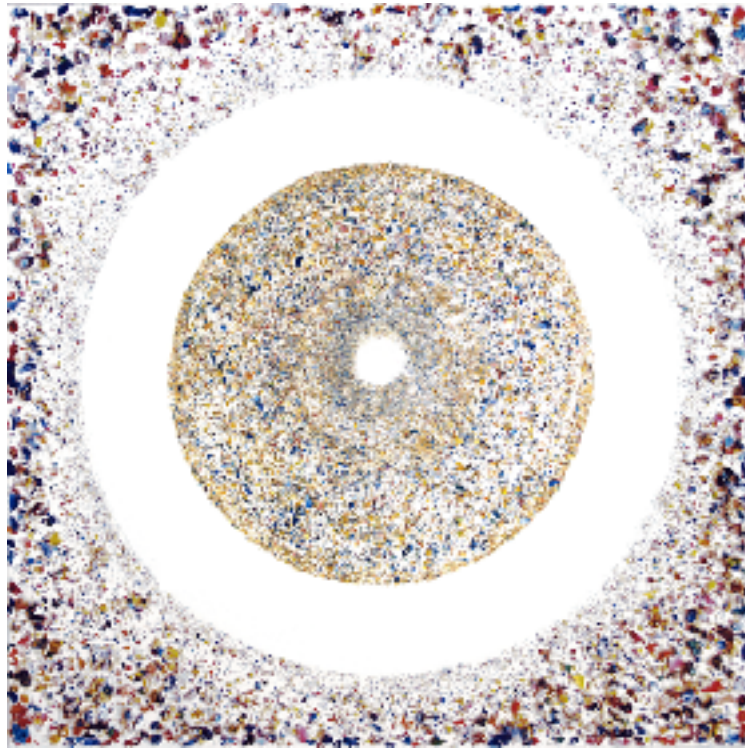


ATTENTION MANAGEMENT & GROUP INTELLIGENCE

ATTENTION MANAGEMENT & GROUP INTELLIGENCE



“Aligning Awareness and Action for Learning”

Course Introduction and Rationale

When we feel understood and accepted by ourselves and others, we are able to align with our true purpose and implement original strategies. Alternatively, a chronic lack of understanding - causes us to contract, limiting our intelligence and potential.

By managing attention and maximizing group intelligence through team-oriented action-learning projects, participants learn to productively collaborate and effectively communicate their ideas, in a constant dialogue with their peers, resulting in the realization of whatever their team intends. Learning-by-doing through action-learning stimulates insightful questioning and reflexive listening, motivating participants to act more productively. Individuals and groups learn to be led by an intelligence that is greater than any one of its members, awakening each person’s innate capacity for originality, authenticity and creativity.

We have established reliable methods for educating individuals and groups to dynamically communicate and collaborate with others who have differing ideas



and ways of thinking. Every student, mentor and trainer wishing to become more professional needs to know how to co-create with others in a non-hierarchical way. By developing mutual understanding participants learn to share a commonly-sensed intelligence. Decisions are arrived at more rapidly - by-passing hours of meeting time.

Serving the greater good, while self-directed, requires conscious perception. This is a powerful skill. It allows what is perceived, to be understood as a learning experience. Self-awareness, when it is supported and strengthened by a community, allows us to understand our fears and limited ways of thinking.

Social learning theory shows we learn more effectively when learning involves others. Releasing our personal and cultural conditioning requires both individual and collective commitment. Our objective and experiential research is contributing to both academic and professional environments. Our programs develop capacities by which any individual and/or group can reliably take control of their lives.

Attention Management

When we can choose how well we pay attention, we can place our attention on whatever we want and it stays there. When our attention is steady, so is our mind. We cannot be distracted. Our attention is like a spotlight which chooses what enters our mind. In turn, our ability to manage attention shapes the development of our brain.

A student's capacity to have conscious choice over their attention, receptivity and resilience can be qualitatively and continuously assessed (through the Consciousness Quotient Inventory or CQI test). Improvements in self-awareness allow students to understand their personality type, giving them the ability to transcend self-imposed limitations. Now, it is possible to share collective attention successfully, accessing group consciousness and group intelligence.

As feelings of powerlessness are often triggered without apparent reason, destructive emotions and patterns cause obstacles. Students unknowingly effect those around them, influencing everyone's capacity to communicate and learn. Knowing what underlies our emotional state resolves and removes personal blockages and what causes them. Students can learn to be attuned to themselves and others.

- Students learn to communicate more transparently, integrating mental states, which would normally cause relational crises.



ATTENTION MANAGEMENT & GROUP INTELLIGENCE

- By being completely in tune with their own individuality as well as the uniqueness of others, students learn to “go with the flow”.

Elaboration:

- Introducing the course, relating to its purpose and the results envisioned.
- Assess the social context and value of the student’s chosen profession: exploring the different paradigms, frames of reference and internal perspectives from which they may perceive - as professionals.
- In conversation with the group, we find out what feelings, tensions, uncertainties and associations are called up by thoughts that relate to each student’s chosen profession. We assess everyone’s “starting point”. Here, the student’s perception is emphasized.
- By experientially exploring example-circumstances, students recognize how their egocentrism, drive, uncertainties, tolerance-levels and tensions form obstacles for their personal growth and professionalism.
- With self-image under the microscope, students learn how this relates to their typology as a future professional.
- We explain the various aspects of conscious awareness, discern theoretical frameworks for differing perceptual positions and utilize practical exercises to help the student in recognizing and clarifying their intentions.
- Students experience and explore why it is useful to sustain conscious awareness -personally and socially – using practical explorations of individual and group dynamics.



Figure 1. Different aspects of awareness measured by the CQI test



Theme	Content	Elaboration	Contact	Instruments
What is consciousness?	Objective of the training: explain and discuss	Dialogue and agreement	1 h	Dialogue
How aware is the student? "	Experience / Examples / social usefulness	Exercises provide a basis for further development of conscious awareness	10 h	Notes including information on ACS
How aware is the group?	Discussion individual CQI test	A CQI test is completed and discussed. The progress of the individual student can then be identified	3 h	Guided exercises CQI online test
	Discussion CQI group test With mutual respect for each other's experience and ways of thinking Experiential communication	The teacher looks at both individual and group progress, and discusses this with the group.	4 h	CQI Group score supplied by the Consciousness Quotient Institute
Total			18 hours	
Teacher Preparation			10 hours	

- Students evaluate feedback from individual and group scoring of the Consciousness Quotient Inventory or CQI test (conducted online).
- The teacher explores insights drawn from the CQI group-score with the whole class.
- Students communicate transparently and openly, about any chosen subject.

Conscious Profiling

From the insights gained in part 1, students create a personal consciousness profile in which they describe how they perceive themselves. In this profile students textually and graphically describe their typology and aspects of conscious awareness they have developed, respectively based on the Myers & Briggs psychological model and the Consciousness Quotient Inventory.



Elaboration:

- Based on their internal subjective experience and objectives, students describe how they see themselves functioning in the world outside. Throughout student-life this personal profile may be readjusted to reflect their current level of comprehension and overall integrity.
- On the basis of their own scores, students draw a graphical representation of their own typology. This is then shared and supported within the commonly-sensed-intelligence of the whole group. The arousal of acute and/or chronic tensions are recognized and communicated - transparently.
- Students investigate methodologies and practices for the cultivation of individual and collective consciousness from the field of applied consciousness sciences (ACS).
- The group can now develop and implement new skills - for improving interpersonal cooperation - by sharing self-awareness.
- The end-result of this section is a group dialogue with individual discourses on the process of growing consciously aware.

Theme	Content	Elaboration	Contact	Instruments
Consciousness Profile	Create and describe the profile.	Personal profile.	3 h	ACS Meta Modeling Tool
How does the student see him/herself in the light of part 1 and the CQI?	Discussion in the group	Introduce the ACS model	3 h	Guided exercises
How does the student relate to the group?	Link the role of the chosen profession to the dynamics in the group	Transparent dialogue.	3 h	Result individual CQI test
Introduce the ACS dynamic model		What are the student's professional qualities? Link to CQI test	2 h	
		Presentation: What is the added value?	1 h	
Total			12 hours	
Teacher Preparation			3 hours	

The Development of Group Consciousness

Receptive and concentrated awareness are explored experientially in conversation. Two new areas of research - named "mirror neurons and phantom DNA" - underline the importance of empathic intelligence in how we relate to



ATTENTION MANAGEMENT & GROUP INTELLIGENCE

ourselves and include one another. The value of relating to everything in our environment - as an intimate aspect of ourselves - is also yielding support in so many areas of science and medicine that it is no longer possible ethically to overlook the significance of our attitude toward all aspects of life. Through experiential conversations, group consciousness is reliably realized, adopted and applied - as a generic ability. This practice trains students to support people with differing ideas and ways of thinking to effectively cooperate with each other. By collectively sharing attention, students create stronger bonds and increase cohesion in teams, which is an essential condition for group intelligence.

Elaboration:

- Students explore awareness - itself - as a group of incomparably unique individuals.
- Students are guided by experiential dialogues, deepening their mutual understanding.
- We employ a spectrum of exercises that cultivate the conscious awareness of the group.
- Verbal and non-verbal, rational and irrational, as well as analytic and emotional ways of accessing knowledge are developed.
- Once experienced, group-consciousness is explained using the applied consciousness sciences ACS meta modeling.
- Revisiting their group's CQI profile, students will work towards greater transparency and interpersonal cooperation.
- This section concludes with a dialogue about personal growth within a group context.

Theme	Content	Elaboration	Contact	Instruments
Theory and practice of group consciousness and group intelligence	What is group consciousness and what scientific research validates this process	A framework from which students can tune into a different way of perceiving and dealing with group dynamics	4 h	Research: Human Connection Project
Preparation module group intelligence	Practice "group consciousness"	The group repeatedly practices with "experiential dialogue"	20 h	ACS Meta Modeling Tool
In the experiential conversations various topics are covered	Explanation of group intelligence		2 h	Exercise with experiential conversations in the group and online
				Syllabus
Total			26 hours	
Teacher Preparation			12 hours	



The Development of Group Intelligence

Students discover how frictionless interactivity, shared vision and agreement-in-action are readily accessible. Shared intelligence significantly improves both personal and mutual understanding. Individuals and groups learn to be self-organizing and self-directed. The more intelligence is shared, learning becomes far more comprehensive - allowing students to rapidly unlearn self-limiting ways of thinking and feeling. Future professionals draw strength from the quality of conscious awareness shared by everyone in their group. Members understand their own innate potential as well as that of their colleagues. They now have the tools to adapt to a broad range of conditions. They continue to practice efficient implementation of what they have learned, orchestrating innovation and encouraging improvisation for optimal results. Team members are so aligned - with their own individuality and with each other - they “play” as one synchronous whole. The group learns to be led by an intelligence that is greater than any one of its members, strengthening originality, authenticity and creativity.

Theme	Content	Elaboration	Contact	Instruments
Theory and practice of group intelligence.	Examples of group intelligence and how this has been applied successfully	A framework from which students can tune to a different way of perceiving and dealing with group dynamics	4 h	
Exercises	Practice of group intelligence, in the classroom and online	With the whole group repeated practices of group intelligence based on different topics/objectives	10 h	"Experiential conversations" Dialogues.
Preparing the next part: "from group intelligence to project development"	Explanation of the following practical part. Group intelligence in practice	Students prepare for and take notes related to the next project oriented part	4 h	
Total			18 hours	
Teacher Preparation			5 hours	



Elaboration:

- Students learn to integrate their own contribution with what others have to offer.
- They learn to distinguish between group consciousness and group intelligence.
- They learn to create and sustain mutual understanding through group intelligence.
- They continue to grow their capacity to cause group consciousness - together.
- Through the growth of inter-subjective sensitivity students increase group intelligence, which integrates the core competencies of all members.
- This section culminates by dialoguing about the development of group-intelligence.

From Conscious Intelligence to Project Development

Traditionally, professionals typically work on their “own” projects without sharing a commonly sensed intelligence - with members of their team.

In this section, our future professionals work on collaborative projects, utilizing self-awareness, group-consciousness and group-intelligence. They will not be competing with one another. Instead groups will learn to function together, as can departments in organizations and institutions. Strengthened by individual and collective intelligence, students and their teams become self-directed, creating the conditions for sustainable development, creative problem solving and innovation.

Theme	Content	Elaboration	Contact	Instruments
Explanation of different student scenarios / projects	Assume the scenario where different business units dialog about developing their projects	A framework from which projects can continually be adjust and tailored	2 h	ACS Meta Modeling Tool
Execute Project (s)	Each group carries out their project while continuously receiving feedback	Groups create the conditions by which projects can be successfully completed in connection with all other projects	10 h	"Experiential conversations" Dialogues
Jointly evaluate the course, the experience and results	The group discusses their vision and implementation, constantly tuned to what other groups are developing	Students are confronted with their own tensions. This will be openly communicated in the groups	2 h	
Total			14 hours	
Teacher Preparation			6 hours	



Elaboration:

- Each group of students develops their own project-description - collaborating with each other - to take responsibility - as a team.
- Groups exchange transparently with each other - utilizing mutual understanding and agreement - as the basis for organizing and implementing their projects.
- Groups also learn to exchange in an overarching way, exploring how the dynamics of each group impacts every other group.
- At any moment, a group can choose to retake their CQI , giving each group a new score.
- Each group will report on their experiences of using group intelligence - as a basis for project-development. By sharing their experiences and competencies, students embrace a much wider range of perspectives – to create together - as one synchronous whole.

Final Assessment

- To complete this program, each student as well as their teacher will submit a report on his, or her, experience of the entire program.
- By sharing the outcome of their reports, students and teachers become more aligned with the purpose of this course, providing a basis by which their work and study in the real-world will be enhanced.
- Submitted reports and narrative assessments provide feedback for further improvements in this program.

Next Steps

- In-person and/or online support can be provided to students wishing to align what they've learned in this course with what they wish to accomplish in their real-world work/study environments.
- Other individualized and group programs can be offered to those wishing to become facilitators and/or trainers.

Alphabetical Bibliography

1. Andrews, S. (1996). Promoting a sense of connectedness among individuals by scientifically demonstrating the existence of a planetary consciousness? *Alternative Therapies*, 2(3), 39-45. http://connectioninstitute.org/PDF/alt_therapies.pdf
2. Andrews, S. (1994). Human Connection Project Funding Proposal.http://connectioninstitute.org/PDF/HCP_Fund_Proposal.pdf



3. Andrews S. (1993). Organization profile 3 : Human Connection Project. Except Human Experience;11(1):52-55. <http://connectioninstitute.org/PDF/EXCEPTHUMANEXP.pdf>
4. Andrews, S. (1990). Promoting health and well-being through a sense of connectedness. Frontier Perspectives, 1(2), 18-21; http://connectioninstitute.org/PDF/frontier_perspectives.pdf
5. Brazdau, O. & Mihai, C. (2011). The Consciousness Quotient: a new predictor of the students' academic performance. Elsevier Procedia Social and Behavioral Sciences, 11, 245–250; http://www.consciousness-quotient.com/docs/The_Consciousness_Quotient_A_new_predictor_of_the_students_academic_performance.pdf
6. Braud, William (2003). Distant Mental Influence: Its Contributions to Science, Healing, and Human Interactions. Hampton Roads Pub. Co., pp. 150-182.
7. Braud, W.G., Shafer, D., & Andrews, S. (1992). Further studies of autonomic detection of remote staring: Replications, new control procedures, and personality correlates. Proceedings of Presented Papers: 35th Annual Convention of the Parapsychological Association, pp. 7-21.
8. Braud, W.G., Shafer, D., & Andrews, S. (1990). Electrodermal correlates of remote attention: Autonomic reactions to an unseen gaze. Proceedings of Presented Papers: 33rd Annual Convention of the Parapsychological Association, pp. 14-28.
9. Monsanto, C. (2011). "Applied Consciousness Science, A Reference Guide", ISBN: 978-0-557-65237-2, Lulu Publishing (162 pg.) First edition.
10. Siegel, D. (2012). Pocket Guide to Interpersonal Neurobiology: An Integrative Handbook of the Mind, W.W. Norton
11. Siegel, D. (2010). Mindsight: The New Science of Personal Transformation, Random House
12. Sheldrake, R. (2002). The seven experiments that could change the world. Park Street Press. p. 117
13. Smith, W.S., The Human Electromagnetic Energy Field: Its Relationship to Interpersonal Communication -<http://d1002391.mydomainwebhost.com/jot/articles/4-2/Smith.htm>





Sperry Andrews

has contributed to applied consciousness sciences for over twenty years as an educator, ensuring access to a commonly sensed intelligence, creating techniques that are readily learned and lived in everyday life. He has focused on developing a conscious culture by collaborating with eminent scientists and educators - internationally - conducting both objective and experiential research.

Contact Us

We welcome your inquiries and are available to meet in-person or online. For a referral to any of our offices, or additional information, please contact us via email, phone or visit our institute's website <http://www.connectioninstitute.org>:

HUMAN CONNECTION INSTITUTE

3029 Benvenue Ave,
Berkeley, CA 94705

Contact:

Sperry Andrews

T (1) 505-629-0700 (USA)

E sperry@connectioninstitute.org

