

A Learning Organisation Approach to High Performance

Part 1: Personal Mastery

GLS Learning Guide No. 1

Global Learning Services Pty Ltd
10 Fisker Crescent
KAMBAH ACT 2902

PREFACE

The conditions of the 21st century make lifelong learning essential for everyone. In a world of rapid change and uncertainty it is necessary for everyone to continue learning throughout life in order to maintain employability, be effective at work, and to achieve personal fulfilment and quality of life.

Personal mastery underpins the capability to be a lifelong learner. The attributes discussed in these notes provide the foundations for a capability for learning throughout life in many contexts.

At the same time, personal mastery is one of the essential building blocks of a learning organisation. A learning organisation associates learning at a number of levels: by individuals, teams, and in the organisation overall. These notes on personal mastery address the first of these levels, the necessary capability of individuals to be effective in their own lifelong learning and personal development, and to be effective as team members in organisations.

In a world of escalating change and growing complexity, it is necessary for organisations to be flexible and adaptable in response to changing conditions. These qualities are also essential in individuals in this environment. Personal mastery enables a individual to understand change in his or her environment, and to adapt to change in a proactive manner. This is mastery of personal circumstances rather than a passive drifting with the tide. Such people are likely to be more creative and valued by their organisations and community.

Personal mastery refers to an ongoing process of individual learning and development in which an individual strives to exercise control over his or her life and work.

This is a personal odyssey and journey without an end. We wish you good travel.

1. PERSONAL MASTERY

OVERVIEW

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This unit introduces the concept of personal mastery as one of the foundations of a learning organisation. Personal mastery provides a basis for life-long personal and professional development. Eight dimensions of personal mastery are introduced as a basis for the progressive acquisition of personal mastery. While personal mastery involves individual development, it also underpins effectiveness in interpersonal relations, team development, and the overall progress of the enterprise as a learning organisation. Understanding self is the essential basis for understanding others and for effectiveness in interpersonal relations.

1.1 WHAT IS PERSONAL MASTERY?

Personal mastery goes beyond competence and skills, although it is grounded in competence and skills. It goes beyond spiritual unfolding or opening, although it requires spiritual growth. It means approaching one's life as a creative work, living life from a creative as opposed to reactive viewpoint.

Peter Senge

Individual development, which begins at birth and continues throughout life is a dialectical process which starts with knowing oneself and then opens out to relationships with others. In that sense, education is above all an inner journey where stages correspond to those of the continuous maturing of the personality. Education as a means to the end of a successful working life is thus a very individual process and at the same time a process of constructing social interaction.

Report of the Unesco
Commission on Education for the
21st Century

-
1. What are the things that the statements by Peter Senge and the Unesco Commission have in common?
 2. What aspects do you think are especially important?
 3. Do you agree with the duality of development reflected in the Unesco Commission Report?
-

Personal Mastery

Personal mastery refers to an on-going process of individual learning and development in which an individual strives to exercise control over his or her life and work.

Personal mastery can be applied in work or in social situations. Trends in work are making personal mastery increasingly important.

These trends include:

- the growing importance of relating to other people in work teams
- the devolution of more responsibility to individuals in work with less direct supervision
- growing accountability for results
- the impact of globalisation and internationalisation, often with a requirement to work overseas in unfamiliar contexts.

Peter Senge asserts that personal mastery embodies two key components:

1. continually clarifying what is important for us;
2. learning how to see current reality more clearly.

These two processes are central to the on-going development of personal mastery. We need to acquire the habit and skills for bringing these processes into our daily lives. How do you rate yourself on these habits?

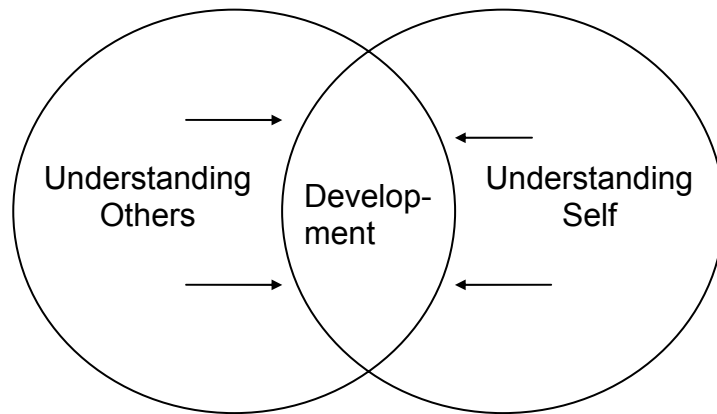
As a Developmental Process

Personal mastery is an on-going developmental process of learning and discovery. The Unesco Commission Report quote at the start of this chapter reminds us that individual development is a dialectical process with two key dimensions which interact throughout our lives:

1. knowing oneself; and
2. growing through relationships with others.

Personal mastery and development occurs through the interaction of these dimensions.

Exhibit 1



Development as a dialectical process of interaction

This is why your capacity to understand other people is important for your personal growth and development. The discipline of personal mastery gives you the capability to better understand other people and so enhance your own self-awareness and understanding.

In a work situation personal mastery means:

- you are better able to work with other people;
- you have a capability for on-going growth and development
- you are likely to be more creative and innovative and more receptive to new ideas;

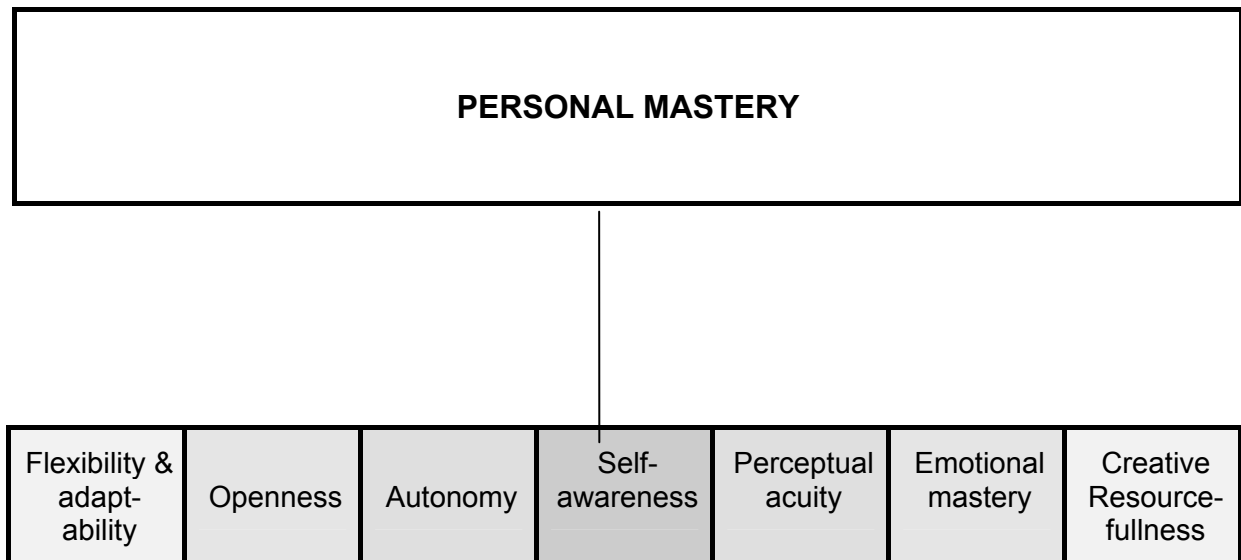
For Reflection

1. What are the most important things in your life?
 2. Are they well reflected in your work and daily activities? If not, why not?
 3. Why do many people find it difficult to see and understand the reality of their lives clearly?
 4. What can be done to overcome this problem?
 5. What is your attitude to multicultural Australia and Australian's relations with Asian countries?
 6. Do you regard yourself as having a high level of self-awareness?
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1.2 DIMENSIONS OF PERSONAL MASTERY

In this workshop we will be concerned with the dimensions of personal mastery set out in Exhibit 2.

Exhibit 2



These dimensions involve:

Self-awareness a capability to see and understand oneself clearly.

Perceptual acuity skill in interpreting the messages obtained through our perceptions (sight, sound etc) including observation and listening skills.

Emotional mastery a capacity to understand and control ones own emotions

- knowing one's emotions
- managing emotions
- motivating oneself
- recognising emotions in others
- handling relationships involving emotions

Openness a capability to challenge one's own thinking and to absorb new ideas and experience.

Flexibility and adaptability the capability to change and to adapt to new situations.

Autonomy a capability to be in control of one's own life
- this requires the all-round development of an individual so as to achieve autonomy: mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values.

Creative resourcefulness the capacity to be creative and innovative and to find new ways of doing things.

It is important to note:

- **interaction occurs between each of these dimensions of personal mastery**
eg a person who fosters openness is likely to be more flexible and adaptable with a higher level of creative resourcefulness.
eg perceptual acuity is a discipline for openness.
- **all these dimensions require self-awareness**

Personal Mastery is Personal Power

Personal mastery provides a means to personal power. In contemporary organisations a new paradigm for power is beginning to emerge in which personal power is replacing role power. It is increasingly what you are rather than your formal role and status in the organisation that is becoming important. Conditions of the 21st century will extend this paradigm.

Empowerment in an organisation depends on personal power. It requires creating greater awareness of our personal power and how we choose to use this power. If well applied personal power can make a meaningful contribution to our organisations and more generally in our lives overall. Personal power in work means bringing the whole person to work so that work is more creative and fulfilling.

1.3 A LEARNING APPROACH TO PERSONAL MASTERY

The essence of Learning/Discovery is an openness to learning from everything that happens to you, especially the disappointments and mistakes.

Susan Campbell

Personal mastery is an on-going process of learning and development. It is a matter of being in a learning mode so that crises and extraordinary events become opportunities for learning. This requires attitudes of mind and skills that are discussed in later sections of these notes.

Remember

- a crisis can be an opportunity for reflection and learning
- an overseas assignment may have special development value
 - traditional assumptions and mindsets are often challenged by unfamiliar contexts.

Becoming a Learning Organisation

Personal mastery is regarded as one of the foundations of a learning organisation. By fostering personal mastery in staff we are contributing to building flexible, learning organisations.

The Workshop

The rest of these notes will take up these dimensions of personal mastery to assist you to make a personal assessment of where you stand on each of these dimensions and to set some personal objectives for development.

For Reflection

1. What are your greatest strengths and weaknesses on the seven dimensions of personal mastery? (see 1.12 of these notes)
 2. To what extent is emotional mastery relevant to your work? Are you skilled in this area?
 3. Does your work require creative resourcefulness? Might it?
 4. Can you recall a crisis that provided valuable learning opportunities?
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1.4 SELF AWARENESS

Individual development, which begins at birth and continues throughout life, is a dialectical process which starts with knowing oneself and thus opens out to relationships with others. In that sense, education is above all an inner journey where stages correspond to those of the continuous maturing of the personality.

Learning: the Jewel Within, Report of the Unesco Commission on Education for the 21st Century.

Understand others thus makes possible a better knowledge of oneself: any form of identity is complex for individuals are defined in relations to other people – both individually and collectively – and to the various groups to which they owe allegiance, in a constantly shifting pattern.

Learning: the Jewel Within

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1. In what ways does understanding other people help to understand oneself?
 2. What are the things that define our identity in relation to other people?
 3. What are the main barriers to self-awareness?
 4. How can these barriers be addressed.
-

Self-awareness is the foundation for personal mastery and for effectiveness in relations with other people.

Self-awareness is therefore an on-going voyage of discovery throughout the stages of our life. Growing self-awareness can be a key driver of both personal and professional development.

In enhancing self-awareness we need to consider:

- how we perceive the world;
- how other people perceive us;
- the influences that condition our identity;
- the processes through which we can grow and change and master our destiny.

In addressing these dimensions of self-awareness we will examine the following concepts:

- the role of **mental models** in our perception of the world
- the influences that condition our **identity**
- clarifying the **values** that influence our behaviour
- how we **re-frame** our ideas and view of the world.

The Role of Mental Models

Mental models condition our view of the world. We observe the things about us selectively with mental models of our world conditioning our perceptions.

Mental models may be:

- images that limit us to familiar ways of thinking and acting;
- tacit assumptions about life, work and people;
- generalisations that we fail to test.

Mental models lead to stereotype views of our world:

eg: gender differences between men and women;
our views on work, leisure, retirement;
our views about other countries.

While mental models have a necessary role in structuring our experience and giving it meaning, the problem is that the assumptions that underpin our mental models are usually tacit, so that they exist below the level of awareness.

In personal and professional development we need to:

- surface the assumptions that underpin our mental models so that we can assess their relevance and validity in our life;
- find ways to re-frame our perceptions as a basis for personal and professional growth.

For Reflection/Discussion

- What are the assumptions that underpin your views on gender in the workplace?
eg women as senior managers
- What assumptions underpin your views on whether Australia should become a republic?
- What assumptions underpin your views on Australia's place in Asia.

- Consider whether these assumptions limit your personal development in any way.

Identity

Our sense of identity is conditioned by a number of key influences. The more significant of these may include race, gender, family, culture, class. In fostering self-awareness it is necessary to examine how the “conditioned self” is influenced by these forces.

Susan Campbell in “From Chaos to Confidence” argues that we need to recognise the difference between our essential self and our conditioned self, so that we can stay connected to our essence.

She argues that your essential self is at the core of your being and is open – like a natural, healthy child. The conditioning influences listed above often make the conditioned self less than open as we are subject to group norms and values. These may be cultural, class, gender, or family.

Discovering the essential self can empower an individual and offer more choices. Understanding the things that influence our sense of identity can assist us to be more open and autonomous in our life and work.

For Reflection/Discussion

1. What are the main influences on your sense of identity?
2. Do you feel that your “essential self” is expressed in your work?
3. How do you respond to sudden, unforeseen changes or challenges?
4. Are you:
 - a. pragmatic, set in your ways?
 - b. flexible, adaptable to alternatives?

The Influence of Values

Values underpin the mental models that condition our view of life and work. As with mental models, it is salutary to identify your essential values and to assess their influence on your life and work. It is useful to identify barriers to their expression in your work.

1. What are the key values that underpin your work?
2. Do you feel that your colleagues share these values?
3. Are these values compatible with the policies of your organisation?
4. If there is a conflict, is it capable of being resolved?

Re-frame Ideas

One of the key processes involved in personal and professional development is the re-framing of ideas. This is the essential process involved in our broadening of perspectives through experience. Re-framing is a process of transforming our perceptions into a new understanding or frame.

The re-framing of ideas involves:

- surfacing and clarifying the assumptions that underpin our current thinking;
- incorporating new perspectives in the ideas you hold.

This process may be observed, for example, in the broadening experience of overseas travel, or in other cross-cultural contexts.

In a work situation **teams** can be a valuable catalyst to this process of re-framing. This is why team learning can often be value-added for all participants. However, to be effective team learning requires openness to new ideas and perceptual acuity in recognising worthwhile ideas that challenge your current thinking.

Approached in this way, team learning can lead to synergies that are value added for all participants.

For Reflection/Discussion

1. Why does overseas travel frequently have considerable value in broadening our views of life and work?
2. Can you identify an experience that has led you to re-frame your ideas on a significant aspect of your life? Why did this happen?
3. Consider one or two of the most embarrassing experiences in your life. Re-frame the situation so that it becomes a learning experience.
4. Do you consider that you have a high level of self-awareness?
5. If your answer is no, what can you do about it?

1.5 **AUTONOMY: BEING IN CONTROL**

Personal mastery goes beyond competence and skills, although it is grounded in competence and skills. It goes beyond spiritual unfolding or opening, although it requires spiritual growth. It means approaching one's life as a creative work, living life from a creative as opposed to reactive viewpoint.

Peter Senge

Being open to continually making and remaking yourself requires a level of self-trust and trust in life that most people cannot even imagine.

Susan Campbell

We might think of ourselves as surfers riding the waves of change.

Susan Campbell

For our purposes, we will define a habit as the intersection of knowledge, skill and desire.

Stephen Covey

-
1. What does being in control of our lives mean?
 2. What is an autonomous person?
 3. Is the surfer image for an autonomous person a good one?
 4. What are the main requirements for being autonomous?
-

Autonomy is the outcome and product of the various personal mastery competencies discussed in these notes.

An autonomous person has:

- a high level of self-awareness;
- a questioning attitude to life;
- a proactive rather than reactive orientation;
- clear values and the will to act in accordance with values;
- life-long learning habits and skills including the capability to be in a learning/discovery mode;
- rounded development as a complete person (Learning to Be).

These qualities mark a person who is in control and who is “learning life from a creative as opposed to reactive viewpoint”.

For Reflection/Discussion

1. Do you agree with the attributes of an autonomous person listed above?
2. Are there any attributes you would add or delete?
3. Why are clear values relevant to being autonomous?

A Proactive Orientation

This is one of the hallmarks of an autonomous forum. Stephen Covey in *The Seven Habits of Highly Effective People* argues that proactivity is dependent on four attributes:

- self-awareness;
- imagination;
- conscience;
- independent will.

Do you agree with this view? How do you rate on these dimensions?

1.6 BEING OPEN

The self-aware person ... is one sensitive to and observant of both external and internal processes, one who has achieved some autonomy and effectiveness from a perspective which places the passage of events – and one's reaction to these – in some broader context.

T Cochenou

Reflective openness leads to people looking inward. Reflective openness starts with a willingness to challenge our own thinking, to recognise that any certainty we ever have is, at best, a hypothesis about the world.

Peter Senge

Questions are the answer.

Anthony Robbins

The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvellous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity.

Albert Einstein

-
1. What are the main barriers to developing a capability for openness?
 2. How can these be addressed?
 3. What are the main skills that need to be cultivated to enhance openness?
-

The Roles of Mindsets

We structure our view of the world through deeply held internal images of how the world works. These mindsets (or mental models) limit us to familiar ways of thinking and acting and so inhibit creativity and openness to new ways of viewing our lives and work.

These sets of images and assumptions operate to condition our perceptions of the world about us so that we observe selectively.

In order to become more open to new experiences and ideas

- we need to understand the role of mindsets, in particular when mindsets are tacit and exist below the level of awareness;
 - we need to develop ways of surfacing our mindsets so that we understand the assumptions that are conditioning our perceptions and thinking.
-

The Need for Reflection and Questioning

The basic skill needed to master our mindsets and foster openness to new ideas and experience is to develop a capability for on-going reflection and questioning:

- We need to develop the habit of questioning our assumptions and testing their current validity and usefulness.
- We need to deliberately foster self-awareness and understanding.
- An on-going quest for exploration and discovery should become a learning habit.
- We need to constantly clarify what is important for us (values clarification).

Peter Senge distinguishes between two kinds of openness:

- **participative openness** - the freedom to speak one's mind as in participative styles of management;
- **reflective openness** - the capability to challenge our own thinking.

Developing the habit and skills of reflective openness leads to a deeper form of openness where an individual is open to new ideas and experience and so enhances their capacity to be flexible and adaptable.

When a person develops capability for reflective openness, he or she is able to be in a **Learning/Discovery mode** and to be open to the unexpected.

- You appreciate people who are different because you can learn from these people.
- You are able to relate to your environment and to respond creatively to your environment.
- You are better able to accept uncertainty, change, diversity and crisis.
- You are able to look for mutuality and complementarity
 - diversity becomes a strength, not a problem.

The Need for Openness

Fostering openness in staff is one of the building blocks of a learning organisation:

- Openness is a foundation of team learning.
- It contributes to flexibility and adaptability in people.
- It enhances creativity and the capability to discover new ideas.

Being an Explorer

“From birth to death, in your own backyard or on a lobster’s lips discovery is a state of mind.”

Diane Acheran

It has been well said that discovery is a state of mind. Being open to new ideas and experience means that life becomes a voyage of discovery. Being curious and imaginative about everything around us makes discovery a central condition of our lives and work.

For Discussion/Reflection

1. Discuss and explore the mindsets of the group's members relating to:
 - France, America, Japan, China;
 - race;
 - Australia as a republic;
 - work and unemployment;
 - youth;
 - relations of men and women.
eg men are from Mars, women from Venus.
2. Consider the role of images in shaping our view of life
 - what kind of images are most powerful for you.
3. Can you identify shifts that have occurred in your values in the last ten years. What caused these shifts?

1.7 EMOTIONAL MASTERY

We know too much and feel too little. At least we feel too little of those creative emotions from which a good life springs.

Bertrand Russell

There can be no transforming of darkness into light and of apathy into movement without emotion.

Carl Jung

Realise that the emotions you are feeling at this very moment are a gift, a guideline, a support system, a call to action.

Anthony Robbins.

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1. What functions do our emotions perform in our lives?
 2. What is their relevance to work?
 3. In what ways can emotions make for creativity?
 4. What is involved in emotional mastery?
 5. What is emotional intelligence?
 6. What is your EQ? (see over)
-

There is growing recognition of the key role that emotions play in our lives. Change in the nature of work, including the development of new forms of work organisation have made understanding and mastery of the emotions increasingly important.

Failure to understand and master the emotions leads to such phenomenon as culture shock experienced when people are placed in unfamiliar cultural contexts.

In order to avoid the damaging effects of emotions out of control and to harness the creative potential in effective use of the emotions, emotional mastery is a necessary dimension of personal mastery.

What is Emotional Mastery?

Emotional mastery involves understanding our own emotions, recognising emotion in others, and the capability to harness emotions to achieve personal objectives.

Goleman in his best selling book “Emotional Intelligence” cites Salovey who expands emotional intelligence into five domains:

1. **Knowing one’s emotions** - Self-awareness – recognising a feeling as it happens. The ability to monitor our feelings from moment to moment is crucial to psychological insight and self-understanding.
2. **Managing emotions** - Handling emotions follows from self-awareness. The capacity to move from avoidance and denial to learning how to master and use emotions. Emotional resilience follows from this capability.
3. **Motivating oneself** - This is an essential skill for personal mastery, in particular in unfamiliar contexts such as working in another country.
4. **Recognising emotions in others** - Empathy builds an emotional self-awareness. The ability to recognise emotions in others is a key aid to empathy.
5. **Handling relationships** - Handling relationships often involves the ability to recognise and manage emotions in others. This may occur in a team situation or in a personal relationship.

Mastery can be developed in these domains of emotional mastery. Self-awareness and recognising emotions in others provide the foundation for this capability.

Achieving Emotional Mastery

Anthony Robbins in “Awakening the Giant Within” identifies six steps to emotional mastery. These are:

1. Identifying what you are really feeling.
2. Acknowledge and appreciate your emotions knowing they support you.
 - Cultivate the feeling of appreciation for all emotions.
3. Get curious about the message this emotion is offering you.
 - Why are you feeling this emotion?
 - What can I learn from this emotion?
4. Get confident
 - Believe you can master the emotion

- Think of a time when you experienced a similar emotion and mastered it.
- 5. Get certain you can handle this emotion, not only today, but in the future as well.
- 6. Get excited, and take action.

In a complex emotional situation it is usually helpful to clarify what you really want – what is really important to you.

For Reflection/Discussion

1. Do you find the steps to emotional mastery identified by Robbins helpful? Are there any changes you would make in developing a personal strategy for achieving emotional mastery?
2. Recall a past event in your life where you were challenged by powerful emotion. Reflect on how application of the Robbins approach might have changed the way you acted in that situation.
3. Reflect on a past occasion when the emotions of the situation could be regarded (with reframing) as a call to action.

What is your EQ?

The growing interest in emotional intelligence has led to the emergence of the concept of EQ (Emotional Quotient) as the counterpart to IQ.

Emotional intelligence has been defined by Robert Cooper and Ayman Sawaf in their book “Executive EQ” in the following terms:

“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”.

In their book on Executive EQ Cooper and Sawaf identify four cornerstones in the development of emotional intelligence. These are:

1. **Emotional literacy**
Being real and true to yourself and building personal power including awareness, inner guidance, respect, respectability and connection.
2. **Emotional fitness**
Authenticity, resilience, and trusting relationships leading to inspiration of self and others.

3. **Emotional depth**
Reaching down in the emotions. Building core character which brings forth your potential, integrity and purpose.
4. **Emotional alchemy**
Sensing opportunity and creating the future. Building confluence including intuitive innovation, integration, situational transformation and fluid intelligence.

The work of Cooper and Ayman demonstrates the importance of emotional intelligence in enhancing creativity and the capability for innovation. Creative resourcefulness depends substantially on emotional intelligence.

The interest in emotional intelligence has included measurement aspects. Can we measure EQ in similar ways to the measurement of IQ?

An EQ Map developed by Essi Systems is included by Cooper and Ayman in their book. This enables the reader to map and assess key dimensions of their emotional intelligence.

In fostering self-awareness and personal mastery overall, it is well worth addressing the question: what is your EQ? A frank assessment can provide a basis for further personal development targets.

1.8 PERCEPTUAL ACUITY: Observation and Listening Skills

Listening in dialogue is listening more to meaning than to words. In true listening, we reach behind the words, see through them to find the person who is being revealed. Listening is a search to find the treasure of the true person as revealed verbally and non-verbally. There is a semantic problem of course. The words bear a different connotation for you than they do for me. Consequently, I can never tell you what you said, but only what I heard. I will have to rephrase what you have said, and check it out with you to make sure that what left your mind and heart arrived in my mind and heart intact and without distortion.

John Powell

At most points in communication where others would interpret, probe, advise, encourage, we reflect. Reflection can be, in the hands of an imitating novice, a dull wooden mockery... Yet, it can also be a profound, intimate, empathically understanding response, requiring great skill and sensitivity and intense involvement.

J.M. Shlien

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1. What are the main barriers to effective communication between people?
 2. Why is empathy a common attribute of good communicators?
 3. What part does reflection play in effective communication?
-

Being Perceptually Acute

Communication between people frequently breaks down because of unfamiliar or confusing language (verbal and non-verbal), values, assumptions and customs. Mindsets which filter perceptions can be a barrier to effective communication.

People who are perceptually acute are attentive to verbal and non-verbal behaviour, the context of communication (including the emotional context), and to interpersonal relations.

These people who are high on perceptual acuity are sensitive to the feelings of others and to the effect they have on others. They tend to be empathic and good communicators.

Values can distort perceptions and lead to poor communications. Therefore we need to be aware of our own values and assumptions and the effects these may have in communications with a person whose values and assumptions differ.

Good observation and listening skills are central to being perceptually acute.

Some necessary habits:

- Understand your own mindsets (mental models) and the effects these may have on communication.
 - Reflect on the influence of your values and assumptions and those of the other party in a specific communication context.
 - Develop active listening skills with clusters of listening skills:
 - attending skills
 - following skills
 - reflecting skills.
 - Be aware of the emotional context of communication.
 - Be sensitive to verbal and non-verbal cues in communication.
-

Developing self-awareness provides a basis for being perceptually acute and understanding the world about us.

Fostering the dimensions of personal mastery discussed in these notes will contribute to a better understanding of both other people and ourselves.

We should also be aware of the barriers to being perceptually acute:

- we observe selectively and interpret our observations in the light of past experience;
- we fail to go beyond the spoken words to take account of non-verbal cues and so often miss the essential force of the message;

To rectify these deficiencies we need to develop **active** observation and listening habits.

In Employment Services

Being perceptually acute is critically important for people providing employment services. These skills are required in such activities as:

- Interviewing clients;
- counselling clients;
- negotiating with employers

Development of your observation, listening, and communication skills is a central aspect of professional development in this field. Sensitivity to differences arising from cultural and other factors is a necessary attribute for high performance delivery of employment services.

Similar examples of ways in which this attribute applies in other fields will come to mind. Can you cite examples from your area of work?

1.9 BEING FLEXIBLE AND ADAPTABLE

Embracing Learning/Discovery means you come to identify yourself as continuously changing, always in flux. ... You expand your sense of identify to include your participation in the rhythms and cycles of life.

Susan Campbell

Take control of your metaphors now and create a new world for yourself: a world of possibility, of richness, of wonder, and of joy.

Anthony Robbins

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1. What are the main barriers to being flexible and responsive to changing conditions?
 2. How can these barriers be overcome?
 3. What is involved in the change process.
 4. To what extent are you a flexible and adaptable person?
-

Being flexible and adaptable is facilitated by other dimensions of personal mastery:

- self-awareness and understanding;
- being open;
- understanding others.

The questioning habits of reflection and enquiry discussed previously provide a foundation for cultivating flexibility and adaptability.

Deepening understanding of other people contributes to the repertoire of interpersonal skills that can facilitate being flexible and adaptable.

The habits and skills of self mastery discussed in these notes provide a basis for being in control so that change in desired directions becomes feasible.

In addition, it is also necessary to understand how change comes about.

The Change Process

Susan Campbell in her book “From Chaos to confidence: Survival Strategies for the New Workplace” asserts that the change processes involve eight overlapping stages:

1. Feeling unsettled
 - something isn't right.
2. Denying/resisting
 - A stage of denying the need for change.
3. Facing the present situation.
4. Letting go into the unknown.
5. Envisioning the desired future.
6. Exploring the new options.
7. Committing to action.
 - I can do it.
8. Integrating the change.
 - I am doing it.

A change process such as this involves learning, discovery, and the exercise of personal mastery to bring about the desired change.

Framing and Re-framing

An important part of a change process involves your capability to re-frame your view of the world.

We frame our perceptions of a new situation based on filters.

Filters may derive from race, gender, class, religion, national identify, family, and previous experience in education, learning, and work.

Re-framing involves the capability to change these filters so that we perceive our experience in different ways.

This requires an ability to understand and surface our mindsets so that we can test their continuing relevance.

This capability is particularly important in unfamiliar situations such as working in another country. We may tend to take our habitual mental baggage with us which may limit our ability to perceive opportunities for learning and development that exist in the new situation.

Stephen Rhinesmith in “A Manager’s Guide to Globalisation” argues that managers working in international situations need to be consummate “reframers” of the boundaries of their world view.

- Boundaries of space, time, scope, structure, geography.
- Boundaries of functional, professional, and technical skills relevant for a past age.
- Boundaries of thinking and classification of rational versus intuitive, national versus foreign, we versus they.
- Boundaries of cultural assumptions, values and beliefs about the world, your relations with others, and your understanding of yourself.

Practice Reframing

A useful habit to develop is to re-frame your own experience.

- Re-frame past disasters in your life as learning opportunities
 - Think of past disasters and the way you then perceived the disaster. Put it in a different frame and see it from a different angle as a learning opportunity.
- Draw up a list of such events and list the lessons learnt from such experiences.
- Discuss an item on your list with a colleague.

For Reflection/Discussion

1. Do you agree with the stages in a process of change identified by Susan Campbell?
2. Can you think of any personal experiences of change where the stages approximated to this process? Can you design your own change model.
3. Which stage in a process of change do you regard as the most difficult.
4. Do you regard yourself as a flexible and adaptable person? To what extent?

1.10 CREATIVE RESOURCEFULNESS

You cannot solve a problem using the same mode of thinking that gave rise to the problem.

Albert Einstein

The concept of creativeness and the concept of the healthy, self-actualising, fully human person seem to be coming closer and closer together, and may perhaps turn out to be the same thing.

Abraham Maslow

I never discovered anything with my rational mind.

Albert Einstein

When you are in the Learning/Discovery mode, you are open to the unexpected. You accept uncertainty, change, ambiguity, diversity, and lack of structure.

Susan Campbell

-
1. What is creativity?
 2. What is involved in creative resourcefulness?
 3. What are the main barriers to creative resourcefulness?
 4. Do you agree with the statement by Maslow cited above
 - If you do, why is this so?
-

Creative resourcefulness is an important dimension of personal mastery, in particular in new and unfamiliar situations. Such contexts include overseas assignments and the development and implementation of innovations.

This dimension of personal mastery is an outcome of other dimensions discussed in these notes including:

- being open to new ideas and experiences;
 - being flexible and adaptable;
-

- observation and listening skills.

In addition, understanding the nature of creativity and developing skills and techniques to generate new ideas (eg brainstorming, mind mapping) can enhance your competence in this area.

Having the capability to be in a learning/discovery mode is a key aspect of personal mastery that leads to creativity.

What is Creativity?

It is generally agreed that creativity is the ability to:

- use different modes of thought;
- come up with something new;
- visualise, foresee and generate ideas;
- form new combinations of ideas to fulfil a need.

Creative thinking involves mental process leading to new and relevant ideas. Some of the techniques and skills discussed in these notes can enhance your creativity. These include:

- the capability to reframe a problem to see it in a different light.
- the capability to block out unproductive distractions.

The Creativity Cycle

One concept of creativity is to view this process as a continuum of circles spiralling endlessly upwards. This might involve:

- **creativity** - the process of producing original and imaginative thoughts, ideas, or things and putting them together in new and useful ways;
- **inventiveness** - taking a creative idea and turning it into a practical application.
- **innovation** - building on creativity and inventiveness so as to bring about change from an accepted way of doing things to a new say.

Can you give examples of this process from your own experience?

Techniques and Skills to Enhance Creativity

A number of techniques have been developed to enhance creativity in people. These include:

- **Synectics**

“All perception of truth is the detection of an analogy”
Henry David Thoreau

This theory is based on the idea that creative behaviour can be increased if metaphor (comparison or analogy is applied to situations where new and innovative viewpoints are needed). This theory is based on “making the familiar strange” because thinking breakthroughs depend on viewing familiar problems in new contexts.

- **Lateral thinking**

The theory developed by Edward de Bono involves an escape from habitual or vertical ways of thinking in order to seek novel approaches to solving problems. This technique is particularly relevant to problems that can only be solved by re-organising information and assumptions about the problem. To solve this kind of problem a person may need to be illogical or thinking laterally. Creativity comes from a change of perspective

- **Whole Brain Training**

Ned Herrmann based his approach to creativity training on a theoretical model of the brain with four quadrants. We habitually have a thinking preference towards particular quadrants. Whole-brain training programs provide dynamic learning experiences that distribute learning equally across all four quadrants. This theory involves the view that most creative people need to be well developed and well integrated in the entire range of cognitive abilities.

This theory has much in common with the view of emotional mastery and emotional intelligence outlined in these notes. The creative person is able to draw upon affective processes as well as customary reasoning processes seeing value in such aspects of emotional intelligence as intuitive insights.

- Can you think of examples in your own experience when intuitive insights have led to the solution of a problem?

Herrmann sees thinking process in terms of the following quadrants of the brain:

	Cerebral left Logical Analytical Quantitative Fact based	Cerebral right Holistic Intuitive Synthesising Integrating	
Left Mode			Right mode

Planned Organised Detailed Sequential Limbic left	Emotional Interpersonal Feeling based Kinaesthetic Limbic right
--	--

Herrmann has developed a Brain Dominance testing instrument and profiles the brain dominance of individuals he tests. These profiles typically show differences on such grounds as gender.

The Herrmann model reminds us of the importance of using all the brain in developing creative resourcefulness. Intuition often has a particular part to play in developing creative solutions.

Remember:

- the synergy of reason and intuition has characterised virtually all great thinkers.
- systems thinking often provides a basis to incorporate intuition in your thinking.
- **Mind Mapping**

A further technique to enhance creative thinking is Mind Mapping, an approach developed by Tony Buzan which builds on brain research.

Mind Mapping is based on the concept of **Radiant Thinking** which reflects the way the brain organises information received through sensory insights (sight, sound, smell etc) on the basis of associations.

- In a Mind Map each hook represents an association.
- The associations in our brains may be thought of as memory, or a personal data base.

Radiant Thinking means to radiate or spread from a given centre through associative thought processes.

Mind Mapping is an expression of Radiant Thinking expressed graphically.

- The subject being examined is crystallised in a central image.
- The main themes of the subject radiate from the central image as branches.
- The branches form a connected nodal structure.

For Practice

1. Develop a Mind Map radiating from one of the following central images:
 - Happiness
 - Work
 - Travel
 - Creativity
 - Sport
 - Management

2. Develop a Mind Map for a major work project, eg:
 - an overseas assignment
 - changing jobs
 - developing a new course

3. Mind Mapping can be used to record your reflections on a major experience - eg:
 - A Master Mind Map can be used for reflection on the themes, experience, theories, people, arising from an overseas work project or a travel tour.

 - A Mind Map can be used to structure a business presentation.

 - Develop your Mind Map for a presentation on a new business development - eg. Marketing a new product, opening an office in another country.

1.11 Final Reflections: Personal Mastery

These notes have provided a basis for your reflection on personal mastery as the key dynamic in personal and professional development and as a core discipline in a learning organisation.

The seven dimensions of personal mastery described in these notes underpin an effective learning organisation that is open to new ways and able to respond to changing conditions.

It is important to remember that:

- **these attributes interact with each other;**
- **the dialectical process involved in understanding self and understanding others is at the heart of on-going personal and professional development;**
- **these dimensions involve on-going discovery and exploration.**

Personal mastery as an on-going process of learning and discovery has much in common with the notion of **Learning to Be**. The full development of an individual involves emotional, spiritual, and creative powers as well as cognitive. It is being increasingly recognised that these aspects are relevant to work as well as to living generally.

Bringing the whole person to work is a growing imperative in the emerging conditions of the 21st century if our organisations are to be creative and resilient and to command the loyalty of their staff.

Susan Campbell has reflected these imperatives in the following terms:

“In a learning organisation making yourself is as important as making a living. Making yourself is a lifelong process of conscious self-discovery and creation”.

If personal and professional development is approached in this way, building a learning organisation becomes a means of furthering personal mastery and the full realisation of the powers and potential of an individual. The disciplines of a learning organisation, such as team learning, contribute to this on-going process of development.

At the same time, personal mastery attributes underpin all the disciplines of a learning organisation.

Honest and frank personal appraisal is a necessary tool towards personal mastery. The assessment instrument in section 1.12 over enables you to take stock and to set some personal development objectives.

We hope that these notes have assisted you in personal development and in contributing to building your organisation as a learning organisation. Part II of these notes take up the remaining six disciplines for building a learning organisation.

1.12 SELF-ASSESSMENT FOR PERSONAL MASTERY ATTRIBUTES

Make an assessment of your personal position on each of the attributes of personal mastery listed as a basis for a personal development plan.

	1. Poor	2. Needs Improvement	3. Average	4. Good	5. Very Good
1. Self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Emotional mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perceptual acuity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Flexible and adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Creative resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Self-directed learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	40				

Development Objectives

1. In the light of your assessment above, list your main development objectives below for the coming year:
 - 1.
 - 2.
 - 3.
2. Set out a plan to achieve these objectives on the page over.
3. Make a re-assessment at the end of year planned development period.

Personal Development Plan

Period covered by plan:

Set out a plan to achieve the objectives identified over.

Progress to be reviewed:

RECOMMENDED READING LIST*

Robert Bolton, *People Skills*, Sydney, Simon Schuster, 1987.

Susan Campbell, *From Chaos to Competence: Survival Strategies for the New Workplace*, New York, Fireside Books, 1995.

Robert Cooper and Ayman Sawaf, *Executive EQ: Emotional Intelligence in Business*, London, Orion Business Books, 1997.

David Goleman, *Emotional Intelligence*, Penguin, 1996.

Anthony Robbins, *Awaken the Giant Within*, New York, Fireside Books, 1992.

Peter Senge, *The Fifth Discipline: The Art and Practice of the Learning Organisation*, New York, Doubleday, 1990.

* All the books listed above are available in inexpensive paperback editions.

1.13 - PROFILE OF THE LIFELONG LEARNER

Your Assessment

An Inquiring Mind and Curiosity

1	2	3	4	5
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- A sense of curiosity and question asking
- A love of learning and discovery
- Reflective habits
- Can apply strategies to enhance creative resourcefulness.

Helicopter Vision

1	2	3	4	5
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- Has a sense of the interconnectedness of things
- Is able to apply systems perspectives and “see the big picture”
- Has capacity for strategic thinking
- Has a vision that goes beyond own job or field of study.

A Repertoire of Learning Skills

1	2	3	4	5
---	---	---	---	---

- Has learning to learn skills
- Knowledge of own strengths, weaknesses and preferred learning styles
- Has a range of strategies for learning in various contexts
- Is able to learn from others in teams
- Understands different kinds of learning.

A Commitment to Personal Mastery and On-going Development

1	2	3	4	5
---	---	---	---	---

- Has motivation and desire for learning throughout life and confidence in own learning capability
- A commitment to on-going personal and career development
- Has self-esteem and a positive concept of self as capable and autonomous
- Has the capacity to deal with change.

Interpersonal Effectiveness

1	2	3	4	5
---	---	---	---	---

- Is able to learn from others in teams
- Is able to give and receive feedback in team learning situations
- Has a group orientation and can contribute to team learning
- Has cultural understanding and can learn in situations involving cultural diversity in Australia and overseas.

Information Literacy

1	2	3	4	5
---	---	---	---	---

- Ability to locate, evaluate, manage, and use information in a range of contexts
- Can use modern information technologies for these purposes
- Has a good sense of knowledge acquisition and generation and can contribute to turning workplace learning into shared knowledge.

Source: This profile has been adapted from a profile devised by Philip Candy, Gay Crebert and Jane O’Leary and which was included in their report *Developing Lifelong Learners through Undergraduate Education* (NBEET, 1994)

Assessment: 1 - Poor 2 - Needs Improvement
 3 - Average 4 - Good
 5 - Very Good