

Awareness Windows

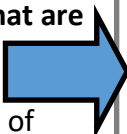
Reflection

(provide the frame by say “when you reflect on....”)



Attention

(move the person toward awareness of their own experience regarding the frame by saying “what are you paying attention to...”)



Note: raise awareness, organization and details of what is being attended to by asking breadth and depth questions (e.g. asking about what else was/is going on in the situation that they are paying attention to, or asking for more details about something that are observing)

Note: in order to establish a reasonable boundary between outside & inside, respectfully ask people to describe what information they are using to support their observations (e.g. directly experienced, heard from others etc.)

Wanting

- | | |
|--|--|
| <ul style="list-style-type: none"> • Needs • Wants • Hopes • Desires • Wishes | <ul style="list-style-type: none"> • as a general outcome • approach for achieving the outcome • from yourself and from others • for yourself and for others <p>Getting to the central want
“what do you want right-here and right-now for yourself and from or for us by telling us what you are telling us?”</p> |
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Note: you can connect people to their deeper wants by responding to each statement about wants with questions like “what would be the benefit of that” “why do you want that” “what are the deeper personal needs that would be met by that” “what’s in it for you” (important to help people move through disassociation from their wants to a connect with their more authentic wants, which doesn’t mean you have to give them what they want—this is the important starting point of helping someone be aware of and acknowledging their authentic self)

Feeling

Numb
Indifferent
Bored
Confused
Angry
Frustrated
Afraid
Anxious
Hurt

Sad
Depressed
Shy
Embarrassed
Guilty
Ashamed
Jealous
Disgusted

Compassion
Empathy
Appreciation
Curiosity
Relief
Calm
Excitement
Happiness
Satisfaction

Note: people can have multiple feelings and related thoughts at the same time e.g. “I feel scared because I don’t want to fail, and also feel excited about trying something new

Ask the person to identify and note the feelings they have about what they are paying attention to (important that they go through the list from top to bottom-left to right)

briefing describing feelings helps to bring related thoughts into awareness, ask the person “**what do you feel about what you are paying attention to...**”)

Note: “I feel like...,” and “I feel that...” are not feelings, they are thoughts (these statements are often used to be avoid expression off feelings)

Thinking (Inner Voice)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Description of situation • Attributions (causes of situation) • Projections & assumptions | <ul style="list-style-type: none"> • Judgements relative to beliefs and values • Expectations • Predictions • Ideas/Solutions |
|---|---|

Note: general structure of the thinking process is (1) what is this (including the various assumptions, filling in the picture, shaping the picture to suite my purpose etc., that occurs, (2) what caused this and where is this going (attributions and predictions), (3) how will this impact me and influence my ability to get my needs met, (4) what can and should be done

Mutual Inquiry and Learning Process



Person A

Person B

Provide the **starting Reflection Frame**

"when I reflect on tense exchanges that take place with restaurant customers/what you just said etc."

Attention

"I'm paying attention to our recent complains about our restaurants in the mainstream media/what you said about...."

Feeling

"and I'm feeling frustrated with how some of our restaurant staff and some of our external stakeholders react/feeling confused about what you said"

Thinking

"because I'm thinking that..."

Wanting

"and what I'm wanting is..."

(as an outcome, process, from oneself and others, for oneself and others etc.)

- Actively listen
- Ask clarifying breadth and depth questions
- Coach the person through the awareness windows
- Don't react (maintain a balance between separation and connect e.g. yourself and the subject being discussed, yourself and the other person etc.)
- Don't unnecessarily rescue, people-please, serve and become overly enmeshed with what the other person is saying (important to acknowledge the experience that the other person is having but you don't have to fully accept the observations the experience is based on, the internal logic, determination of cause and associated intensity of feelings, automatically give them what they want etc.)
- Reflect back feelings in a congruent manner which naturally occurs when there is non-enmeshed empathy
- Paraphrase in a non-intrusive manner along the way, provide a brief summary. and then ask "have I heard you accurately and would you change or add anything? **(after this you switch roles)**

OK, so when I reflect on what we're talking about/what you just said, I'm paying attention to..., feeling..., thinking..., and wanting

Actively listen, ask questions, help them through the awareness windows, don't react or become enmeshed, reflect, paraphrase and summarize

Go back and forwards until you reach

mutual clarity, mutual learning and a balance between separation and connection

Initial goal is to be authentic, descriptive and skillful in a non-reactive manner, get clear about each other's experiences, promote mutual learning, and a healthy balance between separation and connection. This creates the foundation more moving on to more complex engagements like performance management, de-escalation, negotiation and conflict management, pattern shifting etc..

Note: you don't need to consistently use the full structure but as the situation becomes more complex, challenging and emotional, using more of the structure is advisable. With practice and the increased trust induced by the process, the efficiency of exchanges increases significantly (time management improves compared with a culture of avoidant politeness)