THE GENUINE CONTACT™ WAY OF WORKING

Supplemental Resources for Session Two: Working with Whole Person Process Facilitation

By Birgitt Williams
Senior Consultant of Dalar International Consultancy, Inc.,
internationally acclaimed specialist in next level leadership.

Introduction to The Program, Its Background and Underlying Principles

You are unlikely to learn anything in this program that you don't already know. I say this based on my knowledge and life experience that human beings are incredibly wise, incredibly knowledgeable, and have far greater potential than is ever tapped into or used. We tend to pay too much attention to only that which our conscious mind is aware of. Interestingly, most of what goes on in us is not in the conscious mind but in what has meaning for us, what we are emotional about, the subconscious, intuition, in other words, within our whole being.

In this program on whole person process facilitation, we will tap into the knowledge you have that is beyond the knowledge of your conscious mind and bring this to your awareness, to your conscious mind. And together, through what you experience in this program of accessing more of your wisdom and knowledge, we will learn to tap into the wisdom and knowledge of those we are teaching. As well as learning from your lived experience in this program, you will be introduced to materials, resources, tools and tips that will assist you in your work with adults as learners.

This program introduces you to the basics in facilitating the process of learning in adults. My introduction to process facilitation was with a wonderful teacher in Huntsville, Ontario: Marge Denis. I give thanks to Marge Denis who is an incredible process facilitator and teacher of adults. She teaches, and I have attended, four one-week residential programs on process facilitation. By the time Marge finished with, my life transformed, and I now live and breathe process facilitation in all that I do and all that I am. She can be reached at 705-789-1533. You may consider treating yourself to her program at some point. The commitment is to live on site one week a month for four months. As well as being a former nun, Marge was a professor at OISE specializing in adult learning. She and her associates also deliver programs in other parts of Canada.

I am an organizational consultant committed to enabling individuals to access their potential and committed to enabling organizations (a collective of individuals) to access their potential. I believe that with different processes that are more honoring of us as humans, that we each will work with more of our personal potential to access our inner greatness and then go forward in all we do using more of our inner greatness. And I believe that tapping into this potential when humans come together in organizations taps into greatness that is greater than the sum of the parts. It is my belief that we can be successful as individuals and as organizations way beyond our expectations.

In my undergraduate and post graduate studies, as well as in continued professional development, I have studied psychology, philosophy, anthropology, the great masters of religious traditions of both the east and the west, as well as the practice of indigenous peoples going back through recorded history. I have studied behavior and learning in individuals, couples, families, and organizations. My studies took me through current thinking of cognitive development, of memory and intelligence, behavior modification, gestalt, and Jungian psychology. This later evolved to studies in systems thinking, the study of sacred geometry, and kept returning me to the teachings in Taoism, Christianity and Judaism, Buddhism, Shamanic practice, Astrology, and from the I Ching (little book of truth). I now know how little we know.

I was also deeply influenced by my research and findings in doing an undergraduate thesis on intelligence in children under five years of age who were non-verbal. I worked with my professor in cognitive development, Dr. Linda Segal who had developed a means of IQ testing for young children that was not based on verbal skills. The group of children I worked with all participated in a nursery school at a hospital for children who were thought to be delayed because they were still not speaking. Some identified as autistic, some assumed to have early onset of other psychiatric illnesses and some who were a mystery as to why they did not speak. Through the testing, and the testing of a “control group” of children who were verbal, we found that there was no difference in the intelligence quotient between the two groups. The non-verbal group had been written off as also not having intelligence. Our work influenced how they were thereafter viewed in terms of inner knowledge and intelligence. It was my first conscious and concrete experience that there was much more going on in humans than is generally acknowledged.

My experience, education and background mixed with my own inner knowing and I developed the work that I do with individuals and organizations knowing how little we really know about the potential of humans. I realized that the more structured the approach, the less likely that the approach would result in a real tapping into potential. After all of my learning and exploration, I have come to use only a few approaches in all of the work that I do with individuals and with organizations. These approaches have in common that they are simple in structure allowing for the greatest expression of the potential of those I am working with. And that all work with adults whether in a classroom or a meeting of some

sort is most effective when adults are worked with as adult learners who have much inner wisdom and knowledge.

I work using process facilitation, open space technology, and cross-cultural healing practices. I work with the whole person to the extent that I know how to do that. I work with respect for human beings and respect for the potential in humans that is not yet expressed. This is what I base my work with individuals and organizations on. It is also the foundation of my training programs in Process Facilitation, Open Space Technology, and the Genuine Contact Organization.

If you are a facilitator of Open Space Technology, I encourage you to use whole person process facilitation for all meetings that you do with the sponsor prior to and following an Open Space Technology meeting, and for all meetings when Open Space Technology is not appropriate. Using process facilitation, you will conduct these other meetings in ways that are congruent with the values of Open Space. And through whole person process facilitation, you tap into the same inner wisdom of people as you do when you use Open Space Technology.

Source Documents and Bibliography

The following pages are source documents that I use to inform my thinking when I attend to process facilitation to enable adults to learn and to facilitate meetings. It takes about 2 hours of planning time for one hour of delivery time. And the irony of it is that with this investment in planning, the teacher/facilitator becomes totally present yet basically invisible in enabling the group to get on with its work.

Assumptions about Human Beings as Learners

We are all “experiencing” all the time?

There are variations among individuals and within individuals with regard to the degree of attention they give to their experiencing.

There are variations in the amount of attention an individual will give to different kinds of experience (e.g. successful/unsuccessful, complex/simple, affective/cognitive).

All people learn from their experience to some extent.

Most learning from experience is not intentional nor is the individual necessarily aware at the time of the learning.

Learning is enhanced when the experience (data input) is attended to i.e. the individual is aware of the experience.

All people mentally process much more of their experience than they are consciously aware of.

It is possible to increase attention to experience and thereby to increase the amount of experiential data that is available for processing.

It is possible to increase awareness of the nature of the mental processing which goes on below the conscious level and thereby make available to the conscious mind the outcome of such processing.

Paying Attention to Applying Intention for Adult Learning: Macro Process in Learning and Facilitating

Learner’s Process	**Facilitator Terminology for the Process**
A. Keeping centered and maintaining my self-esteem	A. Caring, respecting the adult, establishing mutuality
B. Becoming responsible for increasing my own learning	B. Helping learner assume responsibility for his/her own learning
C. Discovering what I hope I will learn from participating; finding my own direction for learning	C. Need identification and goal clarification
D. Investing energy, involving and committing myself	D. Securing involvement, commitment

Learner's Process	**Facilitator Terminology for the Process**
E. Developing productive relationships	E. Building interpersonal climate
F. Helping group to develop and use the group effectively	F. Developing the group
G. Being open to new ideas – changing perspectives	G. Suspending, unfreezing, breaking old sets
H. Finding personal meaning in context and experiences	H. Processing the content
I. Understanding and testing own ideas; identifying personal learning tasks, functions, modes	I. Input, structuring the content
J. Clarifying consolidating, synthesizing what I have learned	J. Articulating learning, forming generalizations
K. Trying out new ideas, skills, behavior, ways of being	K. Testing, practicing new behavior
L. Asking for, using feedback on me, my skills	L. Seeking and using feedback
M. Planning for and using new learning in other places	M. Applying, transferring new learning
N. Finding and accepting satisfactions, rewards, joys, and excitement in learning	N. Providing rewards, ensuring awareness of learning and growth
O. Identifying "energy area" stimulation for later learning. What has passion for me?	O. Identifying further interests
P. Clarifying, negotiating, and dealing with expectations, norms, values (external and internal)	P. Developing group norms

A Comparison of Assumptions and Process of Teacher-Directed (Pedagogical) Learning and Self-Directed (Andragogical) Learning

(Please read as poles on a spectrum, not as black and white differences)

By Malcolm S. Knowles, Department of Adult and Community College Education, North Carolina State University, January 1975

ASSUMPTIONS			PROCESS ELEMENTS		
About	**PEDAGOGICAL Teacher-Directed Learning**	**ANDRAGOGICAL Self-Directed Learning**	**Elements**	**PEDAGOGICAL Teacher-Directed Learning**	**ANDRAGOGICAL Self-Directed Learning**
Concept of the Learner	Dependent Personality	Increasingly Self-Directed Organism	Climate	Formal Authority-Oriented Competitive Judgmental	Informal, mutually respectful, consensual, collaborative, supportive
Role of Learner Experience	To be Built on More than Used	A Rich Resource for Learning	Planning	Primarily by Teacher	By participative Decision-Making
Readiness to Learn	Varies with levels of maturation	Develops from Life Tasks & Problems	Diagnosis of Needs	Primarily by Teacher	By Mutual Assessment
Orientation to Learning	Subject-Centered	Task or Problem Centered	Setting Goals	Primarily by Teacher	By Mutual Negotiation
Motivation	External Rewards and Punishments	Internal Incentives, Curiosity	Designing a Learning Plan	Content Units, Course Syllabus, Logical Sequence	Learning Projects Learning Content Sequenced in Terms of Readiness
The body of theory and practice on which teacher-directed learning is based is often given the label “Pedagogy,” from the Greek word paid (meaning child) and agogus (meaning guide) – thus being defined as the art and science of teaching children. The body of theory and practice on which self-directed on which self-directed learning is based is coming to be labelled “Andragogy,” from the Greek word aner (meaning adult) – thus being defined as the art and science of helping adults (or even better, maturing human beings) learn.			Learning Activities	Transmittal Techniques, Assigned Readings	Inquiry Projects Independent Study Experimental Techniques
			Evaluation	Primarily by Teacher	By Mutual Assessment of Self-Collected Evidence

Principles of Adult Learning

(Based on the work of Ginny Griffin at the Ontario Institute for Studies in Education)

Adult learning is enhanced when the organizational CLIMATE fosters self-esteem and interdependence. This climate is one in which:

- People feel they are respected, accepted, and valued by formal leadership and by other staff
- Openness of self, rather than concealment of self, is encouraged
- Difference is good and desirable
- People are allowed to make mistakes, to not know, to "mess-up"
- Teachers and learners are supportive instead of judgmental; collaborative, rather than competitive
- People's experience, attitudes, and knowledge are recognized and built on
- Confrontation is permitted

Adult learning is enhanced when people's expectations are that the learning outcomes will have meaning for them and their lives. Conditions fostering this principle:

- What people already know and the strengths they already have are recognized before needs, gaps, deficiencies, or new directions are examined
- Needs are uncovered and goals are set through mutual sharing, interaction, and negotiation
- Goals or directions are stated by the learners in terms of what they want to know, feel, or be able to do
- Goals or directions are allowed to emerge and be acted upon throughout the learning experience, rather than being established only at the beginning

Adult learning is enhanced when people have an active role in decision-making, and planning, when authority is shared. Conditions fostering this principle:

- The competency of people as learners and as choice-makers for their own lives is recognized and used
- Participative decision-making is used throughout the learning experience
- People have frequent opportunity to talk with each other and the teacher about how the experience is for them, and if there are changes needed

Adult learning is enhanced when a "synergistic" view of knowledge and learning is held, a synergistic view of being in organization together. Conditions fostering this principle:

- People are encouraged to trust in themselves as well as in external sources
- Staff are encouraged to integrate external knowledge with their own personal meanings
- Formal leaders regard themselves as engaged in a mutual exploration, discovery, learning experience, with the staff.
- Formal leaders and staff believe that through responsible interaction, they can generate greater knowledge and insights than existed in any one of them, or in sum total of the group, before they met ambiguity is tolerated.

Adult learning is enhanced when people are given opportunity to “work with” the ideas and the experiences they have in learning situations. Conditions fostering this principle:

- People are given the chance to ask their own questions, and seek out information that will help them formulate their own answers
- People are given opportunity to articulate, formulate, clarify their ideas
- People are encouraged to be active
- People are given the opportunity to practice new behavior in a safe, supporting situation
- People are given time and tools to reflect on what they have learned, what ideas and experiences have meant to them personally

Adult learning is enhanced when staff evaluate their own outcomes, skills, and needs for more learning. Conditions fostering this principle:

- Evaluation is a cooperative process with emphasis on self-evaluation
- Each learning episode is concluded with reflection on what the staff wants to do next
- Discussions are held to help the staff examine their learning processes, and find ways to enhance them

Developing a Climate for Learning

The climate of a group affects the ability of group members to learn. One way to conceptualize the influence of group climate is diagramed below:

These kinds of behaviors	Produce this kind of Climate	Which results in these kinds of responses
Controlling	DEFENSIVE	Conforming
Punishing		Representing
Regulating		Depending
Telling		Avoiding initiative
Shaming		Hiding & Depression
Guilt-producing		Apathy & Depression
Judging		Deception

These kinds of behaviors	Produce this kind of Climate	Which results in these kinds of responses
Listening	ACCEPTING	Experimenting
Understanding		Creating
Trusting		Exposing
Sharing		Autonomy
Clarifying		Participating
Rewarding		Producing

Maximizing Learning – Understanding that our Approach can Maximize Learning or Not

Leadership Style of Leader/ Facilitator – Overall Attitude	Focus of Control	State of Mind	Unspoken Requests	What is Learning?
Sarge on the Charge	I show and tell. You listen and applaud.	Nervous and feeling the need to be in control; beginner's jitters well-hidden	Please like me and respect me. Don't I put on a good show?	Learning is acquiring the right knowledge from me.
Sarge on the Stage	I am important. You are here to serve me.	Nervousness is slight and usually based on the remote possibility that s/he might lose control.	Most people are impressed with my skills and rightly so. You should respect me deeply.	Learning is being in my presence and getting the magic words from me.
Depends on the Situation	I want to be your servant and know you are important people.	Concern is more around changing values and abilities as a teacher and facilitator and less around the actual performance.	Please let me know how I'm doing. We're in this together.	I'm not sure what learning is; although there are basic ingredients, it seems to be different for different people.
Collaborative Learner	You and I need to learn about how we learn. I've got some ideas and some important content that I would like to present and discuss. What would you like to do?	Relaxed and approaches the workshop genuinely as an opportunity for getting together with some good people to spend some stimulating time together within the framework of the task and its process.	It makes sense that we will get along well. We are all sincere learners. We might or might not like each other and that's OK. I expect both you and me to act as responsible learners.	Learning involves both day-to-day experiences and major changes. It is a process of coming up with new ways of being as a result of mixing old and new ways of seeing; it seems to be a slightly different process for each person. It's very important for you and I to discuss and negotiate what and how we want to learn.

The Whole Brain: A Comparison of Left-Mode and Right-Mode Characteristics

L-Mode	R-Mode
Verbal: Using words to name, describe, define.	Nonverbal: Awareness of things, but minimal connection with words.
Analytic: Figuring things out step-by-step and part-by-part.	Synthetic: Putting things together to form wholes.
Symbolic: Using a symbol to stand for something. For example, the sign "+" stands for the process of addition.	Concrete: Relating to things as they are, at the present moment.
Abstract: Taking out small bit information and using it to represent the whole thing.	Analogic: Seeing likenesses between things; understanding metaphoric relationships.
Temporal: Keeping track of time, sequencing one thing after another: Doing first things first, seconds thing second, etc.	Nontemporal: Without a sense of time.
Rational: Drawing conclusions based on reason and facts.	Nonrational: Not requiring a basis of reason or facts; willingness to suspend judgment.
Digital: Using numbers as in counting.	Spatial: Seeing where things are in relation to other things, and how parts go together to form a whole.
Logical: Drawing conclusions based on logic: one thing following another in logical order – for example, a mathematical theorem or a well-stated argument.	Intuitive: Making leaps of insight, often based on incomplete patterns, hunches, feelings, or visual images.
Linear: Thinking in terms of linked ideas, one thought directly following another, often leading to a convergent conclusion.	Holistic: Seeing whole things all at once; perceiving the overall patterns and structures, often leading to divergent conclusions.

Intuition, a Full Spectrum View

The word intuition, which I believe is a full-spectrum capacity, refers to various ways human beings obtain knowledge without rational processes. This ability is spread over a continuum of seven steps ranging from instinctive intuition to universal intuition. Each step is a way of knowing, a way of intuition.

The first three ways of intuition, Instinctive Intuition, Emotional Intuition, and Creative Intuition, are common. Phrases such as "my gut", "it 'felt' right", "a light bulb went off" are all indicative of an intuitive process. These non-rational words 'gut', 'felt', or 'light bulb' describe instinctive, emotional and creative intuition, respectively. You are probably familiar with one or more of these phrases and may have used them yourself. The seven steps arise from your innate spirit. A brief description, which is taken from my chapter in "Intuition at Work," of each is:

1. Instinctive Intuition: Gut Knowledge

Our spirits are natural. Many times, our instinctive [response] to situations is correct. Peter Anderson, whose money management firm oversees $105 billion dollars, said, "I trust [guts] my more, not less. I've made good decisions and good money doing it for the past 27 years."

2. Emotional Intuition: Feeling Knowledge

Our spirits are sensitive. Human sensitivity is powerful enough to send and receive information without normal sensory means. We've all heard stories of people knowing when a particular person is going to call them, knowing when a beloved is in danger or has died, or knowing serene victory before the final score is tallied. Strong emotions, such as future victory or sadness, radiate information. Traditionally, this type of intuition has been called psychic.

3. Creative Intuition: Innovative Knowledge

Our spirits are creative. Creative intuition produces innovation, genius or artistry in all walks of life. When something is creative, we are struck by its "spirit". Intuition's spirit inspires, creativity follows, and an innovation or beauty is born. Intuition is the silent partner of creativity.

4. Systems Intuition: Pattern Knowledge

Our spirits are connective. Systems intuition links us to each other and large-scale patterns or trends. Individuals sensitive to these intuitive skills are attracted to marketing, public relations, investments and globalization. A key feature of systems intuition is the ability to experience intuition as "surround sound"--Intuition is embedded in patterns everywhere.

5. Visionary Intuition: Precognitive Knowledge

Our spirits are visionary. Visionary intuition is like a two-way mirror. We can look outward toward a vision of our desired future and sometimes our actual future looks back. We call these latter experiences precognitions. We see or know the future before it occurs. Our vision either guides the future reality or the future reality reveals a vision.

6. Collaborative Intuition: Unitive Knowledge

Our spirits are unifying. Native American tribes share a prayer whose meaning is the same in every Native language. The words said to begin and end every important event, meeting, and ceremony, mean "For all my relations." These words are based on the cultural and spiritual belief that all life is related. Nothing is done without honoring and assessing the impact of that fact. Although we are many, we are also One. Our actions affect each other deeply because spirit is always working to unify life not foster competition.

7. Universal Intuition: Beyond Knowledge

Our spirits are universal. The Lakota language, which emphasizes verbs rather than nouns, describes a sacred person as "going beyond knowledge he or she". The description emphasizes an evolving activity sharing a personal field rather than a person who has attained a state of being.

Information on Intuition is provided by Sharon Franquemont - www.intuitionworks.com

For the last 30 years Sharon's life has been dedicated to Intuition. She is a coach, consultant, teacher, reader, and writer in the field. Her expertise includes teaching graduate students at JFK University, delivering intuition training and coaching for employees of major companies and traveling the world to promote intuition's wisdom.

Sharon is the author of: "You already know what to do, An invitation to the Intuitive Life", "Do it yourself Intuition, Seven ways to a more Fulfilling Life" and her latest: "Intuition at Work, Pathways to Unlimited Possibilities".

Meeting Planning – Design Stage

To design a learning session, we consider a variety of possibilities and select those which are most conductive to achieving the objectives and facilitating learning.

Consider: Sequence

Timing

Learning Styles

Variety

Techniques

Evaluation

Sequence	Along the spectrum of Simple/ Complex
	Along the spectrum of General /Specific
	Chronological
	Accumulative (building blocks)
	What has to be learned/covered prior to “x”
	Along the spectrum of Theory/ Practice
	Along the spectrum of Experience/Theory
Timing	How long at one time?
	New material when energy high
	Pace adapted to audience (avoid boredom)
	Physical movement when energy low
Learning Styles	Appeal to a variety
	Maturity of audience
	Encourage self-directed activity
Variety	Avoid monotony

	Keep pace moving with material and activities
	Groups – working with different people and working in different size groups for different exercises i.e.: dyads, triads, in fours, as a whole group
	Anything in excess is inappropriate
Techniques	Relate to the objectives (relevance)
	Nature of course or meeting content
	Use of audience attitudes/experience/size
	Involvement
	Maintain continuity
Evaluation	To ensure objectives have been met
	To examine the effectiveness of the components

Sample Evaluation Forms

Interim Evaluation – Where are We Now?

My understanding of the overall structure and approach of this program is…						
1	2	3	4	5	6	7
Confused						Clear
My understanding of the overall purpose of this program is…						
1	2	3	4	5	6	7
Confused						Clear
I see how today's activities fit into the overall purpose of the program…						
1	2	3	4	5	6	7
Not at All						Clearly
The progress I made today in meeting my own objectives is…						
1	2	3	4	5	6	7
Discouraging						Rewarding
The climate of the learning situation today was…						
1	2	3	4	5	6	7
Inhibiting						Freeing
My feelings of openness and trust are…						
1	2	3	4	5	6	7
Low						High
The contribution I made today was…						
1	2	3	4	5	6	7
Ignored						Heard
My level of motivation to read/reflect/write etc., before the next time of meeting is…						
1	2	3	4	5	6	7
Low						High

Program Evaluation through Systematic Observation

Group Observation Check Sheet

Productive							Unproductive
Friendly							Unfriendly
Gloomy							Cheerful
Valuable							Worthless
Comfortable							Uncomfortable
Not Involved							Involved
Cohesive							Splintered
Restless							Attentive
Formal							Informal
Judgmental							Accepting

Program Observation Guide

Group _____ Observer _____ Date _____

Box 1 – Little or Not At All Box 2 – To a Fair Degree Box 3 – High Degree

	1	2	3	Comments
Physical set-up adequate	☐	☐	☐	
Free from distractions and interruptions	☐	☐	☐	
Members are friendly and supportive	☐	☐	☐	
Group shows cohesion, solidarity	☐	☐	☐	
Participation is relevant to task	☐	☐	☐	
People listen to and build on ideas of others	☐	☐	☐	
Members are influenced by group pressure	☐	☐	☐	
Opportunity for all to participate	☐	☐	☐	
Leadership is distributed among members	☐	☐	☐	
All members have acceptance and status	☐	☐	☐	
Program is conducted in orderly manner	☐	☐	☐	
Members participate in planning	☐	☐	☐	
Members are turned on by program	☐	☐	☐	
Worker encourages group to make decisions	☐	☐	☐	
Planning ahead for next session	☐	☐	☐	
Time is given to process analysis and evaluation	☐	☐	☐	

Probable member learnings were _____

Skills developed were _____

Program Evaluation

(Open-ended & projective)

Sentence Completion

The most helpful part of the program was
_____

Of the things people did, most helpful was
_____

It gave me an uncomfortable feeling that
_____

I was somewhat surprised at
_____

I really disapproved when
_____

Three Wishes

If I could have any three wishes they would be:

1.
_____

2.
_____

3.
_____

Future Planning

If I could look into a crystal ball and see myself three years from now what I'd see would be:

_____

_____

_____

_____

Evaluation – Discoveries

Complete the following:

I was surprised that

_____

_____

_____

I learned

_____

_____

_____

I was puzzled by

_____

_____

_____

I was excited by

_____

_____

_____

I was encouraged by

_____

_____

_____

I never knew that

_____

_____

_____

I now understand

_____

_____

_____

Evaluation – Feedback

What I learned that I wanted to learn:

_____

_____

_____

_____

What I learned that I didn't expect to learn:

_____

_____

_____

_____

What I didn't learn that I wanted to learn:

_____

_____

_____

_____

Final Evaluation

Identify the conditions and activities which most helped (contributed) or did not contribute to your learning.

Helped (Contributed)	Reasons
1.	1.
2.	2.
3.	3.

Did Not Contribute	Reasons
1.	1.
2.	2.
3.	3.

Right now, I feel

_____

and I have decided to

_____

What things can you think of that the facilitator might have done to help you learn better?

_____

_____

_____

_____

Feedback – The Last Word is Yours…

Three words to describe how I feel about the session are…

_____ _____ _____

I learned that…

_____

_____

_____

I was surprised…

_____

_____

_____

I was disappointed…

_____

_____

_____

I want to…

_____

_____

_____

_____

One thing I'd like to say about the session is…

_____

_____

_____

Bibliography

Facilitation

Bailey, A., Hunter, D., Taylor, B. The Art of Facilitation (New Zealand: Tandem Press) 1997.

Intuition

Agor, Weston H. Ph.D. Intuition Management: Integrating Left and Right Brain Management Skills (New Jersey: Prentice-Hill, Inc.) 1984.

Bowman, Catherine. Crystal Awareness (St. Paul, Mn: Llewellyn Publications) 1987.

Cameron, Julia. The Artist's Way (New York: Tarcher Putnam) 1992.

Cappon, Daniel. Intuition: Harnessing the Hidden Power of the Mind (Toronto: Bedford House Publishing Corporation) 1989.

Goldberg, Philip. The Intuitive Edge (Los Angeles: Jeremy P. Tarcher, Inc.) 1983.

Harman, Willis, Ph.D., and Howard Rheingold. Higher Creativity: Liberating the Unconscious for Breakthrough Insights (Los Angeles: Jeremy P. Tarcher, Inc.) 1984.

Nadel, Laurie, Ph.D., Judy Haims and Robert Stempson. Sixth Sense (New York: Avon Books) 1990.

Palmer, Helen. Intuition Training (Boston, MA.: Shanbhala Publications) 1990. *

Peat, David F. Synchronicity: The Bridge Between Matter and Mind (Toronto, Bantam Books) 1988.

Peirce, Penney. The Intuitive Way (Oregon: Beyond Words Publishing) 1997.

Salk, J. Anatomy of Reality: Merging of Intuition and Reason. (New York: Columbia University Press) 1983.

Tower, Virginia Burden. The Process of Intuition (Wheaton, Ill. Theosophical Publishing House) 1975.

Vaughan, Frances E. Awakening Intuition (New York: Doubleday Anchor) 1979. *

Wright, Gaye. Intuitive Tarot (Australia: Creative Life International) 1997.

Learning Styles

Baker, Richard and Dixon, Nancy and Kolb, David. Personal Learning Guide (Boston: McBeer and Company) 1985

Kolb, David. Experiential Learning: Experience as the Source of Learning and Development (Boston: McBeer and Company) 1984

Transformation Bibliography

Adizes, Ichak. 1988. Corporate Lifecycles: How and Why Corporations Grow and Die and What to do About it. Englewood Cliffs, N.J. Prentice Hall.

Arrien, Angeles. 1993. The Four-Fold Way. San Francisco. Harper San Francisco

B. Bunker & B. Alban. 1997. Large Group Interventions. San Francisco. Jossey-Bass Publishers.

Gleik, James. 1987. Chaos: Making a New Science. New York. Penguin Books.

Jaworski, Joseph. 1996. Synchronicity: The Inner Path of Leadership. San Francisco. Berrett-Koehler Publishers, Inc.

Levy, Amir and Merry, Uri. 1986. Organizational Transformation. New York. Praeger Publishers.

Owen, Harrison. 2000 The Power of Spirit. San Francisco: Berrett-Koehler Publishers, Inc.

Owen, Harrison. 1999 The Spirit of Leadership. San Francisco: Berrett-Koehler Publishers, Inc.

Owen, Harrison. Expanding Our Now. San Francisco. Berrett-Koehler. 1997

Owen, Harrison. 1993. Open Space Technology: A User's Guide. San Francisco. Berrett-Koehler Publishers.

Owen, Harrison. Ed. 1995. Tales from Open Space. Potomac, Maryland. Abbott Publishing. (7808 River Falls Drive, Potomac, Maryland, USA, 20854, phone or fax: 301-469-9269

Waldrop, M. Mitchell. 1993. Complexity: The Emerging Science at the Edge of Order and Chaos. New York. Simon & Shuster.

Wheatley, Margaret. 1992. Leadership and the New Science. San Francisco. Berrett-Koehler Publishers.

Right Brain Skills/Theory

Bentou, Itzhak. Stalking the Wild Pendulum (Toronto: Bantam New Age Books) 1977.

Buzan, Tony. Use Both Sides of Your Brain (New York: E.P. Dutton, Inc.) 1983. *

De Bono, Edward. The Use of Lateral Thinking (Middlesex: Penguin Books) 1967.

Edwards, Betty. Drawing on the Artist Within (Los Angeles: Jeremy P. Tarcher, Inc.) 1979.

Ferguson, Marilyn. PragMagic (Toronto: Pocket Books) 1990.

Gawain, Shakti. Creative Visualization (California: Whatever Publishing Inc.) 1982.

Houston, Jean. The Possible Human (Los Angeles: Jeremy P. Tarcher, Inc.) 1982. *

Pearce, Joseph Chilton. The Crack in the Cosmic Egg (New York: Pocket Books, Washington Square Press) 1971.*

Robbins, Lois B. Waking Up in the Age of Creativity (New Mexico: Bear & Co.) 1985.*

Williams, Linda Verlee. Teaching for the Two-Sided Mind (Simon and Schuster) 1983

Williams, Robert H., Ph.D. and Stockmyer, John. Unleashing the Right Side of the Brain: The LARC Creativity Program (Canada: Penguin Books) 1987.

Zdenek, Marilee. The Right Brain Experience (Toronto: McGraw-Hill Book Co.) 1983. *

(* Denotes Highly Recommended.)