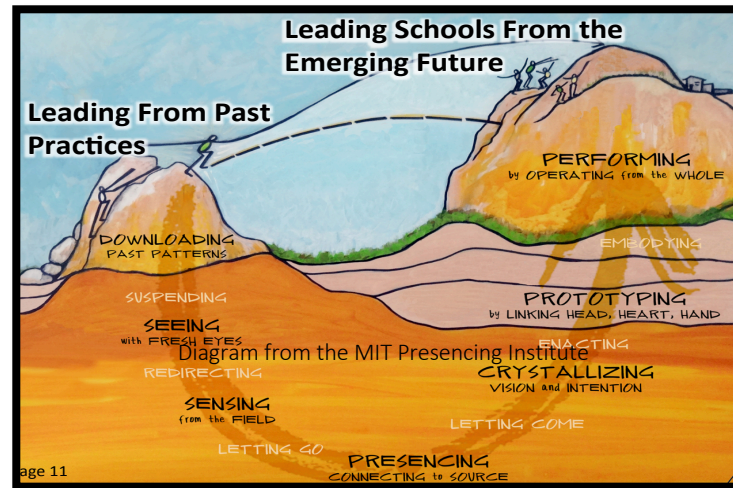


Awareness-Based Change, Going Beneath Mental Models

Based on Otto Scharmer's Level 1.0 to 4.0 Thinking

Behaviors, Structure of Attention	Listening	Conversing	Organizing	Coordinating	Learning/Learner
1.0 Habitual awareness	Downloading habits of thought, projecting old judgments	Downloading habits of thought from conforming	Centralized control – Organizing around hierarchy	Hierarchy: commanding	Hierarchy – commanding, directing Learner: Passive recipient
2.0 Ego System Awareness	Factual, open-minded, aware of the world around us	Debate – Speaking from differentiating	Divisionalized – Subdividing an organization into a number of divisions	Market: competing	Competing Learner: Memorize Input
3.0 Stakeholder awareness	Empathetic, open-hearted, seeing ourselves through the eyes of others	Dialogue – Speaking from inquiring others, self	Distributed/networked – Organizing around groups' interests and expertise	Negotiated dialogue, cooperating	Dialogue, cooperating Learner: Explore new areas and questions
4.0 Ecosystem awareness	Generative – Originating, open, listening from new possibilities, deep self-reflection	Collective creativity – Open awareness, speaking from deep perceptions and new insights	Creative – Organizing around insights that emerge from dialogue and open thought	Awareness-based collective action: co-creating	Awareness-based collective action, co-creating Learner: Co-sense and shape the future

Implementing Awareness-Based Change



We are engaging in a simulation to experience the core process of applying Theory U's Awareness-Based Change model. For this activity, please select one of the following six areas for your focus:

- Curriculum (teaching, learning, and assessing)
- Professional Collaboration
- Leadership
- School Improvement
- Community Involvement

Once you have selected your area for this activity, determine a specific focus where there is conflict or concern within that area. Next, determine the key players who are connected to the area and who are vested in the conflict or concern (e.g., Governing Board members, district and school leaders, teachers, classified staff members, parents, students, experts on the area of focus, etc.). Figuratively, bring them to the table and open discussion from multiple perspectives. Describe each of the following components as it might be played out in real time.

Implementing Awareness-Based Change (Continued)

1. What **conflict, concern, or area for growth** are you observing in the area you selected? Please explain.
2. Determine a **common purpose**. What change do you wish to see? What does the common desired outcome look like?
2. **Downloading** is reconfirming what one already knows. When downloading occurs, the discussion is frozen by old mental habits and past experiences. People respond only through their own narrow point of view without considering another's perspective. What does *downloading* look like concerning the conflict or concern in your area of focus?
3. **Seeing** is suspending our habitual judgments and noticing what is new – viewing with fresh eyes. What would *seeing* look like from the perspectives of the key players involved in the conflict or concern?
4. **Sensing** redirects attention so that perceptions widen and deepen. This shift leads to self-reflection so that the boundaries between key players in the conflict or concern open up. How would *sensing* impact the key players' perceptions and reactions to the conflict or concern?
5. **Presencing** allows participants to let go of past practices and connect to future potential. The boundaries between key players collapses in order to provide a space for future-focused solutions/paths to emerge. What could this *presencing* transition look like when applied to the conflict or concern?
6. **Crystallizing** occurs as the perspectives between key players begin to invert. At this point, envisioning from the field of future solutions/paths emerges. Egocentric perspectives are being replaced by a greater awareness of ecosystem opportunities. What might *crystallizing* look like and feel like as you focus on the conflict or concern?

Implementing Awareness-Based Change (Continued)

7. **Prototyping** leads to action. The relationship between key players continues its inversion, blending their perspectives into a future-informed action. During this point in the process, prototypes are co-created, implemented, and evaluated through feedback and dialogue. Prototyping leads to **performing** and making a collective impact. What *prototype* can you suggest that addresses the conflict or concern? Please note the following seven questions as you develop your prototype?

As your group generates an idea for prototyping, ask the following seven questions:

- A. Is it **relevant** for the involved stakeholders, organization, and community?
- B. Is it **new and transformative** to the system?
- C. Is it **rapid**? Can you test it with enough time to get feedback and adapt (avoid analysis paralysis)?
- D. Can you do it on a **small scale** that allows for meaningful experimentation?
- E. Does this prototype allow you to **spotlight** the most critical variables?
- F. Does it **leverage** the strengths, competencies, and resources in existing communities and networks?
- G. Is it **replicable**? Can it grow to scale?