Collective Intelligence, Connective Intelligence, and Social Systems of Syntony

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Relational Intelligence
As a society, we have to learn better how to learn – I call it social learning; it is the dynamism for change that could lead us to a new kind of society that will not destroy itself from its own excesses... for we must share a vision for a new society before we can realize it. Designing a better society and maintaining a good life require deep thought and sustained effort by all of us. Reasoning together is the only way we can bring it about.

- Lester W. Milbrath – 1989
Evolutionary Learning Community

... two or more people

... with a shared identity and

... a common purpose

... committed to the joint creation of meaning.

spaces where people can learn together about the interconnected nature of our world, the ecological impact of our individual and collective choices, and the joy of finding a meaningful way to contribute to the emergence of sustainable and evolutionary futures.
Conviviality & Thrivability

• Ivan Illich suggests *conviviality* is a mode of autonomous and creative interaction among people and between people and their environment.
  – it shifts from *planning* to *designing* and ultimately to *curating* the dynamics of emergence
  • planning imposes and involves projecting onto
  • designing imagines and involves creating with
  • curating elicits and involves listening into
From Systems Thinking
to Systems Seeing
to Systems Feeling
to Systems Sensing
to Curating Emergence

“The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”
~Albert Einstein~
Knowledge Frameworks

• *Experiential knowing* – learning through direct experience. Words, images or representations cannot be used to convey this level of knowing.

• *Presentational knowing* – learning through creative interpretation. The arts, literature, spiritual allegory are effective vehicles for this level of knowing.

• *Propositional knowing* – learning through words, formal concept, models and theories. Readings, lectures, writing are at this level.

• *Practical knowing* – learning through doing, participating, designing and engaging in different types of projects that apply models, theories, and other forms of propositional knowing.

- from Heron & Reason, 1997
Expansion of Functional Self

- systems thinking
- systems feeling
- systems being
Playing the Macro-Violin

To describe his *Theory U*, Otto Scharmer quotes the violinist Miha Pogacnik recounting the insight he gained during his first concert in Chartres:

*I felt that the cathedral almost kicked me out. ‘Get out with you!’ she said. For I was young and I tried to perform as I always did: by just playing my violin. But then I realized that in Chartres you actually cannot play your small violin, but you have to play the ‘macro violin’. The small violin is the instrument that is in your hands. The macro-violin is the whole cathedral that surrounds you. The cathedral of Chartres is built entirely according to musical principles. Playing the macro violin requires you to listen and to play from another place, from the periphery. You have to move your listening and playing from within to beyond yourself.*
Connective Intelligence

• the ability to identify and establish feedback links with relevant and leveragable information sources and enablers
  – other human beings
  – networks (social, virtual, socio-technical)
  – specific ICT (information and communication technologies)

• the capability of enabling and empowering collective intelligence through -
  – creation of operational platforms that -
    • enhanced collective decision taking
    • improve collective action
    • augment the intertwingling of inherent synergic potentials
Collective Intelligence

- The ability of a collective of information processing systems (sentient or extra-somatic) to leverage dynamic information sources (including itself) to attain higher levels of synergy among its socio-technical components than could be easily attained by any of its component parts individually.

Two forms: Weak CI and Strong CI

» The ability to harness the neural power of the human intellect in order to augment human problem-solving capability through auto-catalytic and cross-catalytic information loops that are measurable, modelable and replicable = Weak CI

» The manifestation of an emergent level of consciousness that expresses qualities of sentience arising at the level of the collective in ways that are irreducible to the sentient behavior or expressions of its members = Strong CI

1.a Conscious intention aligned with evolutionary purpose; the embodiment and manifestation of conscious evolution. 1.b. A purposeful creative aligning and tuning with the evolutionary flows of one’s milieu.

2. Evolutionary systems thinking. 2.a. Evolutionary consonance. 2.b. The occurrence and persistence of an evolutionarily tuned dynamic regime.

Conscious intention aligned with evolutionary purpose.

The embodiment and manifestation of conscious evolution.

A purposeful creative aligning and tuning with the evolutionary flows of one’s milieu.

Designing systems in dynamic harmony with the flow of nature.

The competence of syntony
Win-win ... win ... win

Me — Personal Balance

Society — Community Balance

Earth — Environment Balance

Legacy — Ancestors and Future Generations Balance
Guiding Questions for a Practice Systems Being

» At the first level (personal systemicity): Who am I and what is my life’s purpose? What are my talents? To what do I feel called to contribute? What brings meaning to my life? What supports my personal development?

» At the second level (socio-cultural systemicity): What common cares bring us together? What is our shared vision? How do we want to contribute to the flourishing of life forever? Who are our partners and collaborators? What do we need to learn? What do we want to create? What is our value proposition or unique contribution to all our stakeholders? What affirms our values, identity and culture?

» At the third level (ecological systemicity): What gifts do we receive from nature that we have not acknowledged? What relationships and connections need to be restored? How can we contribute to the regeneration of our ecosystems? What would a thriving relationship with nature look like?

» At the fourth level (evolutionary systemicity): What would our ancestors think of our work and life? What would our children’s children think of our choices? How do we honor our past and create our future intentionally? How do we become active and conscious participants in the unfolding of life?
Drawing on the learning environment creates a knowledge base for evolutionary development.

Empowered individuals and groups catalyze evolutionary socio-ecological transformation.

Facilitating evolutionary learning creates a local learning ecology.

The process of ELC empowerment
The Path of Syntony

- Sustainable and Evolutionary Future
- ESD path
- ELC
- Social system of syntony
- Community of Syntony
- Evolutionary Learning Ecosystem