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Beyond Conflict To Consensus

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THE CONSENSUS INSTITUTE

BEYOND CONFLICT TO CONSENSUS WORKSHOP

MANAGING SCARCITY

REPORT AND LEARNING MANUAL

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THE CONSENSUS INSTITUTE
BEYOND CONFLICT TO CONSENSUS WORKSHOP
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AN EXTRA PAGE FOR NOTES

THE CONSENSUS INSTITUTE
BEYOND CONFLICT TO CONSENSUS WORKSHOP
MANAGING SCARCITY
LEARNING MANUAL 3

This report is written in the order of events, as they occurred. The report is a compilation of collective statements developed from the flip chart notes taken during the workshop.

It must be emphasized that these are collective statements and not consensus statements. They represent the views of all the participants, but not all participants would agree with all the assertions in the statements. These can be, and many will be, developed into consensus statements.

Consensus seeking and community building insights are inserted into the report at the time they were presented.

The process is defined as the report progresses. Reading this report will allow the participant to re-experience the session, and to recall the beliefs, the process and the art for seeking consensus.

In reading this report, remember that these are real words, expressed and recorded by real people. This is not a professional report that replaces the personal statement with technical jargon. Very little filler information has been added to the individual statements.

Each statement in this report is intentional. All the words have meanings, both individually and collectively. Read it closely, read it well. This report is significant.

The questions that served to create the information are stated at the beginning of each task. These can be used as a model for additional sessions.

The process for developing collective statements is in the APPENDIX.

*** THE CIRCLE**

IF YOU:

LISTEN WITH RESPECT...

UNDERSTANDING,

TRUST,

LEARNING,

A NEW TRUTH,

GROWING,

RESOLVING

ADAPTING

WILL RESULT.

*** GROUNDING AND GREETING**

The session began, as it will each day, with a grounding. This activity is done to establish relationships, to gain initial information for the facilitator.

If the group is large, small groups are formed to do the grounding. The larger group is divided into smaller groups. The participants "count off". Since people tend to cluster together in like groups, or comfortable groups, this activity will separate them into "unlike" groupings. This is done purposefully to create new relationships.

The participants in the groups then experienced grounding and the greeting circle. This was followed by the closure on "feeling and learning".

*** INSIGHT ON GROUNDING**

The Questions:

- * "Introduce Yourself and Your Relationship to Scarcity."**
- * "What Are Your Expectations of this Workshop?"**
- * "Tell Us How You Feel about Being Here"**

This is a simple grounding task that does the following:

- * Establishes a model for listening with respect, a knowing that each person will be heard.**
- * Establishes a verbal territory for each participant, a sense of potential equity..**
- * Requires access to both the left and the right brain, engaging the "whole brain."**
- * Allows apprehensions and hopes for the meeting to be expressed.**
- * Allows participants to express hidden agendas (like leaving early, a flat tire, a sickness, etc.)**
- * Brings people into the "here and now."**
- * Provides initial information to the facilitator.**

Grounding is an important activity to start any meeting with. We all come to meetings with some measure of apprehension or uncertainty about what will happen. Grounding allows this apprehension to be stated.

*** INSIGHT ON GROUNDING (Cont.)**

This activity introduces the circle and the notion of listening with respect to each other. It is important that the facilitator listen fully to each person so they may experience being listened to. Once listening with respect has been established in the room, it becomes a model thereafter.

Using the circle allows each person to occupy the room with the sound of their voice, establishing verbal territory. Once a person's voice is in a room, it becomes easier to speak, especially if they are listened to. The sound of an unchallenged voice is a rare event for people, and this helps to allay the fears of those who are apprehensive.

We also come to meetings with recent past events (like a flat tire) or time concerns (like another meeting that will occur later) on our minds. If stated, these can be responded to, or may just become less important in the telling.

When you introduced yourself to another person, you accessed the left brain -- the file cabinet for your knowledge. You took information from the past and used it for the present or the future. Thinking brings you out of the present into the past or the future.

As an example, think of the last time your boss asked you into the office. You probably wondered, "What did I do?", and began to think in the past about what you could possibly have done to cause this request. Or, you may know what he or she wants and you begin to create a scenario in your mind about how you are going to deal with this situation.

On the other hand, when you talked about how you felt, you accessed your right brain -- the intuitive sensor, which reports on the here and now. This moment of here and now is important to consensus because it allows you to tap your creativity -- your wisdom.

Feeling brings us an awareness of how we are now, internally, with our emotions. Sensing makes us aware of what is going on externally. Each brings us in the here and now. Each "grounds" the person.

Thinking = Past or future.

Feeling = Present, here and now, internally.

Sensing = Present, here and now, externally.

**THINKING/FEELING/SENSING ARE ALL ATTRIBUTES THAT YOU WILL
USE IN SEEKING CONSENSUS.**

*** THE GREETING CIRCLE**

The facilitator is instructed to move inside the circle and greet the person to their left; then continue inside the circle, greeting each person in turn. Those who have been greeted follow the person who greeted them inside the circle. When the facilitator returns to his or her original location, those inside the circle will continue to greet them, a second time. This time, the person inside the circle is the greeter, not the greeted. This balances the circle.

No ritual is older, and none more anxiety ridden, than that of greeting each other. The natural tendency of individuals in groups, is to seek out those who they are comfortable with, those who are like them. This is "group think" behavior, that limits the information base of the individuals.

The greeting circle establishes the opportunity for all participants to meet each other, friends and strangers.

It allows the anxiety and apprehension of the individuals to be confronted, encountered. It releases energy into the room, in the sound of high voices, laughter, slaps on the back, hugs.

It allows people to meet the person, in place of the role, or stereotype. As a result, it reduces the intimidation that people tend to perceive with each other.

It opens up communication, allowing each person to seek a common interest or topic. It provides a basis for knowing people. It establishes a sense of community.

By being both a "greeter" and a "greeted person", the concept of balance is introduced. This causes the individuals to go beyond the ritualistic first greeting, to finding a more real and common interest.

It is uncomfortable, apprehensive, uncertain and sometimes feels "fake". Yet, it is a necessary activity if the group is to open communications.

The activity has meaning only if the two questions are asked and answered after the greeting. These two questions allow the individuals to be grounded again, and to learn from the experience.

*** AN ADAPTIVE LEARNING PROCESS**

- * What Is the Situation or the Experience?**
- * How Do You Feel about It?**
- * What Did You Learn from it That Will Make You Successful?**

These questions allow individuals to process any experience, to make sense out of any experience, to integrate the experience into their being.

The question "how do you feel" allows the person to react out of the situation with their emotional content. This allows expressions of anger, apprehension, doubt, as well as acceptance, excitement, support.

This reactive, or emotional material, must be expressed first to allow learning to take place. Otherwise, the experience is left external to the person. It grounds the person in the moment, allows people to be real. It is OK to be angry, or excited.

The next question, "what did you learn" allows the person to be pro-active, to use the intellect to make sense of the experience. The question can be linked to the situation:

- What did you learn that will help you solve the problem?
- What did you learn that will help you successfully perform the mission?
- What did you learn that will create a sense of community?

This allows the person to relate the experience to the situation at hand. It integrates the experience into the knowledge base, internal to the person.

MODULE 3: MANAGING SCARCITY CONFLICTS

This module introduces the participant to the skills, attitudes and understanding needed to manage behaviors and conflicts that result from moving from an environment of plenty to one of scarcity. The participant will learn to: help others to recognize and acknowledge the behaviors that result from scarcity; develop the ability to identify and ask the right question; make decisions that create a richness in the environment, that allows others to move from their worst fears to identifying and affirming the outcomes they want.

The participant will learn the power that survival, or lower needs, have over consensus seeking and develop the ability to move people to the higher level needs.

NOTE: This activity collective statement is from the first workshop on the Basic process. It is provided for the new people in this workshop as explanatory information since they missed this activity. The statements are from the workshop participants in the first workshop.

EXPLORING THE ROLE OF THE FACILITATOR AND RECORDER

The participants were distributed into five small groups, each with the task of exploring the role of the facilitator and the recorder. The participants are distributed from "Group-Think" to "Community Think" by numbering off to five. This is just one way of creating diverse groups.

A member of the small group acts as facilitator and another as a recorder.

The facilitator is instructed to ask the question and see that each person has the opportunity to respond in turn. The recorder is instructed to record whatever is said. This minimum instruction allows the group to establish the role of both these positions.

This activity distributes the participants into new relationships. It allows the group to focus on a common task and introduces them to facilitating and recording. They are behaving and experiencing these roles while they are exploring them.

This is a useful task to use with a group in conflict that has spent little time problem solving together. It allows the individuals to develop skills and relationships that will be helpful later. These skills are put to use in the following tasks.

Note that the adjective "successful" precedes facilitator. This is purposeful. In framing questions, words that describe the best possible conditions are used by the facilitator. This focuses the individual and the group on "excellent" behaviors, rather than average ones.

THE QUESTIONS:

- * **WHAT IS THE ROLE OF A SUCCESSFUL RECORDER IN BUILDING CONSENSUS?**
- * **WHAT IS THE ROLE OF A SUCCESSFUL FACILITATOR IN BUILDING CONSENSUS?**

THE ROLE OF THE SUCCESSFUL RECORDER

I think a successful recorder has a constructive role, creating a dialogue, slowing down the group and making sure it is correctly written, so there is a degree of negotiation and concession, so it is easy for everyone to understand easily and remember.

The role of a successful recorder is to listen respectfully and accurately record what is said. The successful recorder should listen closely and not be afraid to slow the person down when needed. The act of accurate recording builds trust that someone is listening to e. Make sure everyone is included.

A successful recorder will make sure that the person has a chance to talk through what they want to say. The recorder should feel comfortable enough to interject whatever they are trying to capture.

The successful recorder job is to write down word for word what was said and not summarize. I think the recorder needs to follow a verbatim format. When the recorder writes verbatim, then he/she is perceived as neutral because he/she is not adding their twist in the summary and has accurate quotes by each person.

Whatever is written down is written verbatim to capture every word as it is spoken. They can write down everything. If you are talking about agreements, record the entirety; record verbatim. A successful recorder should be able to take down all of the information and capture the questions.

A successful recorder writes down exactly what the person says which reduces or eliminates misinterpretation. The recorder needs to write everything down and not worry a lot about spelling. The recorder writes everything down because you have to come back to it. If it is not written down, it did not happen.

There is a fine line of knowing when to quote and when to paraphrase. I think that a successful recorder needs to record the key points because otherwise you are talking about transcription. You may have to paraphrase. To capture not only what was said but also what is meant. If only 7% of communication is verbal, find a way to capture the rest of it on the board. Check for understanding.

I would think the successful recorder would not want to write down everything said. The recorder is the note taker and if they are not going to write down the information word for word, then they should check with the person to see if that is what they mean. If you are paraphrasing make sure you are capturing the person intent by asking “is that what you meant?” The idea is more important than the actual words.

THE ROLE OF THE SUCCESSFUL RECORDER (cont.)

The successful recorder makes sure that everyone's ideas are recorded equally so that no one's opinions or ideas are invalidated. Group the ideas together; and ask the person if that is the idea they are presenting. Be sure that they have recorded it correctly, clarifying that the answer has been recorded accurately. To review what the person said if there is time and it is appropriate.

The role of the successful recorder is to ensure everyone is heard accurately. The recorder makes sure you are using word for word and to explain that using word for word is okay. I agree with Martina, everyone needs to be heard and paraphrased accurately.

The successful recorder should be able to critique the agreement or disagreement but they must be objective ~ not leading. The recorder must be an objective scribe and represent versus interpret. The recorder needs to be neutral.

The recorder should write clearly and large enough so that everyone can see, write a different color between the comments is visually it is clear where one person's statement begins and another ends. The successful recorder will use large enough print for everyone to see it. It needs to be readable. All responses should be numbered so you can see where one starts and another one ends. Use colors.

The successful recorder creates the group memory. They must be able to reconstruct where we were in the process. It is a visual record accessible to everyone. It becomes the group memory and is a reflection of what everyone says. Make sure everyone gets a copy of the record.

The recorder and facilitator need to be on the same page before the meeting. There needs to be communication to free the facilitator to be able to play the role of facilitator.

THE ROLE OF THE SUCCESSFUL FACILITATOR

A successful facilitator should be tasked to set up and maintain an effective communication environment i.e. the circle ~ and clearly explain the objectives of the meeting and the outcomes. They should also fully understand the questions asked and put a question at the top of a list or a title so that we know what the answers refer to. If a decision is to be made make sure it is made and recorded.

The facilitator is the leader in achieving the meeting objective by working with the group in a manner that respects all participants. They will keep the group on task and make sure each person in the group has adequate time to express their views. The facilitator needs to state the objectives for the meeting, which requires being organized. It really keeps the group focused and working towards meeting objectives.

The successful facilitator will work for the whole group ~ not just who writes the check. They listen in order to be able to ask the right question to move the group forward. They are non-judgmental and do not criticize to maintain a positive morale. They will draw everyone into the process and understands the silence is not acceptance. They are to protect the participants and the process, and hold people accountable for following the rules.

A successful facilitator helps to set the norm for the group process. They create and hold the space. They keep the group on track and focused in a gentle way. A successful facilitator makes sure the setting is comfortable, guides the process and makes sure all participants are included throughout the process. Also, make everybody as comfortable as possible.

They establish and maintain the learning environment. A successful facilitator helps to set the norm for the group process in order to establish and maintain the learning environment. They ensure that everyone has an opportunity to speak. The facilitator ensures that everyone has a chance to share, and that diverse representation is established.

The facilitator ensures that the goals and grounding established by the group are accomplished. A successful facilitator keeps the group on track. They keep the discussion focused, orderly and change the order in which people speak. A facilitator encourages an environment of respect; keeps the group focused, knows when to redirect and listens.

A successful facilitator solicits and enforces ground rules (i.e. respectful listening) and encourages active participation by all individuals. They make sure everyone's voice is heard equally. Honor should be given to those who do not want to speak. They will get everyone's opinions. They will ensure that everyone is heard respectfully and completely. Okay, to ensure that everyone feels they had the opportunity to be heard and that the objectives of the meeting are achieved within the time limit given.

THE ROLE OF THE SUCCESSFUL FACILITATOR (cont.)

The successful facilitator will ensure that everyone has an opportunity to speak. The facilitator ensures that everyone has a chance to share and that diverse representation is established. A successful facilitator listens, thinks, seeks commonality first, and then moves to let the group work out its conflict through respectful communications. I think the persons tone and body language should convey interest in the questions they are asking.

The successful facilitator has the ability to listen respectfully. They ensure the group is kept on task to move toward change while respecting the past. This helps to set the stage for expectations on how the group is going to interact and keep them on course. A phrase that I heard and liked about the complexity of the roles to be the guide on the side and not the sage on the stage, and in this role fosters potential equity in the group.

The successful facilitator is basically someone who keeps the whole group on task and keeps focus on what the goal is. They help the group efficiently meet its goals. I don't know, being prepared and guiding the process. I will stick with that! They facilitate the evaluation of the group process and summarize the outcome of the meeting.

The role of a successful facilitator is to fulfill the expectation that the recorder writes legibly, therefore I don't have to do that. I expect the recorder to type up the notes.

I think you need to remain neutral and be the last one to speak.

HAS EVERYONE SPOKEN AT LEAST ONCE? AN INCLUSIVE QUESTION

In our culture we normally will continue with an activity when half or slightly more of the group has completed the task. This is based on a competitive belief system. We believe in the “survival of the fittest,” or the “Law of the Jungle.” This means that those who are faster should not be held back by those who are slower. “A chain is only as strong as its weakest link”, I have been told. Get rid of the weak links.

Somehow, those who can't keep up must be punished for this behavior. So, we move ahead without them. Or we say, “Let's move ahead, you slow ones can catch up later.” Later never happens. This separates the group into the “fast learners” and the “slow learners.”

There is a tendency to foster this difference between individuals and groups. As a result the slower individuals do not get represented in the group situation. They become sensitive to this discrimination. They will begin to feel more apprehensive and drop out, or will become resentful and prolong their slow behavior. Either way, their information and ideas are lost to the group.

We have preconceived notions about this belief in the “survival of the fittest.” It you are taller, faster, more beautiful, slender, outgoing, with the best grades, then it is assumed you are the top of the evolutionary heap. Not so, says Aesop, in his story of the “Tortoise and the Hare.” As fast as the Hare was, his arrogance got him, as he slept while the more persistent and humble turtle walked over the finish line.

The fact is we don't know who the fittest will be. The tallest person may be the right one for the basketball team, by the shortest will be the best for traveling through space to the stars.

If we truly believed in the survival of the fittest, then why do are we drawn to the smallest kitten in the litter? Why do we have a small business loan program? Why did we save Chrysler during it's down times? Why not let the others win?

The fact is there is another survival and evolutionary mechanism. It is called “Survival of all.” How can we make sure all of us make it? This is the basis for consensus building.

I have learned that we all need to participate if we are going to resolve the conflict and reach a consensus. This requires that we allow all members to complete a task before moving ahead, even if it appears to take more time.

In all tasks, especially those that require writing, or recording, I wait until each individual, or group has completed the assignment. This means that the fast writer has time to just sit and think while the others are completing the task. This is a good time, a balance for that person. Who knows what serendipitous material may enter her mind?

AN INCLUSIVE QUESTION (cont.)

If a group finishes the task before the other groups, then they have time to dialogue informally. This is an uncertain moment at first. Who will speak? What will we talk about? Self consciousness dominates the moment. This is their dilemma to resolve, their opportunity to seize the moment. Often, these discussions are more productive towards resolution of the issue than the assigned tasks.

Before moving ahead, the facilitator asks the question: **Has everyone spoken at least once?** If the group facilitators signal they haven't, then the facilitator turns and walks away from the working groups. The message is clear... you are in charge. When the groups signal they have all spoken, then the facilitator moves the group to the next question of task.

We must be concerned with the survival of all, when a conflict affects all of us. This requires that we allow all to participate fully. The process must be inclusive, rather than exclusive. The process must allow for spare time to be experienced by some, just for balance, for serendipity.

When the process is inclusive, I have observed that the "slowness behavior" moves around among individuals. The person, who finishes fast this time, is the last one the next time. The person who is slow now, is faster later. This allows people to express a broader set of behaviors, to have a broader range of experiences.

THE WORST AND BEST POSSIBLE OUTCOMES OF THE WORKSHOP

The participants were provided the opportunity to express their worst and best outcomes for the Workshop on Managing Scarcity Conflicts. The facilitator asked the two questions listed below separately. The participants recorded their answers on the 3 x 5 cards while in small groups. This brings silence to the room. The participants then expressed their answers individually to the small group. The individual statements were recorded on flip charts as they were expressed.

The worst outcomes are all recorded first, then the best outcomes. This leaves the image of the best outcome in the participant's minds.

The facilitator is asked to select another facilitator from the group, and then become the recorder. This allows the position to move to other members of the group. This instruction is given in all the later activities.

This task allows each person to express his/her worst and best outcomes. It also allows silence, or quiet, to be present while writing. This allows each person to go internal, to relax, and to become balanced.

The individual statements were developed into collective statements to represent the collective view of the entire group. These collective statements follow. These represent the collective vision or mission of the participants for the Institute. They are not consensus statements, but can be developed into such statements.

The process for developing collective statements is in the Appendix.

The Questions:

- * **What Are the Worst Possible Outcomes of Spending 3 Days in this Workshop?**
- * **What Are the Best Possible Outcomes of Investing 3 Days in this workshop?**

THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP

We are stubborn and not willing to learn and as a result we are not picking up any new skills. I am beginning to think that I don't get it. Dang it ~ I am not learning anything. I won't be renewed. I won't be able to pay attention or learn/recall processes and insights. Even if I do I am afraid I won't learn anything I could employ in the real world. I still think I am not learning anything.

If no new ideas emerge, there are no tangible benefits to me so nothing is learned. If I am not understanding what the hell scarcity is, what we're talking about here, then I walk away still not sure what to do with these new skills. If I do not learn and put to use something that would help me have a more enjoyable life or I wouldn't use the tools I learn, I too will have nothing to build on when I get home.

I am not learning anything and I won't get any work done. I become frustrated with the process and other peoples views and I stop learning and go home to a week backlog at work and have nothing to show and I get more behind at work. No learning only boredom, and time not well spent.

My biggest fear is that I wouldn't need anything that I learned, or even worse I make a poor impression and ruin chances of the future job or work. I am not generating any income while I am here. I didn't get good use of money spent on plane ticket and I could have done other tings. I am feeling that it was a waste of time.

The workshop is a waste of time and energy. My time could be better spent! I am afraid I will spend a lot of money to be here yet have a feeling that it was a waste of time. Feeling that it is not worthwhile, that the cost benefit ratio is not in balance and these three days will be the last of the nice warm weather until June 2009.

My fear is that I would not meet at least one new person with which I could remain in contact with. Not having met new people stinks!

There is a conflict between 2 people or more ~ enough to destroy a relationship and that the result will be chaos. I am afraid I will miss something elsewhere and with my luck, work at the office picks up and catastrophes happen. Significant antagonisms arise. What if my car gets keyed by the enemies I create at the workshop?

While I am here I am not available for family emergency. I am concerned my dog will be bitten by another dog while I am gone. That is the type of disasters that happens when I am absent from my family. How can I tell my wife that I won't take anything from this and that this was a waste of time?

THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP (cont.)

I am cold all three days and to make matters worse the person with the flu gives it to all the others. The reason I won't be here tomorrow is that I have to attend an Oregon water Conference in Hood River and I won't be able to attend the rest of the conference but it's a job. If I stay I would catch a cold and I might catch the flu.

*** WORST/BEST/POSSIBILITY**

Worst Outcomes: These are feared future outcomes, often based on past experience, with a presently experienced emotion and physical reaction. When people believe them, they affect their perceptions, beliefs, values and strategies. They tend to be self-fulfilling prophecies when strongly held.

Best Outcomes: These are hoped for future outcomes, sometimes not previously experienced, but intensely imagined, with a presently experienced emotion and physical response. When people believe them, they affect their perceptions, beliefs, values and strategies. They tend to be self-fulfilling prophecies when strongly held.

Possibility Thinking: An acknowledgment that both worst and best outcomes are present and inherent in each moment, up to, and often after the event. This balanced view allows the movement toward desired outcomes.

*** WORST/BEST OUTCOMES**

*** What Are the Worst Possible Outcomes of the Workshop?**

*** What Are the Best Possible Outcomes of the Workshop?**

In this task, we explore the fears and the hopes of the participants. It is more important to explore the worst fears before the best hopes. Fears are uppermost in the minds of those who are apprehensive, uncertain, unwilling.

It is normal and right to fear the worst outcome of any situation. As an example, think of a time when you were sleeping and the phone rang early in the morning. What did you think? How did you feel?

How about the time your child ran toward the road? How did you react? Did you yell to him and demand he stay away from the street? Even though there are no cars there, you experience the worst possible outcome -- **THE CHILD BEING HIT BY THE CAR!** Not only that, you feel the potential emotion of that moment just as if it happened.

In such a way, people fear the worst outcome of any situation and operate emotionally out of that fear just as if it were really happening. This is a major motivator for most conflict.

Once your fears have been adequately expressed, then your hopes seem more possible, easier to express and believe. This also leaves the images and words of the best hopes in the minds of all the participants. This is the image that will guide their thoughts and behaviors during the workshop.

All events/issues have a potential worst or best outcome. Either is possible. Typically, some of us choose to focus on either the worst or the best outcome (Pessimists and Optimists). When these views become pitted against each other, we tend to see the worst outcome or the best outcome as the exclusive possibility. This results in polarization of views.

The best outcome is often not experienced by people in conflict because they get focused on talking about the worst possible outcome. Rarely does anyone acknowledge their worst outcome as they can move to the best outcome.

The best outcome is just as possible. It is a way of expressing the potential in any event or issue. It is a goal, a direction, that all can agree to seek. It focuses on the positive efforts of people who are seeking the best. Consensus recognizes the possibility of the worst and the best outcome.

THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS IN THIS WORKSHOP A SUMMARY

A summary can be created for any collective statement. This is done by taking the first sentence in each paragraph, normally in CAPS, in **bold**, underlined, or otherwise highlighted. This first sentence normally summarizes the intent of the paragraph. It is sometimes necessary to include other statements if they represent a different perception than the first sentence.

The summary provides a more focused view of the collective statement.

We leave the workshop having something to build on. We will learn helpful ways to solve or interact with a person or in a problem. We find confidence in the consensus building process and the ability to use it.

We leave with improved skills in moving groups and self past scarcity thinking.

We are gaining more skills in the facilitation of groups by learning the process better. I have skills that can help me resolve inner conflicts that result from outer conflicts ~ sort of an inner peace.

I will be able to apply tools that I learned to conflicts and as a result get recharged and energized.

What I learn might improve and inform my leadership skills and roles.

We develop networks for future use of what we learned here and we gain perspectives from various points of view.

There will be renewal and an expanding sense of community through relationships.

We meet different people with different ideas than mine.

I get to know Prineville.

THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS IN THIS WORKSHOP

We leave the workshop having something to build on. I will evolve and be able to apply the process with clarity of purpose. I become a better team mate.

We will learn helpful ways to solve or interact with a person or in a problem. We will absorb what has been said and be able to use in any situation and learn techniques to turn conflict into consensus. We change ourselves, others, generations or communities. As a group or individual we could collectively use our new knowledge to make a difference in the world.

We find confidence in the consensus building process and the ability to use it. We are amazed to find that the consensus process works. This results in that we all become more active in addressing important resource problems, are better able to influence and help field and will be able to enjoy aspects of my job more. We gain confidence and skill in facilitation and consensus building and that I could bring new skills to my company work life and family life.

We leave with improved skills in moving groups and self past scarcity thinking. We gain a better understanding of scarcity and to learn how to facilitate scarcity. Feeling like I now have additional tools to manage conflict and build consensus and conversely understanding what scarcity is and how it is relevant to my work.

We are gaining more skills in the facilitation of groups by learning the process better. We establish a base from which conflict can be managed without making us crazy. I would be able to share these tools in a way that enables others to work through conflict. I will have tools that will help me to facilitate positive action when the opportunities arise.

I have skills that can help me resolve inner conflicts that result from outer conflicts ~ sort of an inner peace. I learn, enjoy and believe my time was worth it. I will gain and possess magical consensus building and conflict resolution skills and all my future meetings will result in the best and most wonderful healthy beneficial outcomes for Mother Earth and her children (wildlife.)

**THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS IN THIS
WORKSHOP
(cont.)**

I will be able to apply tools that I learned to conflicts and as a result get recharged and energized. Renew faith that I will find my niche and fully contribute and garner an opportunity to work in field of combining social and biological sciences. The investment in new tools allows me to contribute more effectively to the conservation of natural resources.

What I learn might improve and inform my leadership skills and roles. I will learn new skills to help work with my team and other groups and gain tools to deal more effectively with others and to use in both personal and professional applications.

We develop networks for future use of what we learned here and we gain perspectives from various points of view. This is an opportunity for personal grounding, to reflect on what I already know and rethink what I believe. We will all learn much better how to be effective in dealing with resources and people.

There will be renewal and an expanding sense of community through relationships. We come together as a community. I gain new understanding on how to build community and reach consensus in order to implement management practices to achieve desired community outcomes. To move community projects to new heights. I become a richer and more productive energy in my community and as I shift ~ so does my community.

We meet different people with different ideas than mine. This is an opportunity to create professional contacts. We develop connections with others in the class and make new friends/contacts to call on for help in dealing with conflict.

I get to know Prineville.

SCARCITY ISSUES CONFRONTING THE EDUCATORS

A panel of four participants, representing different agencies, or views, presented their view of the resource situation confronting them in their environment. This can be external and/or internal to education.

The Questions:

This was not done during this workshop. It is an optional approach that allows a more comprehensive discussion to take place.

- * **What Is the Resource Situation You Are, or Have, Confronted in Your Environment? (External)**
- * **(Optional) What Is the Resource Situation You Are, or Have Confronted in the District? (Internal)**
- * **How Do You Feel about It?**

The participants formed four small groups, facilitated by the panel members and answering the questions:

The Questions:

- * **What Is Your View of the Resource Situation?**
- * **How Do You Feel about It?**

The facilitator picked a new facilitator and became the recorder. After listening to each other, the participants answered the question below directly to the flip charts:

The Question:

This is the approach used in this workshop.

- * **What Is the Evidence of Scarcity in the External/internal Environment You Heard from Others?**

These statements were then recorded. The recorded statements were developed into collective statements. As the groups worked on this task, they were advised that a chair would be removed from each group, to be used in a later activity.

The participants are introduced to the scarcity concept by identifying the scarce resources in their environment. This brings their thinking and feeling into the arena of "scarcity". **A chair was removed from each group so that a person had no chair.** This brought scarcity into the task.

THE EVIDENCE OF SCARCITY IN OUR ENVIRONMENT

Cash flow is a concern. People are asking: will I have sufficient means when I retire? Also a scarcity of money for Christmas presents. Other evidence includes fuel and gas prices, availability, ride sharing, public transportation, water conservation, recycling, xeric vegetation used for general landscaping and wells running dry.

There is a lack of jobs and lack of affordable health care. People are without jobs. We are seeing people on the streets with no homes. Many middle class families are turning to food banks from loss of work. Personally, people are doing without such as not replacing a watch battery. Others are feeling scarcity of physical health and want healthcare for all. There is an increased need for social services.

Personally I have less money to pay for costs associated with volunteering, by banks statement is evidence that my finances suck and decreased disposable income is becoming more prevalent in local populace. In addition, scarcity of respect of people; adding job duties or doing away with positions without compensation or help. This causes frustration, anger, and helplessness.

Evidence of scarcity affects finances, as funding disappears from one source and comes from another. There is scarcity of funds to the high school and education. Wind energy development has led to competition and “gaming” the system. There is fear of survival in jobs, and the community amidst reduced funding for programs. Also there has been a reduction of available grants.

There is a community scarcity. With rising gas prices perception is less than we need to have. We used to visit family a lot or travel and we don’t know. There is also just a lack of time, and a lack/scarcity of time with family. There is fear and news of scarcity leading to competition for perceived limited resources. As said or shown in the paper or on the news, people are fighting at schools and businesses.

There is a scarcity of opportunities for outdoors and quality of life due to ruined habitat so we see more no trespassing signs. Salmon rearing habitat and forage is scarce! There are decreasing wildlife populations, a demise of and rapidly diminishing lakes, as well as lack of open space for wildlife.

There is also a lack of environmental community members to participate in collaborative groups. There is a lack of most important natural resource work being done by lead management agencies and lack of new hires or those working on natural resources.

THE EVIDENCE OF SCARCITY IN OUR ENVIRONMENT (cont.)

Evidence of scarcity in people includes lack of accountability among individuals working together on a project. People are pointing fingers and blaming others for school funding problems and lack of personal responsibility since we have all contributed to the scarcity.

Also, there is a scarcity of real knowledge of issues at the local government level. Some have the perception that only more money will solve the problem. Individuals perceive that resources are scarce but there is enough bond money to cover the project expenses.

My own evidence of scarcity would include lack of exercise, solitude in nature/outdoors, my age and ability to respond and react as I used to (resiliency.) The increased human population in Bend and the impacts on my ability to meet my needs, scarcity of time to be in two places at once, patience for those who fear scarcity as well as feelings of anger, resentment and depression.

Scarce foresight, industry and frugality in some of my children are resulting in their scarcity of their satisfaction with their life circumstances. Some have a lack of confidence to move forward on things. There is concern about fainting from hunger and loss of a chair!

Evidence of scarcity in our community is loss of family ranches, loss of multi-generational farms, ranches, scarcity of water, lack of water in southwest, reduction in water table and lack of electricity.

THE EVIDENCE PEOPLE STILL BELIEVE THERE IS PLENTY

While there is ample evidence of scarcity in the participant's environment, there are also behaviors that indicate people believe there is still plenty. This is important information, and an important incongruence to acknowledge.

People feel betrayed if they are asked to respond to scarcity, yet they see the educators or the taxpayers with plenty. At the same time, the educators see evidence that the taxpayers can provide more support. The behaviors of plenty result from a continuing denial of scarcity, a belief that we will be "rescued" by someone else.

While the groups worked on this task a second chair was removed from the group, increasing scarcity.

The Question:

- * What Is the Evidence That Educator's Still Think There Is Plenty? (Internal)**
- * What Is the Evidence the Community Still Think There Is Plenty?**

THE EVIDENCE PEOPLE ARE ACTING AS IF THERE IS STILL PLENTY

Scarcity may be hard to recognize if one considers our excessive consumption.

Everyone is going to the top of the line stuff. Consider electronics and modern technology. High end spending is still going strong, and the super rich are still spending. Use of credit cards is excessive. Perhaps this is because of the types of advertising is predatory. People are still going to Safeway daily.

Fuel and energy use is still out of control. Consider the way people drive oversized vehicles and their use of electricity from fossil fuel. People still have not changed to fuel efficient cars. There are people that are still buying hummers and even though our children are being sent to Iraq to die people are still recreating in RV's and acting like fossil fuels and oil will last forever. We also see unnecessary idling of large vehicles to either stay cool or warm.

The bars and restaurants still seem to be full. People who seem to have little money still smoke and chew. People are still buying lottery tickets and mega bucks even though the chances of winning are low. People still buy coffee at stands and auto car washes are still busy even though it can be done at home. People possess excessive wardrobes and people buy and own more clothes than needed.

The federal deficit spending is at an all time record high. These things occur because of people's behaviors: National deficit, fuel consumption, bailouts, Black Friday, over consumer consumption, and complacency of social issues. Some people have trouble seeing abundance in this time of scarcity and say I see more of the opposite. There is a notion of a magic silver bullet that will come to the rescue ~ the easy way out. Agencies are looking for short cuts "quick and easy fixes". People are always wanting more and not being able to be satisfied with what they already have.

People don't know how to grow their own food or eat "slow" basic food. There is too much use of processed (already made) food like Mac and cheese. Grocery stores are fully stocked.

Because of world overpopulation all of the above is occurring. Overpopulation creates the behaviors that contribute to scarcity. Overpopulation taxes the natural world. Birth rates are higher than death rates.

These things occur because of over population: water scarcity, lack of energy conservation, environmental abuse and lack of respect for nature.

THE WORST POSSIBLE OUTCOMES OF CONFRONTING/NOT CONFRONTING THE ISSUE OF SCARCITY

The small groups explored the worst possible outcomes of addressing or not addressing, confronting or adapting to the issues of scarcity.

The worst outcomes affect the beliefs, strategies and behaviors of the group. They affect relationships so that information exchange is severely hindered. This actually may foster the worst outcomes of an issue.

These worst outcomes are possible. They are probably present, at some level, in the environment. They create the reactive force that develops the actions, strategies and behaviors of the participants. They often describe the existing situation from the party's viewpoints.

While the group was given this task, another chair is removed, increasing the scarcity of seating.

THE QUESTION:

- * WHAT ARE THE WORST POSSIBLE OUTCOMES OF NOT ADDRESSING, CONFRONTING, OR ADAPTING TO THE ISSUE OF SCARCITY?**
- * WHAT ARE THE WORST POSSIBLE OUTCOMES OF CONFRONTING, OR ADAPTING TO THE ISSUE OF SCARCITY?**

THE WORST POSSIBLE OUTCOMES OF NOT ADDRESSING SCARCITY

Major hostility on an international basis caused by over population has propelled us into a global conflict for control of limited natural resources. Due to an inability to address Middle East tensions we have rogue nuclear warheads, and naughty people will have access to weapons of mass destruction.

There will be a loss of ability to make decisions. Opportunities will be identified but not acted upon because the solution may not satisfy everybody's needs. Due to the loss of hope and community and the rise of negativity controlling our actions, other species die first, and ultimately the human species dies off, extinction and untimely death occur and therefore our souls won't have the opportunity to evolve.

We may have to give up something we would like to keep. Natural resource depletion causes resources to address scarcity to go away. Addressing scarcity might increase scarcity and it may create too high of an expectation, or, non workable solutions.

There may be a loss of personal freedom. There is so much stress that it causes bad health and this affects all things. Stress will affect behavior, environment, health will spiral down, no more music, and pull the plug on the internet. There is loss of health, mental and physical of organisms, including humans.

The political outcome is identifying those who "have" versus those who "don't have" ~ because the politically powerful "have." This could result in a violent conflict among people. A change for the worst in people and people will be uncomfortable and scared. There will be chaos, societal depression, fear of reality and people will feel like they are being picked on and will shut down and leave.

There will be total anarchy and society would just fall apart. We will end up with few having much and many would have little. If we don't address scarcity we will continue to do the same thing and expect a different outcome and the poorest and under privileged suffer the most. The world would be like Mad Max and we will all turn into Cone Heads.

People will start acting out of self preservation instead of trying to solve the problem, and the community doesn't change its behavior and continues being wasteful. It is impossible to achieve a realistic solution because we are not addressing the limitations, causing water wars. This is going to affect the people we want to leave things (our earth) to the most. It will have the worst affect on the young, and lead to total collapse of the world as we know it.

THE WORST POSSIBLE OUTCOMES OF CONFRONTING SCARCITY IN THE ENVIRONMENT

Fallout could be we have to make really tough decisions, having to have strength to make tough decisions and recognizing there are few choices. We will need to recognize we can't do it the same old ways. We will have to let people know that we are having to cut programs. First we must get through the decision process and then have to do it.

People will become scapegoats. There will be increased competition and friction and people make bad choices. We will see the creation of support groups to oppose some programs and internal bickering to go public.

It will cause conflict through the effects on personnel, loss of credibility and reputation, and change in a negative manner. It will result in loss of personnel, fewer resources and reduction of services.

Pandora's box would be opened. People will realize we are experiencing scarcity. The Pollyanna's will become as demoralized as the conspiracy theorists. People will have to change and we would have to change.

There will be charged emotions such as fear - we would be consumed by fear. We become vulnerable, depressed, shamed and stay in the reptilian brain. We would rather give up and live in denial and anger. Face your fears and you become stronger. (Session facilitators are allowing us less time to complete task. We became belligerent and feeling vengeful.)

*** THE BELIEFS AND BEHAVIORS IN TIMES OF SCARCITY**

The participants observed, and experienced the behaviors that are created by moving from plenty to scarcity. This is done in two steps. The first step occurred as the participants worked through the tasks on the evidence of scarcity, the evidence of plenty, and the worst possible outcomes of scarcity. Before each of these tasks the groups were advised that one or two chairs would be removed from each group. These are used for another activity. The groups were then given the tasks to answer and record.

The reaction of the groups to this differed.

- * In some groups, the people who lost their chair stood, or sat on the floor.
- * Other groups put their chairs together, and shared them so all could sit. This brought them closer together.
- * Others tried to get a chair from another group, or went to find an extra chair, increasing their resources.

The interesting behaviors to observe are:

- * Since they had a task to do, they all went on with the task and completed it.
- * Doing the task kept them focused on it and not on the scarcity.
- * All groups adapted to the scarcity.

There is a lesson in this. If all groups lose the same amount of resources, they will not compete with each other. If all groups have the scarcity decision made for them, and they accept it, they can focus on their task. If they focus on the task and not on the scarcity, the task is completed while they adapt to the scarcity.

If the resources had been taken from one group only, they would have complained and tried to take a chair from the other group. This would have resulted in defensive and protective behaviors in all the groups. This would have disrupted the focus on the task for all the groups.

If the groups were asked to decide which persons' chair should be removed, then a struggle for survival would have ensued within the group. People would feel threatened, in conflict, and greedy. This would have prevented the group from focusing on the task.

*** A SCARCITY EXPERIENCE**

The second scarcity experience uses the chairs removed from the group. A variation of musical chairs is enacted. The experience begins with the chairs (supply) outnumbering the people (demand). Before the task is complete the chairs (supply) are outnumbered by the people (demand).

There are different behaviors in times of plenty and in times of scarcity. The experience allows the observers to see those different behaviors in transition.

- STEP 1. The chairs removed from the group are arranged in a circle in the middle of the room, with the seats pointed inward.
- STEP 2. A representative is selected from some of the groups. The number of representatives selected is less than the number of chairs. (I.E. 6 chairs, 4 representatives.)
- STEP 3. The representatives are instructed that they need one chair to provide adequate resources for their group. They must be seated in the chair to own the resource. Any part of their body touching another chair gives them access to that as a resource. This is known as "bringing home the bacon."
- The representatives are to walk around the outside of the circle of chairs while music is played or sung. When the music stops, they must obtain their resources.
- STEP 4. Two or three people have been selected in advance to sing songs for the exercise. They choose the songs, and sing them until I signal them to stop. The representatives dance around the circle of chairs until the music stops, and then rapidly, with little decorum, grab a chair, and as much of an extra chair as they can. Their group applauds. This is the first allocation of plenty.
- STEP 5. Because they are so effective, the representatives are rewarded with another chair (increased resources). Step 4 is repeated. Again, the representatives, with much energy, grab all they can get. Laughter and applause acknowledge their aggressiveness. The participants are asked to talk about how they feel about this situation of plenty. (7 chairs, 4 participants)
- STEP 6. Another chair is added to the group. The Government has decided to reward education for the job they are doing, and is asking them to do more. A person is selected from another group to represent the "disenfranchised... the old, the poor, the handicapped." This person sits in one of the chairs and does not have to do the dance. He is being treated "magnanimously" in this environment of plenty. (8 chairs, 5 participants)

*** A SCARCITY EXPERIENCE (Cont.)**

- STEP 7. Step 4 is repeated, and the representatives now fight to get more than two chairs. Occasionally a member will lose out and not get a chair. Or, a member will not like the "greediness" and will refuse to grab as the others do. This member is sent back to his group for instructions. We wait until he returns.
- STEP 8. Another person is selected from a group. No chairs are added. There is a need for more people, but there are no more resources. Still, the resources outnumber the demand. Step 4 is repeated. An increase in energy and apprehension is observed for the first time. If a person does not get a chair, they are sent back to their group for instructions. (8 chairs, 6 participants)
- STEP 9. Another person is added, and 2 chairs removed. More people are needed to do the job, but the resources are lessened because of scarcity in the financial environment. (5 chairs, 7 participants)
- Step 4 is repeated. The people are now fighting for the chairs. Some end up sitting on each others laps. Some share chairs. Some are left standing. These return to their group for more instructions on how to "bring home the bacon."
- Normally, at this point, the representatives complain about the person who is disenfranchised not having to dance to the tune. They feel this is unfair and even wrench the chair away from him.
- STEP 10. The disenfranchised is told to stand as the rest of the representatives. His chair is removed. There are no longer funds for these special programs for the needy. He must dance with his eyes closed since he is handicapped. Another chair is removed because of scarcity. (4 chairs, 7 participants)
- STEP 10 (Cont.) Step 4 is repeated. The dance is done slowly, each person holding onto a chair as they go by, trying to pick up chairs, or jumping into the circle before the music stops. The struggle for the chairs is intense.
- Only three or four representatives are seated. The others are angry. The handicapped person is lost. They feel left out, embarrassed in front of their group.
- STEP 11. Step 10 is repeated to give those standing a chance to redeem themselves.

*** A SCARCITY EXPERIENCE (Cont.)**

- STEP 12. The representatives are asked to express how they feel about each other, how they feel about scarcity. Some members of their groups join in.
- I ask the group: "Who is calling the tune?" It takes a few moments of silence before someone points to me. I ask them why they dance to my tune, why they give me this power.
- STEP 13. The representatives are asked to solve the scarcity so that all share the resources. Normally, and almost immediately, they put the chairs together to create a platform so that all can be seated.
- STEP 14. The representatives are asked to solve the resource problem without the chairs. They need to share the resources. They normally form a tight circle, standing or sitting.
- STEP 15. The representative and the singers are honored by the group for playing this important learning role for the entire group.
- STEP 16. After a break, the groups are then reformed and given the learning task. They are asked to describe and record the beliefs and behaviors they observed in times of plenty, and then in times of scarcity.

THE BELIEFS AND BEHAVIORS OF PLENTY AND SCARCITY

This is the learning task. After observing the members in the scarcity experience, they become aware of the beliefs and behaviors that are associated with plenty and those that result from moving to scarcity.

Because scarcity is a new situation, there is denial and disbelief. There has always been plenty in the past. We validate that by giving examples of how the educators, or others, are still behaving as if there is plenty.

This belief that there is still plenty based on others' behaviors makes us feel taken advantage of. We use this to justify the selfish and disrespectful actions we take in the scarce environment. We are just trying to get our share. If they are selfish and greedy, then we can be too!

Once people are convinced there is a true scarcity, that it impacts them all, they can take decisive action that is respectful and focused. They will adapt. This task is intended to convince them.

The Questions:

- * **What Are the Beliefs and Behaviors That You Observe in Times of Plenty?**
- * **What Are the Beliefs and Behaviors You Observe in Times of Scarcity?**

BELIEFS AND BEHAVIORS IN TIMES OF PLENTY

In times of plenty there is more acceptance and people are easier to get along with.

There is less controversy. There is no end to supply, people are more content and general morale is higher. There is a willingness to take more risk; people are relaxed and creative.

People are more philanthropic. There are increased opportunities and a broadening of influence. Increased donations for the needy often result. There is a tendency to waste when people think the abundance will never end. Self centered extravagant waste leads to more waste. People are complacent in their spending, using unconsciously.

There is less creativity and laziness in communication. When water was plenty, people got complacent about management plans. There is more focus on getting new money rather than recycling old money and no commitment to efficiency.

In times of plenty want seems to be more important than need. In plenty, when “that” becomes the bottom line as to needs, people get greedier. Grasshoppers and Ants saturate in luxury. Denial of limits causes waste and greed. We don’t have enough and he who dies with the most toys wins.

People don’t have the foresight to see seven generations ahead!

BELIEFS AND BEHAVIORS IN TIMES OF SCARCITY

There is a heightened foreboding and fear of the future, and people are afraid and more withdrawn. People tend to become cynical and behave like victims (feel and act like victims). In times of scarcity people feel and react in the following ways: increased desperation, grasping, anger, blame, experience high levels of stress, fear change. Crime increases.

People fully use available resources and yet also tend to be more protective of their stuff and pennies become important. People become more conservative with their money and actions like hoarding resources, turf battles, and hoarding. Change is quicker and some become critical of programs and that can be positive or negative. People choose sides, organize themselves, and take a stand like ants and grasshoppers ~ 2 groups are created.

People only take what they need and not what they want, and have a tendency to work together for mutual solutions. There is increased cooperation versus husband beating and cannibalism. People become more aware of their own survival and of others survival.

Things that are taken for granted in times of plenty are treasured in times of scarcity. People become much more sensitive ~ like become more conscious of the “tribe, their neighbors,” recycle, reuse, rebuild, conserve and develop a heightened sense of place.

As the mother of necessity, people use creative problem solving skills. People are more creative and innovative, self regulate, and have increased creativity in response to increased competition. People reach out to people they never knew before ~ some looking at the brighter side (laughter) and others feeling sorry for the “have not’s”.

EXPLORING STRATEGIES TO CREATE RICHNESS OUT OF SCARCITY

Managing scarcity requires asking people to do the impossible, that which they say they cannot do. Remember, just because I say I can't do it, doesn't make that a fact. My statement expresses a possibility, one based on the worst possible outcomes.

To do the impossible, a person must stretch their "bubble of beliefs and knowledge." They must first be allowed to explore their worst possible outcomes of doing something they say they can't do. Once this is acknowledged, they can explore and express their best possible outcomes. This forms the basis for creating strategies that focus efforts towards the best outcomes.

In the following tasks the groups explored a number of different approaches:

- * Creating a paradigm of "richness."
- * Exploring how to tap the richness of others, of the situation.
- * Changing the situation from one of "cost" to one of investment, and exploring the conditions for making the investment.
- * Creating income from the situation.
- * Creating a surplus through investment decisions.

Each of these strategies may not, in themselves, solve the problem of scarcity. They will stretch the imagination and beliefs of the parties so they can consider new and creative approaches to resolving their scarcity situation.

Often, the small groups are each given a different task related to taking control. These questions/tasks allow the members to explore approaches that are outside their normal thinking pattern. They often break the mold.

EXPLORING STRATEGIES TO CREATE RICHNESS OUT OF SCARCITY (cont.)

THE QUESTIONS: (Note: Only some of these approaches are explored in this session.)

1. EXPLORING RICHNESS:

- * **WHAT IS THE RICHNESS THE TEACHERS (ADMINISTRATORS, STUDENTS, PARENTS, ETC.) BRING TO THE SITUATION?**
- * **WHAT IS YOUR GROUP'S ADVICE ON THE STRATEGIES THE EDUCATORS CAN USE TO TAP THAT RICHNESS?**
- * **WHAT ARE YOU WILLING TO DO AS EDUCATORS TO TAP THAT RICHNESS OF THE GROUPS?**

2. INVESTMENT APPROACHES:

- * **WHAT ARE THE CONDITIONS UNDER WHICH BUSINESS AND SENIOR CITIZENS ARE WILLING TO INVEST MORE MONEY IN THE EDUCATION OF THEIR GRANDCHILDREN?***
- * **WHAT ARE YOU WILLING TO DO AS EDUCATORS TO ENCOURAGE INVESTMENT BY THE COMMUNITY IN EDUCATION?**
- * **WHAT ARE YOU WILLING TO DO AS STUDENTS TO FOSTER A WILLINGNESS OF BUSINESS AND SENIOR CITIZENS TO INVEST IN YOUR EDUCATION?***
- * **WHAT ARE THE CONDITIONS UNDER WHICH YOU (EDUCATORS) WOULD INVEST YOUR 3% PAY RAISE IN EDUCATION?***

3. BECOMING SELF SUFFICIENT:

- * **WHAT CAN STUDENTS DO TO FUND THEIR LAST TWO YEARS OF SECONDARY EDUCATION, WHILE IMPROVING THEIR EDUCATION?***
- * **WITHIN FIVE YEARS, HOW CAN THE SCHOOL DISTRICT BE FINANCED 100% LOCALLY?**
- * **HOW WOULD YOU DEVELOP A NEW NEIGHBORHOOD SCHOOL WITH NO MONEY?***
- * **WITH NO FUNDS FOR TRANSPORTATION, HOW WILL YOU GET THE CHILDREN TO THE NEIGHBORHOOD SCHOOL SAFELY?**

4. CREATING SELF ESTEEM WORKING CONDITIONS:

- * **UNDER WHAT CONDITIONS WOULD YOU WORK FOR THE SCHOOL DISTRICT FOR 20% LESS PAY?**
- * **DESIGN A NEW REWARD SYSTEM THAT DOES NOT RELY ON DOLLARS.**

EXPLORING STRATEGIES TO CREATE RICHNESS OUT OF SCARCITY (cont.)

5. INCREASING EFFICIENCY:

- * HOW CAN YOU CREATE A 10% SAVINGS IN YOUR EXPENDITURES, WHILE IMPROVING ON THE QUALITY OF EDUCATION?**
- * HOW WOULD YOU RE-INVEST THOSE SAVINGS?**

NOTE: ADDITIONAL APPROACHES ARE IN THE APPENDIX.

*** THE POLITICS OF SCARCITY**

Perceptions of scarcity arrived in the 1960's -- a fear there wasn't enough to go around. Scarcity is with us now in full measure...old growth, wilderness, quality of life, clean water, endangered species, budgets, markets, natural resources, jobs, time.

Allocation decisions are different when there is perceived surplus. When supply exceeds demand, the POLITICS OF DISTRIBUTION focuses on the distribution of that surplus. If there are eight pieces of pie and six people want to distribute to, the allocation of surplus pieces is done with compromise as the accepted process. If we do lose some of the surplus, it's not really that important except as a matter of pride. It's a fun, competitive game. Sometimes we even magnanimously share a portion of the surplus with those who have done without. That's what we did until the 1960's.

With scarcity, it's different. If there are eight pieces of pie and ten people to distribute to, we are now talking about not only allocating the original surplus, but also a portion of my piece. In the POLITICS OF REDISTRIBUTION, compromise is viewed as a losing proposition for everyone. This sets up conditions that make the others the enemy, with the creation of appropriate stereotypes and the hardening of positions. Now, our intelligence is used to defend our position, and affirm the negative qualities of the enemy. We are at war and it's no longer a fun game.

Compromise will not work in this situation, because the result is either win/lose or lose/lose. In this situation, consensus provides an opportunity to solve it by creating new contexts.

In urban renewal projects, you know that as the blocks are razed, a group eventually forms to save the last remnant of the architecture. It is a normal response. That is why environmentalists are so successful. They attribute unique qualities to the resource they are protecting -- the last old growth stand, the last untouched stream on the east side of the mountain, or the last place to find solitude adjacent to the city.

*** AND LOGIC**

EITHER/OR

We typically think in "Either/Or" terms. We can choose either this or that. Each choice is mutually exclusive. In times of abundance, this works well; choices are easy. You can always come back and get some of "that" later.

If scarcity is perceived, however, either/or choices means something is lost -- it might be an opportunity, a good, or a service. The perception is that it is lost forever. (Even though I may not want it right now, if I feel it will not be available in the future, I still feel the loss in the present.) So...either growth or quality of life...becomes a difficult choice and represents a potential loss to either side. (The same would be true of...either wilderness or timber...either timber or wildlife diversity.) Polarization commonly results as each side attempts to save as much as it can of what it wants. In these situations, third party compromise commonly is the solution. At best, this results in win/lose, and at worst, in lose/lose.

Either/or logic tends to separate, or polarize people. It is a distribution concept that assumes exclusive and singular shares of something. It encourages conflict and narrow-minded thinking.

AND LOGIC

In times of scarcity, "and" logic can be more appropriate. "How can we have growth and quality of life" recognizes that everyone has a need, a desire that must be met in the solution. It sets up the possibility that all needs can be met, and focuses on those solutions that do so.

Our mind, our beings, are wonderfully creative, and we seek to survive, to cope, to adapt. Using "AND" logic allows us to tap this well-spring of creative potential that is in every issue. It turns every problem into potential, into learning, into growth. It seeks to bring people together on common goals that meet everyone's needs.

"And" logic brings people together in seeking solutions that are potentially win/win. It assumes that in the "seeking" there is the possibility of a solution. "And logic" seeks, creates consensus.

THE EVIDENCE OF RICHNESS IN OUR LIFE

In this task the groups explored the concept of richness by describing the evidence it exists in their personal and professional life.

This task brings the word, and the concept, of richness, or abundance, into the consciousness of each person. It is the balance for the concept of scarcity. **In preparing this list, it is noted that few of the descriptions have to do with money.** They are in relationships, in attitudes, in being effective and successful, being in a desired environment.

This information describes the “emotional bank account” of the participants. This is a richness, or resource, that can be tapped to resolve the issues of scarcity. But only if the approaches do not “mine” one of the other of the richness environments (professional or personal) to the exclusion of the other.

The question is answered first using the 3 x 5 cards, then recorded to the easel.

The Question:

- * **What Is the Richness in Your Professional Life? (On One Side of the Card.)**
- * **What Is the Richness in Your Personal Life? (On the Other Side of the Card.)**

The facilitator picks another facilitator and becomes the recorder. The statements are recorded to the flip charts and read off to the larger group.

As the information is read off to the larger group the facilitator points out that few, if any of these, are related to money. Instead, they are about relationships, environment, being able to make a difference, being successful, being a whole person.

THE RICHNESS IN OUR PROFESSIONAL LIFE

I am constantly learning and changing because of listening to others. I get to meet really neat people from all over. In addition, learning about resource ecology through my relationships with others, and the opportunity to observe and take part in evolving science and its application toward protecting and restoring ecosystems.

I really enjoy going to work because I feel like it really matters. I have the opportunity to provide a home equity security for my customers, friends and family. My team purpose, my team mates and our experiences working with people over the west and beyond ~ and the variety of stuff offered.

Doing work that I believe is important and sometimes impossible. Helping others share and learn from each other and improve personally and professionally. Satisfaction helping groups solve problems to be more effective at conservation, and the satisfaction in seeing people create opportunities to solve their problems together.

The community I get to work in. I work for people who could be my family, some oddballs in the group but I enjoy their company, respect, admire and learn from them. There is richness in the relationships that are built when solving natural resource problems and learning about resource ecology through my relationship with others.

The richness in my professional life is the joy of working with people in the field to resolve resource issues. Helping the agency and communities to be healthy and successful through the people that I associate with on a daily basis, and that tie to the land. And I have the opportunity to observe and take part in an evolving science and its application toward protecting and restoring ecosystems.

Richness in opportunity presented to me as in many fields of study and education such as observing wild animals at play in an intact healthy environment and ecosystem. Resource management and working with the public. There is richness to work with a rich variety of clients, people, issues, and a place and to work in and with water, being outside working with animals and the land.

Working with our collaborative group, there is richness when I see upward trend in riparian condition because people are better managing their activities. I like working with people to address conservation, and to be able to work with dedicated inspirational people.

THE RICHNESS IN OUR PROFESSIONAL LIFE (cont.)

I make enough money to live in a home and take care of my kids. I am given the opportunity to help communities and people and get paid well to do it. There is richness in being able to make a living from my passion (riparian management). I believe in the 75:25 rule.

There is also richness in the controversy and the ability to have complete control over how I solve problems or work on a project. There is a richness in my ability to understand adult conversation or concern ~ or the ability to go to the bathroom or get a cup of coffee at anytime.

THE RICHNESS IN OUR PERSONAL LIFE

There is richness in family and the opportunity to spend time with my family and friend outdoors and the quality time with family, eating playing and interacting. I have a beautiful healthy family. We take care of each other and love each other deeply and we are fortunate enough to have time to spend together doing things we all enjoy. For me it is quality time with friends and family with love, care and kindness.

I am grateful for the love in my home, family and land, the beauty of the Blue Mountains. I love the richness in the wonderful earth and my relationship with my creator. I value my faith and family and having the means to continually explore. For it is observing wild animals and birds in their healthy intact ecosystems going about their daily lives and business (and my geese!)

I have time right now that I direct ~ and the opportunity that represents. I experience being able to choose to spend my time anyway I like. There is much happiness and freedom. I have wonderful children and wonderful friends who treat me like family. The opportunity to share and the freedom to be me, as well as learning about myself through my relationships with others.

I enjoy learning about myself through my relationships with others. I am rich in the ability to be an artist, having the right environment and support at home. I experience happiness being able to live out my passion by watching my children grow into happy, caring, productive adults. I have my son and my freedom. I am receiving support from loved ones in which every aspect of my life I choose to further experience.

I get to live in Central Oregon with my excellent family and hikes at high elevations. I have a close relationship with my mother and sister, financial security and good health. There is richness with my wife and children. Richness again with family: wife, children, grandchildren, parents, brothers, sister and their children. My personal life is rich in love, finding spirit in nature, connection and creating "home."

There is richness in almost everything. I have a wonderful family home and environment. I am active member of my family as we journey through life. There is richness in my mother, family, friends, and most of all my personality. All of my needs are met.

THE BEST POSSIBLE OUTCOMES OF SCARCITY TAPPING OUR RICHNESS

How will we know when we have achieved our goal? Before describing how to make something happen, we need to know what outcomes we want to create. These outcomes are the "ends", while the strategies and actions are the "means" to get to the ends. **An assessment process, a budget, decision making system, educational approach is not an end, it is a means, a way of getting to a desired end.**

The participants described the best possible outcomes that would result from addressing scarcity with a richness perception.

Each of the small group members then answered the question below on a 3 x 5 card. Silence is again introduced into the room. These statements are then recorded, and collective statements developed.

The Questions:

- * What Will Be the Best Possible Outcomes of Confronting Scarcity in Our Environment, Tapping Our Richness?**

The statements are then developed into collective statements. These are the best outcomes we want from the situation. They consists of statements which are made in the present tense, as if the mission is already happening. This is an "active" way to express the mission.

WORKING TOGETHER AND TAPPING INTO OUR RICHNESS THE BEST POSSIBLE OUTCOMES OF CONFRONTING SCARCITY

We empower ourselves and understand we have power (richness) to fulfill the purpose. We begin identifying the hidden opportunities within the storm and realizing what wealth we truly have already. Being aware of all the richness helps us be creative about solving issues.

We are building strong relationships and with that come the realization of freedom from the burden of things and the richness in the beautiful relationships and satisfaction. Tasks are accomplished, relationships are built and there is a sense of group unity and cohesiveness.

Because we have strong relationships people will come together to problem solve, treating each other with respect. They will come together to use less so there is more to go around. An example of people coming together and figuring it out is the Crook County Natural Resource Committee. Collaboration efforts become the norm and one by one the issues are resolved and the community is strengthened.

A consensus decision is reached and implemented accordingly. Strategies are developed that are even more effective and profound than those we were employing prior to having the perceived scarcity.

There is accomplishing of the goals and objectives designed by the community because a mutual and supported solution to the problem is found. Creativity and innovation equals efficiency which equals a solution.

Trust and inner peace will be welcomed along with acceptance of change through out the entire community. There is love, connection and joy created by a group reflecting their diverse interests, shared resources and their integrated wisdom. Peace, love, happiness, no scarcity and lots of richness.

We have communities that are healthy and prosperous. Regions communities, families and individuals are made more whole, so much so their stories are told for generations. This results in a community that is united, educated and working together.

There is building of self confidence and character and with outreach to new levels we have more people. We gain support ideas to improve areas for conservation of natural resources. We tap into the creative energy of the community to create workable solutions to finding new resources and abundance.

**WORKING TOGETHER AND TAPPING INTO OUR RICHNESS
THE BEST POSSIBLE OUTCOMES OF CONFRONTING SCARCITY (cont.)**

A caring economy is developed, where our society makes decisions based by considering its effects on the people, nature and the economic costs and benefits that allows movement to possibility thinking. Agencies are fully funded and staffed annually. Developing conservation methods and planning for future scarcity resulting in resilient healthy forests.

We appreciate the variety and concepts of scarcity in relation to the real world. There is a realization that the values or indicators one thought of causing scarcity are not important to our true values and beliefs. I am okay as a person. Regardless if I don't have everything I need because scarcity is okay. I will succeed and make my scarcity become plenty or be able to see the "brighter side" even when staying in scarcity.

There will be sharing! We develop a network of facilitators who have Bob's skills.

Return of wolves to the Deschutes National Forest.

Envision World Peace!

THE IMPOSSIBLE TASK

The Participants are assigned to four small groups, designated as Ranger Districts:
If the mission is outside their normal beliefs or experience, how can it be possible? The participants, in small groups are assigned to districts to do what would be considered to be "impossible tasks:"

Can Do Ranger District
Ants Ranger District
Ne Ne Ranger District
Solyent Green Ranger District

These districts are advised that they will experience a 30% reduction in funds available to perform their current workload. They are given this impossible task:

- * **How can you manage your District with 30% less federal funding, while keeping all programs, maintaining needed staff while fostering long term sustainability.**

The District Ranger assigns themselves as the facilitators of their staff, keeping neutral in the discussion. In order to do these tasks, we need to allow the individuals to express their disbelief, their worst possible outcome. It allows them to bring these fears to the surface, to expose them on the flip-chart, to release the tension and the disbelief

Once this is done, then the person will be willing to explore the possibility of doing it. This allows them to explore another possibility, to expend their "bubble of belief."

The Question:

What are the worst possible outcomes of this task?

BEING YOUR OWN FACILITATOR

I am often asked if a community leader, manager or team leader can facilitate their own group. My answer with caveats is yes. There are just too many conflicts in everyday activities to be always bringing in an outside facilitator.

You must first decide if the issue is one you have a deep interest in, or that you have a strong opinion about. If neither of these is true, then do the following:

1. Advise the group that you are stepping aside as their leader today, and acting as a facilitator for them. In other words, you change hats.
2. Lead the group through one of the processes you learn from this book.

If, either before, or during the discussion you find yourself having strong opinions about the issue as a member of the group, let them know that at the end of the talking circle.

3. Let them know you are changing hats again, and want to speak and provide an opinion as a team member.
4. Give an overview of what you heard in the talking circle so they know you heard what they said. Then provide your opinion.
3. Then trade hats again and continue to facilitate.

In some instances you will feel that the decision to be made is yours. Let your group know that before you facilitate them. "I want your help with a decision I am making. I will present it to you, and then facilitate your input on how I can make sure this decision will serve all of us effectively."

1. State the policy, decision, direction as clearly as you can.
2. Tell the group you will now facilitate their input. (Change hats)
3. Ask them to answer two questions:
What did you hear me present?
How do you feel about this decision?
Use the talking circle for this activity. Listen well, because they will provide you some beginning input, but understand they are also checking to see how honest they can be.
4. Tell them what you heard them say, without judgment or defensiveness. This is the place where they will decide if you want to hear their honest opinions.
5. Ask them to express their answers to the question:

What are your worst possible outcomes (or deepest concerns) of this decision (policy, direction)?

Again, listen deeply to them. You may also want to record these to a flip chart as a record of the possible failure events.

6. Tell them what you heard, and if you want, have them record your worst fears.
7. Ask them to record on a 3 x 5 card the answer to this question:
Working together on this, what will be the best possible outcomes you want from this decision (policy, direction)?
Notice that they will get silent as they deliberately record their best possible outcomes.
8. Record these best possible outcomes to the flip chart, with each person presenting them in turn. **Include yourself at the end of the talking and recording circle.** These best possible outcomes are a purpose statement that represents the entire team.
9. Ask the group to provide you advice and recommendations on how this decision could be implemented and make the purpose happen.
What strategies or actions will foster our best possible outcomes?
Facilitate a talking circle where all get to speak. Do not provide our input on this, just listen.
10. When all have spoken, have them record the answer to this question on a 3 x 5 card.
What strategies and actions did you hear that you agree with?
Then record these answers to the flip chart so they can be seen. If you want, you can also record the ideas you heard that you agree with. But, speak last.
11. Have the group provide you some final advice, answering these two questions:
How do you feel about this meeting?
What is your advice on the next step to take?
This is a closure on the session. Make sure you also answer these questions. At the end provide your summary of what you heard, and tell the group what you will do next.

In doing this be prepared for three things, at least:

You will be affected by what you hear, and will adapt your decision based on what you heard.

You will hear a variety of good strategies, and advice that will make you successful with the decision.

You will get strong support from the people involved in the meeting.

If you are too deeply involved in the issue of conflict, then either use a facilitator you trust from our own group, or get someone from the outside. This should happen in a small percentage of your issues.

CREATING A NATIONAL FOREST AND its RANGER DISTRICTS

A mythical National Forest, River City N.F. is created with 4 Ranger districts. A facilitator (This district Ranger was selected for each community. The facilitator managed a full process to help the District confront and resolve this scarcity. The Districts operated separately.

This task allowed the participants to fully facilitate a process on their own, to demonstrate their skills and abilities to foster consensus.

Each District was facilitated through the following process:

1. What is the situation in your Ranger District and how do you feel about it?
(Talking circle only.)
2. What are the worst possible outcomes of this situation? (Recorded directly to the flip charts.)
4. What are the best possible outcomes of working together and tapping our richness?
(Recorded on 3 x 5 cards, then to flip charts.)
5. What are all the reasons it is impossible to do this task? (Recorded directly to the flip charts.)
6. What are the new beliefs and behaviors to foster the best possible outcomes?
(Recorded on 3 x 5 cards, then to flip charts.)
8. What are the strategies and actions we can support?
(Talking Circle, then recorded to cards and to the flip charts.)

THE WORST POSSIBLE OUTCOMES OF SCARCITY

(As you read this, ask yourself.... how much of this is already happening? This is a measure of the self fulfilling prophecy being actualized.)

FOR THE AGENCIES:

There will be the failure to live up to what we stand for ~ like healthy ecosystems. There will be the elimination of multiple uses and the abolishment or near abolishment of land management systems. We could see the complete loss of capacity to fulfill our purpose and we become irrelevant.

With the continued polarization the land and the wildlife that the agencies are mandated to care for suffer. The sole purpose of agencies is never fulfilled. As a result, courts have primary control over land management ~ not the agencies. Litigation continues.

FOR THE RANCHERS:

Ranching becomes unmanageable and the rancher goes out of business. They have to sell the land and get such a bad price for it that they can't make it economically after that. The ranch has to be sold, and lost to developers. The ranchers' family disintegrates.

There will be unhealthy relationships and unhealthy range lands. The family loses the farm because future generations don't want the hassle. So really, we will not be able to pass the land on to the next generation. Someone from either side hurts or kills another person. It will be the loss of an American icon. Food prices sky rocket.

FOR THE ENVIRONMENTALISTS:

To realize we have lost a voice. Laws are changed, we have no voice and we lose a lawsuit. Limited resources are wasted. Increase of rules equals loss of freedom! We could destroy a family and the outcome is pointless.

There will be loss of natural resources and loss of species, plant, animal or bird. There will be no change in livestock operations which leads to threats of violence and loss of access to the lands. There will be a decrease in public lands.

Polarized positions reduce the possible solutions. There will be loss of creditability on all sides. We could see the destruction of morale in the agency, destruction of the community, loss of constituency and loss of respect. Reputations are destroyed. It will be a downhill spiral.

THE WORST POSSIBLE OUTCOMES OF SCARCITY (cont.)

FOR THE COMMUNITY:

Unhealthy landscape as well as the health in the community could be degraded. We don't have private ranches on the landscape and the ecosystem loses functionality. Private ranches would be replaced by ranchettes and the habitat suffers. We would not have private ranches on the landscape and hope is lost. No one cares.

There will be stagnation in the communities. The community would be splintered and really broken so that nobody would get what they really want. Nobody would want to work together.

We will see a total loss of the resources because of no change on the resources. The community would have violence and the division causes abuse on the land and to people. That there is an urban kid that never has the opportunity to sleep under the stars or hear the coyotes.

That management does not change.

BEST POSSIBLE OUTCOMES IF PEOPLE WORK TOGETHER A SUMMARY

People are working together on lands to achieve success for all parties ~ resulting in sustainable healthy lands and a community where people are connected and there is vitality.

There is trust, and increased social richness and respect. There are healthy sustainable community relationships and natural resources.

The community is built and strengthened resulting in the best possible use of resources, human and financial creating the environment we want.

Agencies, ranchers and environmentalists all come to an understanding of one another and create a possible community where stereotypical views are diminished.

Ranching survives and thrives. The environmental condition improves continuously. The best management is able to move forward that benefits the land and the wildlife.

Natural resources are meeting ecological objectives and multiple use is alive and well and secure into the future. We have created a unified approach to land management.

There are triumphant feelings of positive energy and “we can do it!”

Native Americans are recognized and honored ~ not overlooked.

THE BEST POSSIBLE OUTCOMES IF PEOPLE WORK TOGETHER

People are working together on lands to achieve success for all parties ~ resulting in sustainable healthy lands and a community where people are connected and there is vitality. A healthy abundant ecosystem managed by diverse groups who have built strong effective working relationships. Everyone is working towards the same goal. With collaborative management, it is an easy working environment allowing success to form as an end result.

There is trust, and increased social richness and respect. Agencies get along with respect and have productive careers. There is respect for the land and people. Native Americans recognized for their place with respect. There is a balance of power and needs are met. People respect each other and each others roles. There is positive gain on reputation.

There are healthy sustainable community relationships and natural resources. We have healthy communities and ecosystems and agencies that have fulfilled their purpose. Ecosystems are healthy, communities are healthy and there is richness on the planet. We are a strong community. Healthy relationships lead to healthy people, planet and profit.

The community is built and strengthened resulting in the best possible use of resources, human and financial creating the environment we want. We have a viable community, a resilient economy, sustainable ecosystem, strong community and defined sense of place. It is a community that supports and nourishes all.

Agencies, ranchers and environmentalists all come to an understanding of one another and create a possible community where stereotypical views are diminished. The ranches, the environmentalists groups, and the agency devise a mutually agreed land management plan and meet at least twice a year to discuss how well it is working and to decide adjustment for an increasingly well functioning ecosystem.

Ranching survives and thrives. Ranches have healthy lands, clean water, clean air, fat cows. There is a sound ranching environment. We have a long term sustainable ecosystem that also supports a viable ranching community who willingly shares the landscape with all people. Changes allow landscapes to recover and private ranches to be viable.

The environmental condition improves continuously. The environment has healthy lands, clean water and clean air. We look out and see a healthy landscape. The land is improving and people lives are more rich and satisfying.

The best management is able to move forward that benefits the land and the wildlife. Actual restoration takes place. The ecosystem becomes healthy, and wildlife prospers. There is a healthy sustainable landscape and wildlife population. The land and the people would be healthy and resilient. Improved ecosystem, health and greater values and benefits from the land.

BEST POSSIBLE OUTCOMES IF PEOPLE WORK TOGETHER (cont.)

Natural resources are meeting ecological objectives and multiple use is alive and well and secure into the future. All groups are satisfied with an outcome of how the land is treated and used. Private and public land ecosystem function and quality is improved and is so productive that the difference is obscured and not recognizable.

We have created a unified approach to land management. A balance would be created insuring the long term of the land, which in turn, meets the needs of the people. We can leave to our children and their children a sustainable earth and resources such as water, soil, clean air. There will be food for everyone!

There are triumphant feelings of positive energy and “we can do it!” Everyone is able to feel comfortable and speak their minds freely. There is World peace. Needs are met and peace is set. We have a good economy, peace and consensus. There is peace, love and plenty. All feel good and grateful for all. There is no conflict, consensus and everyone wins.

Native Americans are recognized and honored ~ not overlooked.

ALL THE REASONS A 30% CUT IS IMPOSSIBLE

CAN DO RANGER DISTRICT

We are already living and operating on the margin. Our work loads are increasing and there is even more paperwork. We can't get everything done right now without any cuts! They are wanting more with less.

Our morale is already at an all time low. This increased stress will cause health issues and lower productivity. There is too much inefficiency and we are already bogged down by the system.

It is not impossible.

ANTS RANGER DISTRICT

There is not enough money to meet the work load and keep the people and we are currently over tasked. We have already been cut to the bone. We can't do more with less and the Union won't stand for it.

Implementation would be a pain. You can't expect people to adapt to that. The cuts will cut morale. The local community will create a public out cry.

Nothing is impossible.

NE-NE RANGER DISTRICT

There is not enough participation. Too many meetings, projects, bosses, regulation, unrealistic protocols, endangered species, court orders, unrealistic special interest groups, congressional meddling, and retirements (loss of brain trust.)

Not enough money and too little time.

ALL THE REASONS A 30% CUT IS IMPOSSIBLE

SOLYANT GREEN RANGER DISTRICT

We have already been cut too much and that starts conflicts. We can't get work done with the budget I have now. Yeah...we're already behind as it is. Fixed costs are increased 70% of the current budget.

All of our present work is important. We're in analysis paralysis. If don't do current work and analysis, we get sued anyway, which will cost more money in the long run.

NEPA takes too long and it is too expensive. National Environmental Policy Act. It's a hard look at environmental consequences of an action.

NEW BELIEFS AND BEHAVIORS TO MAKE THE IMPOSSIBLE POSSIBLE

If we believe it is impossible, then there will be no effort to foster the desired outcomes. These statements, if continually expressed, “brainwash” those making them, and those hearing them. It will feel hopeless, not worth the time. Why waste time if we will just fail?

Doing the impossible requires that these beliefs become visible and conscious. Then we can look at them and ask if they are really true. It also allows us to consider and explore new and adaptive beliefs and behaviors that would make it possible.

Sound paradoxical? It is. If you believe it is impossible, then it will be. And you deny yourself a choice. But, if I can help you to consider what new beliefs and behaviors would make it possible, then you have a choice.

Human beings are constituted especially to do the impossible. To do what is possible is mediocre. To do the impossible requires excellence. We all have this capacity.

But, only if we give ourselves the choice. The participants are asked to record the answer to the following question on a 3 x 5 card:

The Question:

- * What New Adaptive Beliefs and Behaviors Will Make it Possible to Do this Task?**

The answers are then recorded to the flip charts.

NEW BELIEFS AND BEHAVIORS TO ADAPT TO A 30% CUT

CAN DO RANGER DISTRICT

Volunteers are standing by to help. That together we will figure it out because we each have part of the solution. Foster the ability to let go of some responsibilities and allow and trust someone else to take those on.

Be open to trying new ways of solving problems that we have not tried before. Nothing is sacred ~ all options on the table. Learn to listen with an open mind and to trust each other and outsiders; bring partners (publics) to help problem solve.

Collectively we can overcome our challenges. It might be possible and I accept the challenge and I will work collaboratively to meet our task. How have others districts done it? Foster partnerships and trouble shoot and use strategic thinking and strategic communication.

We can prioritize our work with optimism and teamwork. We can use time management. We can grow the volunteer program, get grant money, form inner agency partnerships and prioritize work. Grant dollars are abundant.

ANTS RANGER DISTRICT

Be optimistic. Have a “can do” belief and attitude. Know that there is a solution and consider the options. Believe in abundance and notice opportunities. Realize that nothing is impossible.

Many hands make light work. All of us are smarter than one of us. There is no such thing as a dumb idea. There are many solutions ~ our job is to pick the best. Creativity will be highly valued.

Learn time management skills. Use time management skills. Everyone is available to do any job. Staying positive and working as a team is the answer. Work as a team within and outside of the district. Make it community based. Farm out staff for contract dollars.

NEW BELIEFS AND BEHAVIORS TO ADAPT TO A 30% CUT (cont.)

NE-NE RANGER DISTRICT

Believe that we are creative enough to make it happen successfully. I can find 30% efficiency in my work and I will share and work to help others find 30% in theirs. Believe that there is enough time, money, man power and diversity fostered by the community for 70% allowance.

Open your heart and mind to your spirit animal and let that animal guide your path. Everyone needs an animal that is open to the belief that anything can be accomplished with a positive attitude and lots of creativity.

Reward new ideas that work. We are going to cut expenses by 30% and/or find income possibility. Foster more of a rationale way of looking for an actual possibility to make this work. Cut salary at 10%, expenses at 10% and increase efficiency.

Include budget and administration staff on all team engaged in value added efforts. We can all give up one week of pay. That would be the point there I will voluntarily retire. Tanker is hired by the BLM.

SOLYANT GREEN RANGER DISTRICT

Trust that the group can solve the problem. Expect the group to be responsible and respect each other to follow through on proposals and new ideas.

Develop new ways of motivating and rewarding employees. Increase and reward productivity of staff and eliminate frills i.e. long coffee breaks, long lunch hours and office parties. Work together sharing resources; collaborative seasonal employees. Move into modular units.

We can make staff meetings more efficient. Focus on mutual purpose versus individual programs. Communication, understanding, restraint, and being open minded. Find ways to increase cooperating with each other. Collaboration.

Train all employees to have good writing skills and critical thinking skills. Increase computer and software skills. NEPA training.

Steal a “chair.” Ask for more money & fight the cut.

STRATEGIES AND ACTIONS TO MAKE THE IMPOSSIBLE POSSIBLE

Once we have acknowledged the disbelief, all the reasons the best possible outcomes are impossible, then we can explore the opposite point of view. This provides for the stretching of the "bubble of belief" that the participants have. If it is truly impossible, then how can we overcome this?

To ask the question is a paradox. If it is truly impossible, then how can this question be asked? The answer is; because we are human beings. We are designed to do the impossible. Asking the question creates that unfinished space that the mind must close somehow. It is creative tension that must be released, can only be released by finding an answer.

If the answer is "I don't know!" then I will ask..... "If you did know, what is the answer?" This recreates the unfinished space, the need for closure. Ultimately, the group will come up with answers.

1. The participants are first asked to respond to the question without recording. The participants each express and explore strategies and actions, with the others listening. This allows the brain to respond to the "vacant space" in the safest possible environment. Each expression allows others to think of new ideas. The process builds on itself, creating a sense of consensus.

The Question:

*** What Are the Ways We Can Make the Assigned Tasks Possible?**

It is normal for the participants to forget to speak in turn. When a person speaks, they will disagree, or raise impossible questions. They may want to add an idea to another persons'. Or, they may want to brainstorm. This actually slows down the process. It focuses on one or two people, allowing others the opportunity to avoid the pain of thinking deeply, creatively, a somewhat frustrating and painful process. I will normally stop the groups, and remind them to speak in turn, to listen with respect, to suspend judgment.

2. When all have spoken, the participants are then asked to answer the question:

The Question:

*** What Did You Hear from Others That You Liked, and What Additional Ideas Did You Think Of?**

STRATEGIES AND ACTIONS TO MAKE THE IMPOSSIBLE POSSIBLE (cont.)

This requires that the participants listen, and be able to describe the ideas they liked from others. This begins to build the needed consensus. It also recognizes that, as we listen, we get additional ideas. This is especially true if we have already spoken and been listened to.

3. These two activities allow for the needed intense and deliberative discussion. The participants are now asked to record the ideas they heard and would support on 3 x 5 cards, and record them to the easel. They are encouraged to use their ideas as well as others, to integrate them.

The Question:

- * **What Ideas Have You Heard (Yours and Others) That Would Successfully Foster the Best Possible Outcomes? Integrate Ideas, Record Them Fully.**

Normally, the ideas recorded to the easel will be similar, within groups and between groups, so that two or three major strategies will emerge that are supported by all groups and participants.

OUR STRATEGIES TO SURVIVE A 30% CUT

CAN DO RANGER DISTRICT

Assess work processes to identify areas in which efficiencies can be achieved.

Assemble the district staff in a series of meetings to review the overall management process and design a more adaptive system for it.
Ask each employee how they would cut percentages of their daily cost in salary and fixed cost.
Hire “flexible” employees like a silvaculturist with not enough hours to supervise volunteers.

Utilize business methods to define objectives work processes and allocation of resources.

Research what has been done in other ranger districts.
Develop analytical process and strategy to reach the 30% goal.

Establish a training program to increase the skill level of employees.

Put NEPA training into effect.

ANTS RANGER DISTRICT

Use a project planning process.

Evaluate goals for efficiently and how effective the goals would really be (avoid unnecessary projects).
Review RMP projects and budgets to ensure they are achievable, realistic and meet our goals and objectives.

Identify teams travel and coordinate together (save gas, time and disagreements.)

Cut costs through greater efficiency and conservation.
Bring in more outside dollars through grants, reimbursements, farming out staff, cost shares, selling surplus, renting out facilities.

Work collaboratively with the other 3 ranger districts.

Zone across the forest.
Involve partners, the community and volunteers with information needs and strategies for their involvement.
Meet with 3 other districts and share people skills across boundaries to meet targets.

Don't do anything stupid.

Only do the work we have to do, not what we would like to do, use details for remaining unfunded employees.

Become Greener!

OUR STRATEGIES TO SURVIVE A 30% CUT:

NE-NE RANGER DISTRICT

Start all over.

Go to the source of the problem to find out how to solve it.
Begin with a brutally honest evaluation of purpose and goals including all staff (clerical, administration and technical.)

Empower teams and brainstorm with the full staff.

Review general and specific district objectives and organizational structure.
Identify actions, efficiencies and new monetary sources to meet the 30% while keeping all programs and staff.
Involve all staff in solutions.

Institutionalize teamwork including community members.

Define or redefine short term and long term purpose.
Design and carry out programs to partners with NGO's. Coordinate with partners to lobby for additional resources.
Look towards university graduates and human resources and grant funds.

Bring in an outside professional auditor to conduct a full blown audit of just about everything.

Take an audit = an evaluation of everything.
Conduct an audit and inventory of assets, capacities, limitations and expertise.
Good accounting of assets, like money, vehicles, fixed costs.
Inventory/audit of existing personnel, equipment, programs, funding sources.
Sell off excess inventory.

Manage for 210 year sustainability. Develop bio-fuels.

OUR STRATEGIES TO SURVIVE A 30% CUT (cont.)

SOLYANT GREEN RANGER DISTRICT

Involve everyone in developing the strategies and actions.

Invite interest groups to participate and meet frequently throughout planning and implementation of projects.

Talk to employees.

Review our purpose. Review and clarify purpose.

Creating a strategic action plan that clearly states the group purpose.

Identify priority works and emerging issues.

Identify the right person for the job.

Develop an action plan (tasks, responsibilities, and dates due.)

Identify and reduce waste.

Set up a method of monitoring our progress.

Build self and group monitoring into the process.

Monitoring progress.

Everyone establish an individual plan to reduce costs.

Make people accountable ~ they are more likely to carry out a task.

Set goals and timelines.

Gather commitments from individuals to how he/she can contribute reasonably to the groups goals (to maintain accountability and discover groups strengths and weaknesses.)

THE BUFFALO RANCH SITUATION

On the third morning of the workshop, the group focused on a situation that is common in the West. Ranchers and Environmentalists are in conflict over the grazing of public lands, especially those in or adjacent to specially designated areas. A participant in the workshop is a Rancher in the Upper Missouri Breaks area, and is attempting to be pro active in engaging with those who have concerns about this grazing issue.

The day started with a panel of 6 people. Two provided the history, social background and relationships conflicts with the issue. They then facilitated a listening session between two ranchers, an environmentalist and a BLM employee on the situation as it is at present.

The Questions:

What Is the Situation?

How Did it Get to Be That Way?

How Do You Feel about It?

When the panel members had all spoken and been listened to, they were honored, then returned to their small Ranger district groups from the previous day. The panel members served as facilitator of the group.

The group members answered the same three questions above, listening to each other with respect.

Prior to starting this activity, the Best Possible outcomes from the previous day were read off to the group. (Page 56)

The Groups were all facilitated through this process:

1. What are old beliefs and behaviors that you need to set aside to do this impossible task?

Recorded directly to the flip chart.)

2. What new beliefs and behaviors will foster the best possible outcomes?
(Recorded on one side of a 3 x 5 card.)

3. What new strategies and actions can you take in the next 6 months to foster the best possible
Outcomes? (On one side of a 3 x 5 card.)

4. What new strategies and actions can you take in the next 6 months to foster the best possible outcomes? (On the other side of a 3 x 5 card.)

Steps 3 and 4 were read off in the groups.

OLD BELIEFS AND BEHAVIORS TO SET ASIDE

We know how another person feels.

It can't be done! Belief in impossibility. Belief that what is impossible is impossible. Collaboration will never reach a level of consensus that will meet everyone's needs and values.

It's always been done this way. There is no reason to change because it's the way we have always done it.

My views are right and others are wrong. That I, on my own, can effect the positive healthy change I seek for the ecosystems. That if I work hard enough or long enough, I can achieve the best possible outcome.

The belief we know all the answers and that there are groups and persons not as capable as me to achieve best possible outcomes. I am the only one who knows what is best for everyone. If everyone would just listen to and follow me, the issue would be resolved.

Only I can make this successful. I have the most rights to use the land and I have the best ideas of how that land should be treated and used. Not trusting others to represent my interests as well as their own.

The intolerance of others views and an unwillingness to include and listen to people who hold different views. If you don't have something nice to say, keep it to yourself.

Some people are smarter than others. Some people are idiots and can/should be considered irrelevant. To set aside the belief that people with opposing opinions have no feelings and are basically myopic thinkers.

That one side must win and the others must lose. All or nothing is the only way. For me to get what I want, others have to give up what is most important to them. We need less people in the decision process.

The "other side" will never come to the table. The belief that there are individuals I can't work with. That those who hold strong views that are contradictory to mine, are out to destroy all my values and the things I've worked my whole life for and hold dear.

We don't have enough time money or power to make change happen. Belief that commodity interests only care about money and that any commodity derived from the landscape is inherently BAD.

OLD BELIEFS AND BEHAVIORS TO SET ASIDE (cont.)

Belief that everyone sees the riparian condition the same. Belief that person interests are most important. Humans have a right to use the land disrespectfully. Wildlife do not have an equal right to exist on this planet...that animals do not have rights.

Agency folks are out to shut down my ranch. Agency specialists are not useful, don't care and are lazy. We can't change how we manage the land and how agencies operate. We agency people know best. Washington knows best or is in control. Resource agencies are controlled by resource exploitation. That the government has to change or Best Possible Outcomes are not possible.

Environmentalists are inflexible. Ranchers and environmentalists don't really care about the land. That the majority of environmentalists cannot be brought to understand what ranching involves. Environmentalists are radicals who don't care about ranches. Environmentalists are crazy. Environmental laws are unfair.

Ranchers are inflexible. Ranchers are out just for themselves. Ranchers have an expectation of entitlement. My children will not want to ranch. If cattle continue to graze, the environmentalists Best Possible Outcome is not possible. Grazing is a right. Grazing is bad.

Ranchers are destroying the resources. The stereotypes that cities and urbanites are all evil and that all ranchers are entirely virtuous. The majority of ranchers cannot be environmentalists in the best sense of the word.

Belief that I have no negative beliefs or values. Native Americans are irrelevant. Everyone is treated as equals no matter gender, looks or color, their beliefs or heritage. Native American rights and recognition. All men are not created equal needs to be put aside.

Stereotyping must be put aside. Today's whites are responsible. Tattoos are not always an indication. That if you work in an industry that makes a living off the land you support a "rape and pillage" doctrine.

NEW BELIEFS TO FOSTER THE BEST POSSIBLE OUTCOMES
(A Summary)

“The only thing which will move us out of polarization and help us to collectively achieve our goals is collaboration and consensus. Seek first to understand than be understood.”

Not to bury the past but honor it and apologize for it in some instances.

We can work together and we must work together.

That opposing groups honor you and want to work toward consensus.

Work and learn together.

We can choose to create the impossible.

We have more in common than not and that we want many of the same things.

Every person has input that is worthwhile.

All interests and perspectives must be heard, respected and included.

All views have value and purpose.

All parties are sincerely invited to participate in the decision.

We each take responsibility for decisions, the outcome of the decision and then adapting.

Education of natural resources must be as important as species preservation and regulation.

Grazing is important to healthy land management. Environmentalists care about people and natural resources. Cattlemen are excellent stewards of the land.

The belief that management should be based on legitimate scientific information. That we need less decision making from the top and more from the ground up.

Be happy and have respect for all.

Golden Rule replaced by Platinum rule “do unto others as they would like to be treated.”

NEW BELIEFS TO FOSTER THE BEST POSSIBLE OUTCOMES

“The only thing which will move us out of polarization and help us to collectively achieve our goals is collaboration and consensus. Seek first to understand than be understood.”

Not to bury the past but honor it and apologize for it in some instances.

We can work together and we must work together. People with great differences in values and opinions can work together and make the county a better place. Our first reaction is to work as a group and to serve each community interest and goal.

That opposing groups honor you and want to work toward consensus. Working together towards a common goal leads us into brand new territory and new solutions. Continue working in collaborative efforts until the cows come home (if necessary.)

Work and learn together. Field trips, workshops, consensus efforts to move forward and solve complex resource issues. Solutions are possible through working together. The belief that all is going to burn up so we better work together for what is left.

We can choose to create the impossible. The belief that each of us is too insignificant to enact change. There is strength in diversity. The impossible is possible. Impossible is possible. “It can be done!”

We have more in common than not and that we want many of the same things. People need to have an open mind with no preconceived prejudices. We must understand each other. The notion that we are drastically different.

Every person has input that is worthwhile. Consensus starts with inclusiveness and outcomes include everyone’s comments, not just the ones everyone could agree to. Everyone has an equal right to have their views represented. We have equal say in the collaborative process.

All interests and perspectives must be heard, respected and included. Truly listen to the younger adults. Listening must increase 100-200%. A new belief should be that all interested stakeholders have an equal voice at the table.

All views have value and purpose. It is important and most effective to be inclusive. The other side will/can be represented at all meetings.

NEW BELIEFS TO FOSTER THE BEST POSSIBLE OUTCOMES (cont.)

All parties are sincerely invited to participate in decision. Invite all interests to the table especially those on the other end of the spectrum from ours with opposing beliefs. Every word is taken and not put down. The collaborative process starts with all interested parties at the table.

We each take responsibility for decisions, the outcome of the decision and then adapting. We act as if our own survival depends upon the survival of the landscape and the community. Trust each other to do what we say. We can all survive and even thrive together.

Education of natural resources must be as important as species preservation and regulation. That people on all sides of the issue should become broadly and deeply educated and have experience in the key aspects of the situation such as in ranching life, in ecology, in outdoor recreation hunting, fishing, birding, hiking for example.)

Grazing is important to healthy land management. Environmentalists care about people and natural resources. Cattlemen are excellent stewards of the land. That farming and ranching are critical to our world's future. Many landowners love and revere their land and all that lives there ~ animal, plant, rock and stream.

The belief that management should be based on legitimate scientific information. Focus on the land ~ not history, attitudes, passions, biases, opinions, likes and dislikes.

That we need less decision making from the top and more from the ground up. Question authority. Women have equal rights as men, allowing them to have balanced job opportunities and freedom of speech.

Be happy and have respect for all. Always stay open to new ideas. Collaboration is the key. Litigation becomes very last possible effort and a group must prove it has no other choice. Create monetary value system for water.

Golden Rule replaced by Platinum rule “do unto others as they would like to be treated.”

STRATEGIES AND ACTIONS TO TAKE IN THE NEXT 6 MONTHS

Do a grounding.

Create an atmosphere for better relationships and trust.

Build trust. Being able to come together and collaborate. Start building and strengthening relationships. Begin to walk in each others shoes.

Use this consensus process in Grant and Harney County collaborative groups to release anger and build trust.

Without hurry, set up a meeting to discuss issues ~ not the main issue ~ a get acquainted issues.

Quick assessment, participants, issues. Inventory resources, interested parties and stakeholders. Starting the process very quickly. Aiming for quick, positive results, even if relatively simplistic.

Interview to determine the issues and individuals who need to be included in a collaborative process. Assigning a proxy at collaborative meetings to represent essential voices that are not present for whatever reason.

Develop with input from a number of different groups a list of people who would be good representatives and willing to work with a collaborative group.

Collaborative groups form. A collaborative group representative of all views. Get group project or monitoring to help bond group and show immediate success. Begin making contacts with each stakeholder group to initiate consensus building. Form a small core group and then expand to develop relationships; a vision and a purpose.

Reach consensus on the vision.

Vision with consensus. Come together and talk of what they want out of it or how they think they can solve it.

Explore new and effective ways all groups can be heard and included.

Total collaboration with everyone at the table. All groups and ideas have representation.

All parties involved have agreed upon purpose and plan to work adaptively toward a properly functioning ranching and ecological situation.

STRATEGIES AND ACTIONS TO TAKE IN THE NEXT 6 MONTHS (cont.)

Develop a proposal that all districts in all regions of USFS and BLM will institute consensus institute processes for all groups.

Develop a tool that enables a decision to be evaluated whether collaboration is needed. Identify the purpose in collaborating.

Establish a plan and establish objectives.

Identify parties to involve and develop a plan including measurable outcomes and staffing. Determine purpose.

Develop plan in 6 months. Begin to develop plan.

Within 2 weeks develop a collective statement on purpose by holding a consensus workshop in Jackpot Nevada.

Evaluate what is really important and get the rest of the bull shit out of the way.

Introduce that there actually is a conflict to those who don't know and find an aspect that all diversity can agree on.

Identify conflict and task. Examine the beliefs and behaviors that are causing undesired outcomes and commit to replacing those.

Make contact with those who are in opposition to you.

Get folks out on the ground.

Get out on ground to discuss resource issues with the whole group (precursor to developing objectives.)

Finding a "common enemy" to attack so team building can start.

Get out on the ground "in the school" to identify the issues and conflicts. Look at WPO and BPO. Get out on the ground. Get out on the ground with essential interests.

Get the issue "on the ground" right away. Begin some field work recognizing that we will see little result in project; because 6 months does not encompass one agency cycle as a pilot project.

Collect baseline data/demographics.

Base line natural resource data base. Data gathering base line.

Gather details of who is involved; geographic locations, communities, demographics, ranches, groups and issues involved.

Check in monthly or bi monthly for progress reports.

STRATEGIES AND ACTIONS TO TAKE IN THE NEXT 6 MONTHS (cont.)

Celebrate successes. Get together.

Show success in a particular in need area to resolve a conflict.

Do case study ecological analysis of what collaboration did for a district that used it and one that did not that have similar ecological concerns.

Inform the new administration in helping with a new holistic approach to range issues.

The collaborative consensus process becomes institutionalized in agencies. Each of us do an internship with Bob, Mike, and/or Laura facilitating the process.

STRATEGIES AND ACTIONS WE SUPPORT IN THE NEXT 5 YEARS

Have a good start on actions.

Slow and steady wins the race.
Continue walking through the wind.
Move forward to accomplish task and goals.

Build a truly collaborative group.

Form a group *and* realize the first group will go slow, but that once trust and operating agreements are established it will go faster.
Identify the group and use “representation of views” of missing stakeholders so the group can move on to develop a strategy.
Have a strategy to stay connected that is not too time consuming. Continue to build relationships and together develop strategies and actions.
Start a larger group across the county to address the government process that does not work.

Reach consensus decisions on real issues with the collaborative group.

Use adaptive management and group consensus to make management changes and decision. Be adaptive in the purpose and flexible to adjust the situation at hand. Not to be one sided.
Continue to meet with all groups periodically even after consensus is achieved. Institutionalizing the consensus institute methodology into Natural Resource agencies (it becomes a regular way of doing business.)
Demonstrate at least 2-3 examples of success where consensus building achieved the BPO. Adopt processes that incorporate the practices of consensus building thru confronting and managing conflict.
Resolve the conflict. Review progress and change direction as needed to fulfill ultimate goals.

Assemble the district staff in a series of meetings to examine the overall management process (all the steps) and discuss how each step can be made more efficient and effective.

The steps: Have a basic objective, survey the forest, select specific management objectives, design a plan for achieving the objective, organize staff, equipment, materials, get approvals and permits, and public acceptance, do the work, measure results, evaluate results, and design better plans for next phase.

STRATEGIES AND ACTIONS WE SUPPORT IN THE NEXT 5 YEARS (cont.)

Grant and Harney County collaboratively are able to independently facilitate their own meetings.

Carry out the agreed upon plan, monitor results, evaluate results, modify plan and operations for future use.

Lay out a plan for specifics and work on one issue all would probably support.

Write a 5 year plan with specific objectives and measures of success. Be creative so the “planning process” is effective, or figure out a whole new way that works for the community.

Plan to include training, milestones and funding sources. Develop a 5 year plan with monthly check in. Implement plan. Set short term and long term measurable objectives that are mutually agreed upon and implement.

Adapt purpose of objectives if necessary. Change purpose if needed. Is plan still valid?

Do not get stuck in just planning!

Get out on the ground with groups identify issues.

Get out on the ground. Work on action items for on the ground projects. Get work done on the ground.

Meet annually to do a field trip, Interpret data and share that information on every 2 year field trips.

Monitor and get feedback for adjustment of goals and objectives.

Do periodic monitoring of outcomes, processes and participants. Monitor the process and results.

Establish indicators, monitor, and track trends. Be committed to purpose and self monitoring for effective adaptation.

Measure impacts. Keep track and be sure to maintain the goal actually presented at the end of the first 6months. Basically keep records and sensing in the order.

Have check points. Measure success along the way.

Create a method of ongoing communication.

Prepare for change and create a way to bring in new people keep all informed.

Give those who support you updates on progress.

Why we are doing this? Helps us understand and make our outcome happy or that everyone feels that they have been treated fairly. Show success.

STRATEGIES AND ACTIONS WE SUPPORT IN THE NEXT 5 YEARS (cont.)

Do a website development for sharing and displaying data.

Have a website with monitoring pictures.

Establish visual imagery technology to demonstrate change.

Establish a website reflecting quarterly research results, annual photos in specific locations, graphs, pie charts, blogs from the public that is constantly changing and showing progress.

Look for new support with new administration.

Reexamine the need to have so many federal natural resource agencies.

Get rid of comfy DC bureaucrats that are disconnected from reality.

Enjoying the new found mutual respect.

Continue working together building capacity as we resolve one issue after another. Resolve the “Klamath” for each State in the West.

Develop a national pilot project for collaborative success to use across the west.

Celebrate. First success...celebrate. 2nd success...celebrate.

Renew group commitment and celebrate again! Celebrate successes. Have milestones and objectives, and celebrate achievements. Produce newsletter and celebrate successes. Celebrate successes.

Celebrate the process and result and then move to a more substantive issue to work on.

A SCARCITY PROCESS AGENDA

STEP 1.FROM THE OLD TO THE NEW (OPTIONAL):

STEP 2.THE SITUATION - A PANEL:

- * WHAT IS THE FINANCIAL SITUATION YOU ARE, OR HAVE, CONFRONTED IN YOUR ENVIRONMENT? (EXTERNAL)**
- * WHAT IS THE FINANCIAL SITUATION YOU ARE, OR HAVE CONFRONTED IN THE DISTRICT? (INTERNAL)**
- * HOW DO YOU FEEL ABOUT IT?**

STEP 3.THE SITUATION - GROUP:

- * WHAT DID YOU HEAR OR LEARN FROM THE PANEL? (EXTERNAL OR INTERNAL)**
- * WHAT IS YOUR VIEW OF THE FINANCIAL SITUATION?**
- * HOW DO YOU FEEL ABOUT IT?**

STEP 4.THE SITUATION - GROUP RECORD AND REPORT:

- * WHAT IS THE EVIDENCE OF SCARCITY IN THE EXTERNAL/INTERNAL ENVIRONMENT HEARD FROM OTHERS?**

STEP 5.THE EVIDENCE THERE IS PLENTY

- * WHAT IS THE EVIDENCE THE PUBLIC HAS THAT EDUCATORS STILL THINK THERE IS PLENTY? (EXTERNAL)**
- * WHAT IS THE EVIDENCE THAT EDUCATORS STILL THINK THERE IS PLENTY? (INTERNAL)**

STEP 6.THE WORST POSSIBLE OUTCOMES:

- * WHAT ARE THE WORST POSSIBLE OUTCOMES OF NOT ADDRESSING, CONFRONTING, OR ADAPTING TO THE ISSUE OF SCARCITY?**

STEP 7.A SCARCITY EXPERIENCE (Page 62)

A SCARCITY PROCESS AGENDA (cont.)

STEP 8 LEARNING FROM THE EXPERIENCE:

- * WHAT ARE THE BELIEFS AND BEHAVIORS THAT YOU OBSERVE IN TIMES OF PLENTY?**
- * WHAT ARE THE BELIEFS AND BEHAVIORS YOU OBSERVE IN TIMES OF SCARCITY?**

NOTE: AT THIS POINT THE PROCESS FOR STEREOTYPES MAY BE INSERTED (STEPS 1-7), OR THE PROCESS CAN CONTINUE TO STEP 9. TIME IS NORMALLY THE DETERMINING FACTOR, ALTHOUGH INTENSITY OF CONFLICT CAN BE CONSIDERED.

STEP 9. THE BEST POSSIBLE OUTCOMES:

- * WHAT ARE THE BEST POSSIBLE OUTCOMES OF TAPPING OUR RICHNESS IN CONFRONTING AND ADAPTING TO THE SCARCITY?**

STEP 10. IMPOSSIBLE QUESTIONS - TAKING CONTROL OF OUR OWN DESTINY:

- * AS TEACHERS, WHERE WOULD YOU WANT THE DISTRICT TO INVEST THE 3% OF OUR RAISE WE DON'T GET?**
- * WHAT IS a NEIGHBORHOOD TRANSPORTATION SOLUTION FOR THE SITUATION WHERE THERE IS NO LONGER BUS TRANSPORTATION, AND WHERE THE CHILDREN WILL BE EDUCATED AS THEY ARE TRANSPORTED?**
- * HOW WOULD YOU DEVELOP a NEW NEIGHBORHOOD SCHOOL WITH NO MONEY?**
- * AS HIGH SCHOOL STUDENTS, HOW WOULD YOU RAISE MONEY TO PAY FOR YOUR EDUCATION: FRESHMAN 5%; SOPHOMORE 15%; JUNIOR 25%; SENIOR 50%?**
- * WHAT ARE THE CONDITIONS UNDER WHICH SENIOR CITIZENS ARE WILLING TO GIVE MORE MONEY TO THE EDUCATION OF THEIR GRANDCHILDREN?**
- * WITHIN FIVE YEARS, HOW CAN THE SCHOOL DISTRICT BE FINANCED 100% LOCALLY?**

A SCARCITY PROCESS AGENDA (cont.)

STEP 11 AN ADAPTIVE MANAGEMENT STYLE:

- * WHAT EXISTING MANAGEMENT BEHAVIORS AND BELIEFS ARE STILL ADAPTIVE IN THE SITUATION?**
- * WHAT MANAGEMENT BEHAVIORS AND BELIEFS ARE NOT ADAPTIVE AND NEED TO BE SET ASIDE?**
- * WHAT NEW MANAGEMENT BEHAVIORS AND BELIEFS MUST BE "VALUE ADDED" TO ADAPT TO THE NEW SITUATION?**

APPENDIX

NOTE: THE FOLLOWING ACTIVITIES ARE TAKEN FROM OTHER INSTITUTES TO BE USED AS EXAMPLES OF ALTERNATE APPROACHES FOR CONFRONTING SCARCITY.

THE PERCEPTIONS AND ROLES WE WILL FOSTER FROM OUR RICHNESS

At least part of the relationship problem between the educational leaders and the community consists of the differing views and expectations we have of each other. We often have negative expectations of educators that are different than their positive expectations of themselves, and they have more negative expectations of the community than they have of themselves.

When perceived scarcity exists in resources, then the others are seen in their worst possible light. They are seen in their weaknesses rather than their strengths. They are seen as "taking away" rather than "adding to." The result is that the community trivializes itself, reduces its perceptions to the lowest common denominator.

Only rarely do we discuss, or explore the expectations that we can have of each other. Rarely do we explore the strengths, or the "richness" that we bring to the situation. What is it that we "add to" the situation?

In this task we explored the positive stereotypes, the expectations, roles, or perceptions, we will need to have of each other to confront the issue of scarcity. We describe the "richness" that each group brings to the situation.

THE QUESTION:

*** WHAT IS THE RICHNESS EACH GROUP BRINGS TO THE SITUATION?**

Positive expectations can be developed for relationships as "positive stereotypes". These best outcomes of relationships can affect the beliefs, strategies and behaviors of the groups. They can affect relationships so that there is an open and honest information exchange which may foster the best outcomes of an issue.

Developing these positive perceptions creates an opportunity for a "paradigm", or belief, shift which can positively affect the relationships of the parties.

But, it is "I" who must change my views of others, if there is to be change. I cannot get others to change their view of me unless I begin to acknowledge the possibility of their positive stereotype.

THE RICHNESS EACH GROUP BRINGS TO HELP SOLVE THE SCARCITY ISSUE

THE PARENTS:

- ☐ **The primary resource parents bring is love for the children.** Because of this, parents are willing to create a group of parents, teachers, and students to creatively solve problems we have. Parents can give the time to help the school through it's scarcity problem by volunteering to work with kids and to give staff break time.
- ☐ **Parents can assist with clerical tasks from home such as putting together the monthly newsletter.** They can organize a parent resource group to assist with tasks like parking lot duty, hall duty, study hall monitoring, library and tech. They can also become lab aides in classrooms as requested.
- ☐ **Parents can do advocacy for schools and promote teacher recognition and celebration.** They can see if there is anyone in our parent community who could offer professional opportunities such as counseling and show that they are concerned for our teachers. Some parents could talk to the state department to see if we are tapping all the resources that are available.

BUSINESS:

- ☐ **Business will help develop instances to celebrate improvement.** Business can provide onsite educational experiences and mentors. They can be involved with this school to begin to move to invite and embrace a broader view of improvement. They believe assessment means improvement.
- ☐ **Some businesses would be willing to commit to pay for 20 hours of an employees time to volunteer at a school for a month.** My business would like to commit space in our weekly advertisement to serve as a communication link between the school and community.
- ☐ **As a business owner, I will establish a shared workforce so that our employees strengths will complement each other.** Business could only employ people whose children only go to public school. Business will be volunteering to serve in any capacity to provide insight on how our business has health with good times and bad times.

**THE RICHNESS EACH GROUP BRINGS TO HELP SOLVE
THE SCARCITY ISSUE (cont.)**

TEACHERS:

- ☐ **We're on the front line and know the heads of the students.** As an experienced teacher I can work with new teachers. I can make site visits to all my students homes to help parents feel more connected and welcome in our school.
- ☐ **Maximize the opportunities for students to use real life skills to help solve scarcity problems.** Have kids build stuff for the school. Teach my students responsibility to clean up after themselves and respect the facility.
- ☐ **Seek alternative funding and grants.** We know how to get freebies. Use community members as mentors and volunteers and utilize foster grandparents. Use previous students as assistants and develop school business partnerships. Make a cognizant effort to reduce waste in the classroom through conservation.

SUPPORT STAFF:

- ☐ **The support staff are "in the trenches" interacting with the public a lot.** They have a different view because they see the parents come to the office and the community use the building. They have connections with the community that are not always viable.
- ☐ **We are your best marketers.** We shop in the grocery stores. We talk to our neighbors. We answer the phones and we can promote understanding in the community. We know where the trouble spots are.
- ☐ **Kids view us differently - as non threatening.** They will share things with us...personal problems, things they like, things they feel positively about. Kids look at us in one way. They don't have to respect us, but...they will stop by my house. They interact. They recognize us differently.
- ☐ **We do more than you expect of us.** Longevity and devotion. It's about time you asked us. We can teach you how to serve the customer.

**THE RICHNESS EACH GROUP BRINGS TO HELP SOLVE
THE SCARCITY ISSUE (cont.)**

STUDENTS:

- ☐ **We'll be there if you listen to us.** Lighten up and understand with fairness. The adults don't get it. We want to be heard. "Don't lecture us, listen to us!" There are too many rules around here, and I feel dissed.
- ☐ **Students have the most to lose - and have the highest investment.** We know what the problem is. We have an approach that is not colored by history or by what has or has not worked in the past. We bring a different unbiased perception.
- ☐ **Students bring energy - much more so than the other groups.** We control the culture, and because of that we are the most effective change agents. Nothing is impossible, we're immortal. It sucks to be you.
- ☐ **Students can help adults focus on what matters (richness vs monetary resources.)** We can see thru the hypocrisy and bullshit. We know what teaching works. We know what teachers respect us - we know where respect is in the building.)
- ☐ **Remember what you most remember about your school experience.** It won't be the content; it's going to be something that someone did or did not do to or for you. It's about self worth and confidence.

SENIOR CITIZENS:

- ☐ **Senior citizens have time to give.** Volunteering will enhance programs and we have the ability to organize fund raisers. I am a retired teacher and I'd like to help in the classroom.
- ☐ **Senior citizens have been through this before - a voice of experience.** We bring a sense of history. We can talk to the senior citizens in a larger group to increase our positive voice. We can bring in outside perspectives.
- ☐

THE CONDITIONS FOR INVESTING IN THE SITUATION

The common perception of education budgets is that they are "costs." a cost is seen as an expenditure of resources that is lost (it cost him dearly). Outcomes are expressed as costs (the cost per student), implying a burden, rather than an opportunity.

Another business concept is that of "investment." This concept includes the notion of making a profit, a return or desired outcome. Rarely do taxpayers consider their payments to government, or education, to be something that gives them a return. They see the money as going down a "rathole" never to be seen again.

In this task the notion of investment is introduced. The seniors and the business groups are asked to establish the conditions under which they would be willing to invest in the youth and education. The youth are asked what they are willing to do to foster that investment. The two groups are then brought together to share their ideas.

THE QUESTIONS:

- * WHAT ARE THE CONDITIONS UNDER WHICH YOU WOULD INVEST MORE IN THE YOUTH AND EDUCATION?**
- * WHAT CAN THE YOUTH DO TO FOSTER INVESTMENT BY THE SENIOR CITIZENS AND THE BUSINESS COMMUNITY?**

**WHAT ARE WE WILLING TO DO TO GET BUSINESS AND SENIOR
CITIZENS
TO INVEST IN OUR SCHOOL**

THE TEACHERS :

- ☐ **Invite and welcome senior citizens and business owners into our classroom.**
Encourage them to become involved in PTO and the PTA. I would be willing to work out coop agreements for the community use of facilities.
- ☐ **I Would be willing to take my students, at the end of my contract day, to visit the local senior centers.** I'd be willing to do technical training sessions for businesses in town.
- ☐ **Propose to have a teacher representative on the chamber of commerce.**
Develop and enhance programs that insure the quality of teachers.

THE PARENTS :

- ☐ **Put together an evening where we honor our senior citizens and local businesses.** Make it full of fun and staff awards that make connections. Have a statement in local paper featuring a nice thing that one of our students has done specifically noticed by business and seniors.
- ☐ **Organize a senior citizen volunteer corps that would serve our school with their talents.** Create matched volunteerism matched dollar for dollar. We would provide the support for both senior and school necessary to make it a positive experience for both parties.
- ☐ **Support our local businesses.** Develop awareness campaign about GAS by being invitational to senior citizens to neighborhood businesses to celebrate academia activities.
- ☐ **Work with our kids to develop code of conduct that would foster respect between students and businesses and students and senior citizens.** Foster a code of mutual respect and responsibilities showing our businesses and seniors we are working together.

**WHAT ARE WE WILLING TO DO TO GET BUSINESS AND SENIOR
CITIZENS
TO INVEST IN OUR SCHOOL (cont.)**

HIGH SCHOOL STUDENTS :

- ☐ **I will participate in the process of making the rules and then honor them.** I will show respect by not vandalizing my building and help to hold our peers accountable.
- ☐ **I will show up to school and help physically with community projects during classroom periods.** I will attend discussion meetings and I will work on development tasks. I'm willing to discuss what engages me as a learner.
- ☐ **I Will help tutor kids, so that the overall GPA will go up.** I will do leaflets door to door for the school levy and write thank you notes to contributors. I will pick up some of the menial tasks.
- ☐ **Promote and initiate a mentor's program.** I'm willing to form a student business. I'll volunteer time at a business. I'll sell snow cones at the Lacrosse tour.
- ☐ **I'll go without new uniforms to keep m's. Yada yada.** I'm willing to sacrifice my learning for longer vacations to save on activities. Personally - nothing. They owe us.
- ☐ **I'm willing to tell you which teachers and coaches to fire to save you money.** I will form a chemical dependency program to help all our teachers who have "smelly marker" dependency.

SUPPORT STAFF:

- ☐ **Make personal contact with a member of each group and invite them to spend some time on my job site.** Meet with recreation director at my mother's nursing home to explore participation at our school.
- ☐ **To listen to what they want and do what ever it takes.** Invite people in to see what we do anytime. Invite the veterans on flag day to do education presentation on flag etiquette.

THE CONDITIONS NECESSARY TO INVEST IN OUR SCHOOL

BUSINESS :

- ☐ **If the public schools demonstrated the willingness and ability to retain only teachers and employees who have demonstrated effectiveness.** If I saw that the sub-populations in the school were working together for the kids and not at each others throats.
- ☐ **If you could develop and provide real training opportunities for my employees.** A 50% reduction in the shoplifting rate in my store over the next twelve months and at least 5 job applicants who can display a minimum sixth grade literacy.
- ☐ **If you would help students identify the relationship of learning to work.** If the public schools would add community service to graduation requirements, and also provide day care for my employee's kids.
- ☐ **If you ask us for a resource other than money.** If you ask my businesses for it's expertise for putting together a public awareness campaign.

SENIOR CITIZENS :

- ☐ **Value my contributions.** Assure me that I will be treated with respect by students and staff. Personal safety is important to me. I need treats and social interactions.
- ☐ **I Want to share in the decision making authority.** I want a piece of the power. I'd be more supportive if I knew the school and had a personal relationship. I need an assurance that resources go to classroom learning.

EXPLORING THE BENEFITS OF LOSING YOUR JOB

One of the worst possible outcomes of this scarcity situation is the potential loss of jobs by District employees. This fear affects the safety and security needs of the members. I may feel as much sadness and fear at another person losing his job, as losing mine, because he represents the possibility I may someday lose mine.

In this next task, the participants facilitated their own process, without outside assistance. Each of the school buildings was facilitated by their Principal. Each followed the same process.

1. **What Is Your Response to the Announcement That You Will Lose Your Job?** The participants each expressed their new, without recording the information. This kept the focus on the people instead of the easel.
2. **What Are the Worst Possible Outcomes of You Losing Your Job?** This information was recorded directly to the easel.
3. **What Will Be the Best Possible Outcomes of You Losing Your Job?** This information is recorded first on the 3 x 5 card, then recorded to the easel. This allows the participants to think deeply and deliberatively about their outcomes.
4. **What New, Adaptive Beliefs and Behaviors Will You Need?** The participants record this first on a 3 x 5 card, so they can consider the basic changes they will have to make if they are to foster their desired outcomes.
5. **What Strategies and Actions Will Foster this Best Possible Outcome?** Each participant spoke about possible strategies and actions that would foster his or her best possible outcomes. This information was not recorded as they spoke. This allowed the focus to again be on people. After listening to each other, they recorded strategies and actions on a 3 x 5 card that they heard and liked. These were then recorded to the easel.

THE WORST POSSIBLE OUTCOMES OF LOSING OUR JOB

- ☐ **My life will be over because there are just too many changes.** It is a loss of everything as I know it and I start on a negative emotional cycle. My children are in college, I have car payments. I begin worrying about what others might think about why I lost my job. How do I explain this to my family and friends. There is a sense of failure, not that it's my fault, but that I didn't make it.
- ☐ **Starting over means losing freedom and independence.** I'll lose my independence. I am worried I might get stuck and not come up with a plan to get unstuck. I'll have to live with my mother. I fear competing with coworkers for available jobs, because I don't want to lose face with family and friends. I could end up losing my identity.
- ☐ **I don't find another job.** Being a welfare mom and not being able to provide for my kids. There will be no other job, so I can't pay my bills. There is bankruptcy (3) and I have to sell the house (e). I end up going into debt and lose my wife. I won't be able to afford the new house that I am planning.
- ☐ **Lack of security for the family.** Not being able to care for people who rely on me. There is a loss of self worth because of the burden on my 2 kids (both in college), and a marriage breakup. The possibility of having to relocate means I might have to move my family and children in school and they'll be resentful, because this will affect their lives as well.
- ☐ **I won't be able to honor all the personal commitments that I have made to family.** I am worried about commitments I have made to kids, and how they may not be able to get thru college. I am afraid of telling my husband, and I am afraid of losing everything we have.
- ☐ **Resentment of having to go through this proves I want to step outside.** I go into a deep depression and people no longer support the school or the system I work in. I won't be able to support the school or system.
- ☐ **I become really afraid.** I think I am most afraid of what this is going to do to my personal life and my relationships. My husband is seriously ill. I'm really worried about losing health benefits. Of losing health insurance and the relevant benefits. My husband could die of a brain tumor.

THE WORST POSSIBLE OUTCOMES OF LOSING OUR JOB (cont.)

- ☐ **There is a loss of identity.** A loss of personal interactions with friends at work and a loss of status. While I am looking for work without having a job, I am being perceived as being less viable. Being perceived as not valuable on the street. In the end, I won't be able to find another position that is as satisfying as this has been.
- ☐ **I'll have to move.** I'll have to move to an area that I would not enjoy living. I will have to leave Helena and Montana. Worried that my spouse will not find satisfying employment if we relocate or that we won't be able to relocate because of that financial setback (bankruptcy, losing the Lexus.) Having to go alone, I may have to leave family and friends.
- ☐ **I am worried about not being able to get as good a job that I enjoy as much.** I may find out that this job is all I'm really good for. That I can't be something else. I never completed my MA so I will not be able to find a job without that degree. I'm worried that I will lose my connection with my support community. There could be age discrimination.
- ☐ **Emotional recover time through spiritual, psychological, and social impacts.** There will be lots of stress and tension at home from the loss of a paycheck. I'll lose that peaceful place to go to and lapse into depression and not cope. I will stay in denial for too long and not heal. This could lead to more depression and suicide.
- ☐ **I'd need structured help now.** I'd need to have to stay here - be kept here. I don't have anyone. I have a terminally ill husband, I can't go home, I'd go postal and shoot my ill husband. I'd need a support to overcome the feeling that I have to do this on my own. I'd need structured support right now.
- ☐ **There are no good outcomes.** I could ask the family to "hang" for six months while I go live in Zen monastery. With spare time I'll be able to master black jack at the casino and support the family that way. With my final paycheck I could hire a hitman to kill Carly.

THE BEST POSSIBLE OUTCOMES OF LOSING MY JOB

- ☐ **This could be the opportunity of a lifetime.** I wind up energized and reassess the direction of my life. We become a litmus test for the painful reality of school funding.
- ☐ **I reassess my talents and the best means of career fulfillment.** It could become a community effort to solve with people other than school personnel. I could write about the good parts of public education.
- ☐ **It allows me a chance to vision quest; figure out what I want to be when I grow up.** I will not forget who I am and what my purpose is. There is more time for me to reflect on what's important to me. I expand myself, my skills and perception that I have about myself and my skills.
- ☐ **There will be freedom from the old situation.** Although I'm not choosing this, I may become exhilarated about a new job opportunity. Life becomes new and challenging. I find renewed motivation, enthusiasm and excitement. It is an opportunity to make a choice for a new job.
- ☐ **There will be personal growth as a result of this loss.** This challenges me to find out who I really am and what I really want. It will provide me with opportunity to explore, expand and grow to do something I've always wanted to do. I will emerge a stronger and better person.
- ☐ **It helps bring family together to work for a common goals. I will survive. I am not alone in this.** I would use our strengths. It would possibly be a good, healthy change for family, especially if we move closer to family for support. The family will explore a new community area of the country when we relocate. There will be a strengthening of personal relationships.
- ☐ **Change is energizing.** We can explore a whole new direction. I'll be forced to change - something that does not come easily to me. I will gain empathy.
- ☐ **There is tremendous personal growth; more creativity and energy.** I become a new person with new challenges and new learning and get outside my existing role and responsibilities. I find a more mature job in life, and have a better stronger sense of the job situation I want to create.

THE BEST OUTCOME OF JOB LOSS (cont.)

- ☐ **I get back in control of my destiny and actually redefine what's most important in my life.** The decision is made for me. Change happens. I'd make the most of it; perhaps something that is more exciting and I'd be more successful at. It will open up my creative side. There's this book I've been working on.
- ☐ **I have to reach out, look outside myself for help: the community friends.** It is a chance to form new relationships with new colleagues. Look at joining a support group so I can share my thoughts with others.
- ☐ **a chance to meet new people and new challenges.** Meet entirely new people in a new environment, maybe even a man. Get together with friends in same situation or not; so I can figure what to do next. Down time; take some time for gardening, making meals, time with friends.
- ☐ **I'm getting energized by the other people in the group.** My personality would manufacture options for other people in the group to help them get through it.
- ☐ **There are so many opportunities.** I'd hang out with Jan until her support came. I'd research grad schools and then go on vacation. Cancel cable, newspaper, wine club, Montana club, defer student loan, and work with bank on house loan. Get a good Mexican cookbook (beans & rice are cheap.) Get rid of Toyota tundra. Bruce can drive the Jimmy, I'll drive the S-10. I would find a job working with animals. Return to my first love of teaching. a chance to take a six month vacation. Travel. I always wanted to be a building contractor: contacts, get license and get to work as a contractor.
- ☐ **I'm ready for a career change.** I would actively seek opportunities and possibilities of what to do next. I already have the skills and strength to get through this. I came from the private sector and I'm ready to go back. I will take care of the personal stuff, then I'm going to call Jon (contacts for new business.)
- ☐ **I find a new and rewarding professional opportunity and utilize my skills.** I can move to a new community that is more open and welcoming that I currently live in. There, I find I have an increase in income - a better paying job with increased financial independence and racy clothes.

THE BEST OUTCOME OF JOB LOSS (cont.)

- ☐ **I find a better job and have an exciting close to my career.** It is a chance for a better job and renewal. I obtain another better job with better benefits, money and hours. Through skill/interest assessment, I'd find something I'm really good at. There is time to start my doctorate program, or possibility try relocating. Finding a job that pays more money. Find a job I like better and compensates me more. Find a job with better pay and better working conditions within the next month.
- ☐ **It would be an opportunity to learn new skills.** Learn new skills and have opportunity to express them in new job.
- ☐ **I will survive; always have and always will.** There are no guarantees in life. There is increased trust and self confidence to succeed. They can't take away who I am, this is just a job. I see a new horizon: International work and travel, a career in professional music and the freedom to take a few months off to go on a kayak trip.

NEW BELIEFS AND BEHAVIORS OF LOSING MY JOB

- ☐ **a good hunter will wait for the game to come to them, in other words, do what you love to do and things fall into place.** The traditional story of the hunter; going somewhere without a goal or contacts, unlisted phone number, it will come to you when you don't expect or intentionally create it.
 - . Rest - knowing this is an abundant universe.
 - . Use positive self expectancy and foster an attitude of gratitude.
- ☐ **Belief I can adapt to change.** Believe the universe sends you what you need. I have the courage to take on my dreams.
 - . Work on believing good will be the outcome of this change. Maintain confidence in my ability to make good choices.
- ☐ **Believe with an "I can do" attitude.**
 - . Accept my fears and use them to energize me; not let them hold me back. Get over my anger.
 - . Get over the feeling the stress caused by this change is not my fault. Think creatively, not focusing on blame but opportunity.
- ☐ **I believe I can change my lifestyle.**
 - . Be active physically and mentally.
 - . We need to actively seek opportunity; and not allow depression to take over.
 - . Realize I am not just my job. I am not a job.
 - . Place less emphasis on consumerism.
 - . Gain stronger confidence in our abilities.
 - . Start saving money and work out a better budget. Be resourceful, have perseverance and creativeness.
- ☐ **Concentrate on the positive.** Acknowledge the inner strength - spiritual. Find another group like this for support. Set time limits and set goals. Deal with reality, and re-evaluate what's important. Consider Tahiti.
- ☐ **Reflect on what I want to be and do.** Engage in positive thinking. I will need to get in touch with what I really want in a job. Find a job. Get out there which will allow me the time to allow me to find a place that can utilize my skills. Have stamina and hope!

NEW BELIEFS AND BEHAVIORS OF LOSING MY JOB (cont.)

- ☐ **I believe that I can be successful.** This is an opportunity. I'm viable and someone will be lucky to employ me. I have a variety of skills and this is an opportunity to do something very different.
 - . Begin my job search.
 - . Be more assertive about initiating interaction with others.
- ☐ **I will survive.** I am talented, capable and employable. I have something to offer. I have skills that are needed. I have choices. I can offer my talents/skills on teams that are mutually beneficial.
- ☐ **Starting over is okay.** I've done it before, I can do it again.
 - . Use faith, flexibility, resilience, confidence, assertiveness and humor.
- ☐ **To believe in my own self worth and skills.** I can make this transition and seek new opportunities. I have untapped potential and interests that can develop into a successful career.
 - . Do a skills assessment with peers to give me feedback on skills. To be able to identify what is really important.
- ☐ **I don't need to try to be totally responsible.**
 - . Let the family be a resource. Enjoy the kids.
 - . Seek support and remember to reach out.
- ☐ **Pay attention to my emotional state and it's impact on my goals.**
 - . Maintain self worth by demonstrating self kindness and better personal discipline.
 - . Enjoy the moment. Be present (serenity prayer.)
 - . Refocus so that work does not define who I am.
- ☐ **Meditation, yoga, walks, "I get real grounded."** Exercise. Find an exercise partner. Have a personal retreat time. The spring comes, the rain falls, I sit doing nothing and the grass grows by itself. The house burned; I now own a better view of the moon. I trust the universe.
- ☐ **I can do this! I really enjoy new beginnings.** Belief that I can start over and be successful. Change to a new job career is good.

STRATEGIES/ACTIONS THAT WILL FOSTER YOUR BEST POSSIBLE OUTCOME

- ☐ **Have a planning session with the family.** Anticipate the stress on marriage and family. Talk with the family and look at the money situation. Discuss temporary money support options and marshall resources. Learn about COBRA insurance.
- ☐ **Take time to evaluate future goals.** Taking some time before job hunting. Join a transition group to treat looking for a job as my job. Think through what I want in a job.
- ☐ **Assess my skills and update my resume.** Do a resume or prepare a portfolio. Search www.monster.com. Register with job and employment offices and assess skills and ability inventory - possibly with pro.
- ☐ **Seriously assess my career options.** Develop short term goals and long term goals. Refrain from making decisions; putting house on market for awhile. Seek assistance of career counselor to help with the process of sorting options and interests.
- ☐ **Put it out there that I was looking for work to friends and career associates.** Activate my network and let them know I'm available. Let all contacts know (personal and prof). Line up references; let them know what is happening so they would be prepared to support you.
- ☐ **Seek training in other areas.** Explore relocations options. Become an outside consultant to my previous employer. Tell myself not to waste time.
- ☐ **Meditation, prayer and spiritual work.** Pray and celebrate. Give time to grieve and vent so that does not hold me back. Have time off. Take time to thank people who are important to me in my job. Take time to think about what's important.

HOW TO RECAPTURE THE MONEY RESOURCES

DO THINGS THAT COST LESS. Go out less and stay home as a family. Read books instead of renting movies. Cut or color our own hair. Start recycling and reusing things and clip coupons. Quit acquiring stuff and have a garage sale instead. Camp instead of going to hotels.

DO DIFFERENT JOBS - ANY JOB. Create a web site for dad. To work at home on the Internet. Do odd jobs around the neighborhood like walking the neighborhood dog. Borrow against the house or take in a boarder. Sell things like the house, boat and silver. Give up our big vacation. Have a credit card bonfire. Buy a lotto ticket, win and buy the Denver post.

KIDS COULD GET PART TIME JOBS. We could do babysitting. We could buy a VCR and rent more movies instead of going to theater. We could reduce allowances, not eat out and pack our own lunches. We could help in the garden, sell quilts and crafts at the Christmas bazaar, s hovel sidewalks and mow grass. We could form a musical band. Have the belief that crooked teeth are beautiful. Mom could get another job - a part time job.

GIRLS CAN BUY PERSONAL ITEMS WITH THEIR JOB MONEY AND THEY CAN CAR POOL TO SCHOOL INSTEAD OF TWO CARS. We can pet sit or house sit and mow yards. Let the house cleaner go and do it ourselves. Turn down the heat. Have a game night instead of going to the movies. Borrow outfits from friends instead of buying new ones. Quit the health club and country club and take hikes together. Pray that dad gets a job.

THE RICHNESS GAINED FROM THIS EXPERIENCE

WE WILL MAKE IT!! For me, it would be kind of stripping away the material things that weigh us down. Remembering or re-discovering that it's relationships and not things that are important. Re-evaluating our activities and doing only what we want. We can find something constructive.

THIS WILL GIVE US a CHANCE TO SHOW HOW STRONG OUR FAMILY IS. We find a stronger family unit in terms of working together and not against each other. We re-discover ways to find enjoyment (playing games.) We simplify our lives. We look forward to having mom around. I know that I can do a lot (work 3 jobs). I will have clean clothes!

A COMMUNITY FEEDBACK - RELATIONSHIP BUILDING TASK

This approach provides educators feedback on their relationship with the public, as well as building new relationships. It requires 6-12 educators and 6-12 members of the public. The public can be diverse, or like groups of parents, business, senior citizens, etc.

The facilitator manages the process, and does not participate.

1. **Grounding:** each person answers the grounding questions:
 - * Introduce yourself and your relationship to the school.
 - * What are your expectations for this meeting?
 - * How do you feel about being here?
2. **Greeting circle (optional):** the facilitator leads the group in a greeting circle.
3. **Life long learning (optional):** if you do the greeting circle, have the participants answer the questions:
 - * How do you feel about the greeting circle?
 - * What did you learn that will help you meet your expectations?
4. **Relationship listening task:** the facilitator pairs up the community members with a teacher. Each community member speaks to their assigned educator answering the questions:
 - * What is the relationship that exists between the community and the educators?
 - * How did it get to be that way?
 - * How do you feel about it?

The educator listener tells the community member what she/he heard that person say. The educator is reminded to not respond with their own views. This is a listening session only.
5. **Defining a new relationship:** After all the community members have spoken and been listened to, each pair, beginning with the community member, followed by the teacher, answers these questions:
 - * What kind of relationship would you like with the educators in the community?
 - * How would this kind of relationship feel?

A COMMUNITY FEEDBACK - RELATIONSHIP BUILDING TASK (cont.)

The teacher repeats what she heard the community member say, and then the community member repeats what she heard the teacher say.

6. Exploring approaches to improving relationships: Each person states:

- * What are you willing to do to improve the relationships?
- * What do you need from the other person to improve the relationships?

7. Closure: Each person answers the questions:

- * How do you feel about this discussion?
- * What did you learn that will create the kind of relationship you want?

THE CONDITIONS UNDER WHICH WE WILL TAKE a 20% PAY CUT

People have often demonstrated they will work for less pay, and often no pay, if the other intrinsic rewards justify it. These rewards describe environmental conditions known as "satisfiers." These intrinsic rewards relate more to self esteem (I value myself) rather than to self worth (others value me).

Identifying these "satisfiers" creates the opportunity to foster working conditions under which people will work for less pay, at least for a period of time.

THE QUESTION:

*** WHAT ARE THE CONDITIONS UNDER WHICH YOU ARE WILLING TO TAKE a 20% PAY CUT?**

The pay cut is purposefully set high to stretch the participants minds. This task can be followed with a question relating to the quality of their life: how can you adapt your personal life to live within the 20% reduction, and still improve the quality of your families life? This question will focus on improving the richness of their lives, other than material things.

THE CONDITIONS UNDER WHICH WE WILL TAKE A 20% PAY CUT

- * The District is the most successful in the State in terms of student success; there is a parent community who is willing to do whatever it takes to succeed.
- * There is a community rich in culture, diversity and friendship. a positive working environment, located in a small town.
- * Fort Collins is a pretty community with nice homes, good weather and quality of life. There is a proximity to the mountains and an ability to use them without crowds. There is a flexible school year, not 183 day marathon sprints.
- * I see a vision. They understand their direction and celebrate successes. They (The District) know who they are, where they are going, and how to get there. There is an empowering Board of Education.
- * The quality of life in the community is high and cost of living is lower. There are community support services that would help me make the financial adjustment. There is a sense of a financial abundance which everyone in the community works for.
- * The challenging work is under visionary management. The environment encourages risk taking. We remove all barriers that prevent change.
- * There is cooperation between all community groups on the direction of the district. There is great commitment to problem solving.
- * There is support for the special needs of the students. There are state of the art facilities, equipment and curriculum. There is complete automation. There is free parking.
- * I have an opportunity to influence the decisions of my work. I have control of the program, job.
- * There is freedom and the people to create the learning environment for students that I believe they need.

**THE CONDITIONS UNDER WHICH WE WILL TAKE A 20% PAY CUT
(Cont.)**

- * There is open and honest communication, no gossip or triangulation. There is fun, empowerment, relationships with co-workers,
- * There must be mentoring relationships, mutual respect and camaraderie of staff. All employees share the work experience with each other joyfully and enthusiastically.
- * There must be a competent staff and safe environment that produces a quality product with less stress. There must be people who know their strengths and weaknesses and are willing to face them.
- * Employees must be open to changes that increase student achievement. There must be an abundance of committed and well trained staff. Everyone must be working for kids and not themselves.
- * There is an empowered workforce which is encouraged to work and grow and who is trusted to do it's best. There are excellent support services and professional development. There is permission to take risks and freedom to get outside the dots.
- * There is an opportunity to assist in implementing cutting edge programs. It is a highly innovative and well respected place where students have a reputation for succeeding everywhere.
- * There is time for creativity; freedom to explore and create new curriculums and new ways of learning. Employees have the opportunity and are encouraged to experience new and different things and personal growth.
- * There is autonomy with a shared value of having fun. There are people who can have fun and laugh and co-workers who bake delicious things and bring them to work.
- * There is an appreciative community! There are growth and promotional opportunities, greater financial rewards later as the schools receive greater success.

**THE CONDITIONS UNDER WHICH WE WILL TAKE a 20% PAY CUT
(Cont.)**

- * I have flexibility, respect, appreciation for what I do; I am recognized by parents and students for my work. I am valued, respected, have opportunities, and self esteem. They think we are wonderful.
- * There is an appreciation for the abilities, talents, and skills I bring and a recognition that what I do is worthwhile. There is recognition for ideas and achievements, sabbaticals, and awards, training, travel and opportunities for growth. There is time off to consult.
- * I have Julia Roberts, Richard Gere, Tom Berringer or Whoopi Goldberg for my supervisor.
- * We have a 3 year no-cut contract. There are less, or no, time demands outside the regular teaching day. The BOE is willing to do team building at least once a year. There is no class larger than 25. There is a 10% reduction in the time spent at work.

CREATING ADDITIONAL INCOME FROM THE SITUATION

In the scarcity task with the chairs, the participants realized that someone else was calling the tune they danced to. In the next task the participants explored how they can call the tune.

When the participants are willing to acknowledge that there is a real long term scarcity confronting them, then they need to decide whether they are going to wait to be saved by "others." Or, they can decide to take control of the situation by exploring how they can use their richness to manage the scarcity.

Some small groups are asked to explore as students how they could create the income that would finance the last two years of their education. The notion that the students can be part of the solution stretches the participants beliefs.

Other groups explored how they would get children to school safely is a neighborhood if there were no money for transportation. The facilitator is a former bus driver who is now a transportation manager for the neighborhood. The task changes roles, and asks the neighborhood to problem-solve the situation with the help of the transportation manager.

The Question:

- * What Can You Do as Students to Create the Income Needed to Provide for You Last Two Years of Education?**
- * How Will You Provide Safe Transportation for the Students If There Are No Buses in the Neighborhood?**

STRATEGIES STUDENTS CAN USE TO FUND THEIR SECONDARY EDUCATION

- Get various groups together to seek input.
- Project a per capita cost and investment projection.
- Organize a work study for their education.
- Businesses would employ students in a partnership/work/study.
- Students develop a tax plan on businesses where benefits go to the school.
- Train student volunteers to sponsor groups instead of extra duty contracts.
- Hold annual Christmas card sales. Develop a student textbook rental. Hold silent auctions.
- Provide sponsors for students in need.
- Develop student career ladders as teachers.
- Establish a senior citizens partnership to enable students to work off their cost. Develop a rationale for cost/pupil to show benefits.

GETTING STUDENTS TO SCHOOL SAFELY WITH NO BUSES

- * To car pool there would have to be a high degree of parental involvement and leadership.
- * We could utilize existing transportation, either Public or private.
- * We could gain some corporate sponsorship.
- * There could be individual contracted transportation whereby parents contract with a private firm.
- * We could return to neighborhood schools (i.e. one room school house).
- * Above all we must insure that safe passageways are available (i.e. sidewalks, bridges).

REALLOCATING OUR RICHNESS RESOURCES - A FAMILY ACTIVITY

This task is one that will allow the family to prepare for a possible scarcity situation, or..... to deal with a real one! It also creates “richness thinking” in the family members. Use 3 x 5 cards, or a small easel to write on. Create a collective statement from the information.

Begin with a situation in which your financial resources are reduced, 20%-30%.

1. What Are the Adjustments You, or the Family, Are Willing to Make That Will Have the Least Impact on Our Richness?

(Talking Circle, Don't Record: a Spouse Says: this Is What I Heard Our Family Say.)

2. What Can We Do with the Time and Energy That Is Released to Make Our Life Richer than it Was Before?

Record on 3 X 5 Card ---> Then Read Aloud.

3. What Are Some Ways We Can Recapture the Financial Resources?

Record Directly on the Easel.

4. How Do You Feel about Our Discussion? What Will We Need to Learn If We Want to Become Richer from the Situation?

Talking Circle, Don't Record.

HOW TO RECAPTURE THE MONEY RESOURCES

DO THINGS THAT COST LESS. Go out less and stay home as a family. Read books instead of renting movies. Cut or color our own hair. Start recycling and reusing things and clip coupons. Quit acquiring stuff and have a garage sale instead. Camp instead of going to hotels.

DO DIFFERENT JOBS - ANY JOB. Create a web site for dad. To work at home on the Internet. Do odd jobs around the neighborhood like walking the neighborhood dog. Borrow against the house or take in a boarder. Sell things like the house, boat and silver. Give up our big vacation. Have a credit card bonfire. Buy a lotto ticket, win and buy the Denver post.

KIDS COULD GET PART TIME JOBS. We could do babysitting. We could buy a VCR and rent more movies instead of going to theater. We could reduce allowances, not eat out and pack our own lunches. We could help in the garden, sell quilts and crafts at the Christmas bazaar, s hovel sidewalks and mow grass. We could form a musical band. Have the belief that crooked teeth are beautiful. Mom could get another job - a part time job.

GIRLS CAN BUY PERSONAL ITEMS WITH THEIR JOB MONEY AND THEY CAN CAR POOL TO SCHOOL INSTEAD OF TWO CARS. We can pet sit or house sit and mow yards. Let the house cleaner go and do it ourselves. Turn down the heat. Have a game night instead of going to the movies. Borrow outfits from friends instead of buying new ones. Quit the health club and country club and take hikes together. Pray that dad gets a job.

THE RICHNESS GAINED FROM THIS EXPERIENCE

WE WILL MAKE IT!! For me, it would be kind of stripping away the material things that weigh us down. Remembering or re-discovering that it's relationships and not things that are important. Re-evaluating our activities and doing only what we want. We can find something constructive.

THIS WILL GIVE US A CHANCE TO SHOW HOW STRONG OUR FAMILY IS. We find a stronger family unit in terms of working together and not against each other. We re-discover ways to find enjoyment (playing games.) We simplify our lives. We

look forward to having mom around. I know that I can do a lot (work 3 jobs). I will have clean clothes!