

**CONSENSUS ASSOCIATES**

Beyond Conflict To Consensus

---

---

PO Box 235

Terrebonne, OR 97760

(541) 548-7112

**THE CONSENSUS INSTITUTE**

**BEYOND CONFLICT TO CONSENSUS WORKSHOP**

**THRIVING IN TIMES OF SCARCITY**

**REPORT AND LEARNING MANUAL**

February 22-24, 2011

Phoenix, AZ

Sponsored By:

The Bureau of Land Management National Training Center  
And the National Landscape Conservation System

Prepared By:

**CONSENSUS ASSOCIATES**

PO Box 235

Terrebonne, OR 97760

(541) 548-7112

(541) 548-4701 FAX

wick5836@aol.com

**THE CONSENSUS INSTITUTE**  
**BEYOND CONFLICT TO CONSENSUS WORKSHOP**  
**THRIVING IN TIMES OF SCARCITY**  
**REPORT AND LEARNING MANUAL CONTENTS**

LEARNING MANUAL 3 ..... 4

\* THE CIRCLE ..... 5

\* GROUNDING AND GREETING ..... 6

\* INSIGHT ON GROUNDING ..... 6

HOW WE FEEL AND WHAT WE LEARNED FROM THE GROUNDING..... 8

\* THE GREETING CIRCLE ..... 11

\* AN ADAPTIVE LEARNING PROCESS ..... 12

EXPLORING THE ROLE OF THE FACILITATOR AND RECORDER ..... 13

THE ROLE OF THE SUCCESSFUL RECORDER ..... 14

THE ROLE OF THE SUCCESSFUL FACILITATOR ..... 16

BEING YOUR OWN FACILITATOR..... 18

AN INCLUSIVE QUESTION..... 20

THE WORST AND BEST POSSIBLE OUTCOMES OF THE WORKSHOP ..... 22

THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP.....23

\* WORST/BEST/POSSIBILITY ..... 24

\* WORST/BEST OUTCOMES ..... 24

THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS IN THIS WORKSHOP ..... 26

A SUMMARY..... 26

THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS ..... 27

SCARCITY ISSUES CONFRONTING THE PARTICIPANTS ..... 29

THE EVIDENCE OF SCARCITY IN OUR ENVIRONMENT ..... 30

THE EVIDENCE PEOPLE STILL BELIEVE THERE IS PLENTY..... 31

THE EVIDENCE PEOPLE ARE ACTING AS IF THERE IS STILL PLENTY ..... 32

THE WORST POSSIBLE OUTCOMES OF CONFRONTING/NOT CONFRONTING

THE ISSUE OF SCARCITY ..... 33

THE WORST POSSIBLE OUTCOMES OF NOT ADDRESSING SCARCITY ..... 34

THE WORST POSSIBLE OUTCOMES OF CONFRONTING SCARCITY ..... 35

**REPORT AND LEARNING MANUAL CONTENTS (cont.)**

\* THE BELIEFS AND BEHAVIORS IN TIMES OF SCARCITY ..... 36  
    \* A SCARCITY EXPERIENCE ..... 37

THE BELIEFS AND BEHAVIORS OF PLENTY AND SCARCITY ..... 40  
    BELIEFS AND BEHAVIORS IN TIMES OF PLENTY ..... 41  
    BELIEFS AND BEHAVIORS IN TIMES OF SCARCITY ..... 43

EXPLORING STRATEGIES TO CREATE RICHNESS OUT OF SCARCITY ..... 44

\* THE POLITICS OF SCARCITY ..... 46

\* AND LOGIC ..... 47

THE EVIDENCE OF RICHNESS IN OUR LIFE..... 48  
    THE RICHNESS IN OUR PROFESSIONAL LIFE..... 49  
    THE RICHNESS IN OUR PERSONAL LIFE ..... 51

THE BEST POSSIBLE OUTCOMES OF SCARCITY ..... 53  
    THE BEST POSSIBLE OUTCOMES OF CONFRONTING SCARCITY ..... 54

EXPLORING COLLABORATIVE RELATIONSHIPS: THE IMPOSSIBLE TASK ..... 56  
    THE WORST POSSIBLE OUTCOMES OF SCARCITY ..... 57  
    THE BEST POSSIBLE OUTCOMES ..... 58  
    A SUMMARY..... 58  
    BEST POSSIBLE OUTCOMES IF PEOPLE WORK TOGETHER..... 58

ALL THE REASONS PEOPLE WILL SAY IT IS IMPOSSIBLE ..... 60

NEW BELIEFS AND BEHAVIORS TO MAKE THE IMPOSSIBLE POSSIBLE ..... 62  
    NEW BELIEFS AND BEHAVIORS TO ADAPT TO A 30% CUT..... 63

STRATEGIES AND ACTIONS TO MAKE THE IMPOSSIBLE POSSIBLE ..... 65  
    OUR STRATEGIES AND ACTIONS ..... 67

ADVICE ON HOW TO MARKET TO BLM..... 70

WHAT WOULD YOU TELL OTHERS ABOUT THIS WORKSHOP APPROACH?..... 71

A SCARCITY PROCESS AGENDA ..... 74

PARTICIPANTS ..... 77

**REPORT AND LEARNING MANUAL CONTENTS (cont.)**

APPENDIX ..... 81

THE PERCEPTIONS AND ROLES WE WILL FOSTER FROM OUR RICHNESS ..... 82  
    THE RICHNESS EACH GROUP BRINGS ..... 83

THE CONDITIONS FOR INVESTING IN THE SITUATION ..... 86  
    WHAT ARE WE WILLING TO DO ..... 87  
    THE CONDITIONS NECESSARY TO INVEST ..... 89

EXPLORING THE BENEFITS OF LOSING YOUR JOB..... 90  
    THE WORST POSSIBLE OUTCOMES OF LOSING OUR JOB ..... 91  
    THE BEST POSSIBLE OUTCOMES OF LOSING MY JOB ..... 95  
    NEW BELIEFS AND BEHAVIORS OF LOSING MY JOB ..... 96  
    STRATEGIES/ACTIONS THAT WILL BEST POSSIBLE OUTCOME..... 98  
    HOW TO RECAPTURE THE MONEY RESOURCES ..... 99

THE CONDITIONS UNDER WHICH WE WILL TAKE a 20% PAY CUT..... 102

CREATING ADDITIONAL INCOME FROM THE SITUATION ..... 106  
    STRATEGIES STUDENTS CAN USE TO FUND THEIR EDUCATION ..... 107  
    GETTING STUDENTS TO SCHOOL SAFELY WITH NO BUSSES..... 108

REALLOCATING OUR RICHNESS RESOURCES ..... 109  
    HOW TO RECAPTURE THE MONEY RESOURCES ..... 110

**THE CONSENSUS INSTITUTE  
BEYOND CONFLICT TO CONSENSUS WORKSHOP  
THRIVING IN TIMES OF SCARCITY**

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.

**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.

**\* 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.

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.

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

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.**

## HOW WE FEEL/ WHAT WE LEARNED FROM THE GROUNDING

*This is an added activity that is rarely done with workshops. Normally the insight on grounding which follows helps the participants consider what they felt or learned from the activity.*

*The participants were provided 3 x 5 cards on which to answer 2 questions: How do you feel about the Grounding?... and What did you learn from the Grounding. This allows the participants to create their individual and collective insights on this task.*

*These answers were read off in the smaller groups, then used to develop the following collective statements.*

## HOW WE FEEL ABOUT THE GROUNDING

**The grounding today for me was scary and rewarding.** I feel the grounding is an excellent way to start and to have a good feeling at being heard begins leveraging resources to make things happen. I was somewhat amazed by the grounding as each story had heart and head, was intelligent and heartfelt and so it was easy to do respectful listening.

**I felt uncomfortable at first, but then kind of amazed at how much everyone was willing and able to share.** I felt anxious at first about the grounding but as I heard more people talking about their experiences it helped me relax and gave me ideas about all the things I wanted to share. I put some stuff in the room that was personal and not often discussed, trusting the group to hear it well; which they did!

**Wow! Look what can happen with 8 hours of experience, talent, skills and a safe place to talk.** It was a rich rich experience and perspective. I felt very welcomed. I enjoyed the grounding. I was at ease and found it relaxing to listen to all the stories. I thought the grounding was great. It was good to get to know about others backgrounds. It is nice to get to know others, better than lunch with 1-2 others.

**I feel somewhat amazed by the grounding.** It felt comfortable to hear everyone not rushed. I felt it was an incredible opportunity to find out about others based on their perspective and values plus we achieve a kind of attachment and “forgivosity” of each other ~ collecting some of the same from grounding. It is people focus.

**I had the recognition of the need to try to slow down and to listen to what other people are saying through a broad array of experiences and geographical similarities.** It is an informative beginning of building trust. We are expanding respect for others vulnerabilities. Building trust creates an environment where commonalities surface and we can be engaged with communities. Not just how to learn names but invigorated.

**Usually that type of introduction makes me nervous but I wasn't.** I found patience. I feel vulnerable because I responded with extreme descriptions without explaining myself well. People will think I am flighty.

## HOW WE FEEL ABOUT THE GROUNDING (cont.)

**I felt interested in the stories and uncomfortable about how long the sitting was.** It was hard to sit that long. I felt a conflict between the need to get up and respect an interest in others, respecting the process.

**Scarcity is defined and experienced in a different way by every person.** I reminded myself that part of scarcity is orientation to it. I especially appreciated the positive perspectives on the topic. People are not afraid of scarcity...most are able to embrace the opportunities it creates. We must be clear about what we are giving up. We learned that severe scarcity does mean deprivation.

**I really like the points of view and the number of people who explained scarcity as an opportunity and I was fascinated by histories, experiences with scarcity and perspectives.** I learned again that scarcity isn't about lack of money resources but that it is about concepts, communication, resources of people, healing, understanding of a higher order and being positive.

## WHAT WE LEARNED FROM THE GROUNDING

**The grounding was beneficial by learning about each individual on a personal level and built an open environment to share thoughts and experiences.** The grounding was very informative and insightful. I like how it fosters listening and respect. It was hard to sit that long. However, I felt a connection building; not through a common back ground/ purpose/expectation but through just being here. I gained reassurance that people in the public sector are continuing to press on, improve the situations for the people and resources they have a hand in managing.

**There are common themes that emerged on scarcity so it would be collaborative around common ground.** We all have experience and knowledge that I can learn from to inform my understanding of the issues and techniques. Education!

**The grounding gave me an idea of the various ways we experience scarcity.** Embracing scarcity and finding opportunities in scarcity were to me, the most encouraging words I have heard and hope to apply to my life. Managing scarcity: define or use scarcity as an opportunity.

**Invite the community to be a part of addressing scarcity.** Most of the people in the circle have experienced financial impoverishment and many or most see scarcity too. Knowing where people come from helps establish relationships, networks and bond to facilitate. I experience again” how much” people want to tell their story and be heard.

**It's all about building relationships to create an opportunity for collaboration and it opens up the topic beyond my own perspective.** What I learned is that there are opportunities here to establish relationships with people here who have experience and knowledge that I can learn from to improve my understanding of the issues and techniques.

**It was very refreshing to hear excitement about the opportunity that periods of scarcity that have added to peoples careers and lives.** Scarcity is not so much about money. Don't look at “lack of something” as scarce, but look at what you do have and go from there.

**That is critical to manage scarcity collaboratively.** I learned to confront others because I now have a way with a process. There is comfort in numbers and hearing others motives helped me to better define mine...become community leader for public agreement on long term plan. I learned just how motivated people are to work collaboratively in spite of in the face of scarcity.

**The passion is powerful.** Everybody in the room had something interesting to add. I learned tidbits from everyone in the grounding that's important to manage scarcity. I am always fascinated and surprised by the stories I hear.

**I have learned that different people have different ideas about what they believe scarcity is...and that depending on their life experiences it's a tough question.** Scarcity is common but rare...a frame of mind. This reinforced the need to reframe the viewpoint. A variety of histories, experiences and perspectives allowed for many different possibilities/ideas /options for managing scarcity.

**My question would be “how to work together after the grounding when people may be wedded to their particular solutions?”**

## \* 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.

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 four 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 four. 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 everyone. 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's intent by asking "is that what you meant?" The idea is more important than the actual words.

**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 ROLE OF THE SUCCESSFUL RECORDER (cont.)

**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 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 ROLE OF THE SUCCESSFUL FACILITATOR (cont.)**

**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.**

## 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.

1. Let them know you are changing hats again, and want to speak and provide an opinion as a team member.
2. 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 judgement 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)?*

## BEING YOUR OWN FACILITATOR (cont.)

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 out 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:

1. You will be affected by what you hear, and will adapt your decision based on what you heard.
2. You will hear a variety of good strategies, and advice that will make you successful with the decision.
3. 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 your own group, or get someone from the outside. This should happen in a small percentage of your issues.

## **AS 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, “Lets 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.” If 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 we draw to the smallest kitten in the litter? Why do we have a small business loan program? Why did we save Chrysler during its 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

**I don't learn anything.** Nothing new is learned. I have not moved forward with skills or tools to address my concerns and there are lost time and productivity. I don't get the tools I need to be a better facilitator or the tools don't work. I will get bored, lose interest with the process, and will be measuring the moments until I leave.

**There will be no take away and this is a waste of time.** We don't learn anything. I will not acquire any knowledge to be used in my life. I conclude that 3 valuable days have been a total waste of time. Time is wasted. This drags on and I become disillusioned with the process and I have wasted my time. That is a waste of time that other stuff isn't getting done and I will have to change toward something that is uncomfortable.

**My mind won't be still and I forget everything I learn here.** I am learning valuable tools here that I choose not to take advantage of later on. It becomes wasted time because I could not demonstrate the value to those critical of the cost.

**I won't use the skills in the future and will gain nothing.** I get too busy and don't fully utilize the process when I get back to Eugene and that I don't take advantage of the opportunity to network with my local colleagues that I met here. I am not confident enough to apply it or I have a fear of using the technique and so I don't participate fully.

**I will discover that I don't have the disposition of a facilitator.** I will fail to hear the scarcity concerns of BLM people and their partners. I am too egocentric to do this work. The self-consciousness of being in different relationships with different people would become unbearable. I become so involved in the process that I am just doing, not reflecting.

**New conflicts or fears will be brought to perspective.** I will inadvertently reveal something awful about myself and others will see my vulnerabilities before trust is established. Something that I say, do, or don't do is damaging to my career and the workshop becomes negative output wise.

**I will get back to derision of staff, dysfunction at home and disorganization of my desk.** I am going to get behind in work duties and I am going to have to work on the weekend to keep up. 200 emails and 9 new voice mails is a given. I will spend too much time and money on travel and I will have to rush to meet my National Fish and Wildlife grant application deadline. That my program is gone by the time I get back.

**Other things get backed up at work and with no real gain from this.** Everything falls apart because I am not there at work. Work will not get done at home or I lose other opportunities to make some sales. I miss one of my child's parent teacher conferences. I will fall behind in school and work.

### \* 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.

**\* WORST/BEST OUTCOMES (cont.)**

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 THE WORKSHOP  
A SHORT TERM PURPOSE**

*A summary can be created by taking the first **bolded** statement in a paragraph and using it as a key goal or purpose*

- **In the future, my best possible outcomes come true. I decide I will do this work and take the necessary steps to bring that vision into form.**
- **I find a satisfying position that pays for my lifestyle and allows me to help less fortunate people than myself.**
- **I am able to create an environment where those in conflict can speak openly and find resolution. I will truly understand a conflict and the meaning and reason behind it.**
- **I will build my skills to help lead groups out of conflict and into their best possible outcomes. I will be able to facilitate and help people shift to creating our own best possible outcomes.**
- **I can acquire the skills that will result in me improving the relationship with *others* to have an outcome of trust, respect and cooperation. I will have better relationships with others because I will listen and become trusted.**
- **I change my approach to holding/facilitating and or organizing a meeting with various stakeholders dealing with a public lands resource issue.**
- **I fully give myself in service to ask communities, and empower others to do this work themselves. I become more comfortable and capable as a facilitator of community self-actualization.**
- **A new threshold is crossed in building a more human more ecological culture across the BLM. I will cultivate new sources for consensus ideas and development.**
- **I am able to put the process I learned into practice and move restoration forward – faster and cheaper.**

**THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS IN THE WORKSHOP  
A SHORT TERM PURPOSE**

**In the future, my best possible outcomes come true.** I change/shift my perspective and it in turn affects every interaction and goal I have. Paradigm – shifting, earth shattering, life – changing the perfidy of new skills and a process that allows me to do my job better to pass on to others (to change the world).

**I decide I will do this work and take the necessary steps to bring that vision into form.** I will learn how to find or generate consensus facilitation opportunities. I am successful at convincing others of the value and necessity of doing this work.

**I find a satisfying position that pays for my lifestyle and allows me to help less fortunate people that myself.** Network. I will build upon my network and spend time with people I love and respect. I line up three potential clients.

**I am able to create an environment where those in conflict can speak openly and find resolution.** Lessons learned lead to successful problem resolution and understanding relationships among partners. People around me and myself leave with the feeling of accomplishment.

**I will truly understand a conflict and the meaning and reason behind it.** In turn I will be able to solve it. I hold a successful consensus circle for my most contentious working group. We will connect "scarcity fear" to irrational decisions and work together to see possibilities.

**I will build my skills to help lead groups out of conflict and into their best possible outcomes.** I have improved people skills – greater job satisfaction, prosperity and outcomes for WL in Arizona. I will have new and authentic skills to help my partners empower themselves for the work they love. I gain skills to use with my leadership group. I will have mastered the skills enabling this work to be continued through me. I will have an exalted relationship with time.

**I will be able to facilitate and help people shift to creating our own best possible outcomes.** I will learn the skills to facilitate on my own or with a partner. I learned skills that will help Eugene move forward – towards a common goal. I am bringing these skills to my family, my work and colleagues, my ..... work and it makes a difference.

**I can acquire the skills that will result in me improving the relationship with *others* to have an outcome of trust, respect and cooperation.** Relationships are formed and extended that help reinforce the embracing of a positive decisive change in Eugene. That I develop relationships with my colleagues from Eugene.

**I will have better relationships with others because I will listen and become trusted.** Others will feel they have been sincerely listened to and their thoughts/ideas taken seriously. I am able to listen and understand the opinions of those who are against my projects. I will fully enjoy the art of respectful listening. That I enhance my listening skills.

**I change my approach to holding/facilitating and or organizing a meeting with various stakeholders dealing with a public lands resource issue.** I am able to find balance among various stakeholders in my projects. I am able to get what I need out of meetings with diverse and sometimes antagonistic stakeholders.

**THE BEST POSSIBLE OUTCOMES OF INVESTING 3 DAYS IN THE WORKSHOP  
A SHORT TERM PURPOSE (cont.)**

**I fully give myself in service to ask communities, and empower others to do this work themselves.** This work can be brought back to my community in a way. I apply it. But what I learned helps me help my community – and LTD.

**I become more comfortable and capable as a facilitator of community self-actualization.** I empower myself and become more confident (by giving the group more control). Progress is made. Through a great series of meetings and other events such as the planning sensibly where something worthwhile is accomplished.

**A new threshold is crossed in building a more human more ecological culture across the BLM.** I will have a team and a viable plan to address key points to scarcity issues for the BLM. I can bring information about this training to the program leaders. That the work be approved by others at a higher level \_\_\_\_.

**I will cultivate new sources for consensus ideas and development.** That this model infuses all parts of my life. I create a cadre to collaboratively fulfill this vision. In sharing the process that talented staff will grow.

**I am able to put the process I learned into practice and move restoration forward – faster and cheaper.** Stagnation will turn to motion and our work will become "easier" by being collaborative and transparent. I use techniques with PPC ad to focus on goals. The By – laws discussion goes well. I get to keep this new cool pin. I feel full of energy.

## SCARCITY ISSUES CONFRONTING THE PARTICIPANTS

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:

- \* **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:

- \* **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

**There is scarcity of alignment between existing human relationships.** Land is scarce and it is difficult to deal with the opinion of the ranchers.

**There is scarcity in terms of a comfortable working environment.** The BLM organization lacks and you feel frustrated because there is so much to deal with in administration that you don't get to your task of helping out the land which is the primary goal.

**There is the evidence of scarcity in terms of people to accomplish the work in Human Resources in the City of Eugene.** There is scarcity of losing someone as you move into retirement that you have established.

**There is scarcity of organization and procedures and communication in lab work at the testing lab.** We have a scarcity of institutionalized systems to facilitate clear communication and a scarcity of space to deal with communication issues.

**There is the scarcity of institutional knowledge being shared.** We see a scarcity of global conversation on top three issues that Nature Magazine identified as global climate change, nitrogen cycle and loss of biodiversity.

**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.

## **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 Others Still Think There Is Plenty? (Internal)**
- \* **(Optional) What Is the Evidence the Community Still Think There Is Plenty? (External)**

## 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.

**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 agency, government, 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**

### **There are wastefulness and wasteful behaviors.**

- We are wasting resources. There is a lack of water restrictions, people are continuing to use gas/natural resources/petro-tainment, bad health habits (smoking and over eating), more exotic vacations, increased extravagance, (Mercedes when Honda would do.)
- There is indulgence, celebrate more, accumulate stuff, permissive society, continuous consumption, land management areas need to create travel plans to control and manage excess OHV usage.

### **There is no plan for the future.**

- Spend it or lose it. There is a lost sense of purpose. There is a false sense of security. More is better. Lack of accountability. Programs expand.
- There is procrastination, a false sense of survival, complacency, increased or inflated confidence, global warming, people are continuing to operate in solos with no increased collaboration, evidence of abundance of time; inefficient processes, trying to do same amount of work with less people.

### **We focus less on creating solutions and focus more on self than others.**

- People focus on material goods and programs rather than strategies. People tend to believe their success is because they are smart and they are doing the right things. We allow inefficiencies to fill the gaps.
- Loss of discipline goes with the belief that there will always be plenty. There is short sightedness and a sense of increased need that leads to a new sense of scarcity.

### **We act as if the times of plenty will continue.**

- During plenty some places use teams for quality tools. Purchase latest technology tools without thinking about whether they are needed or not.

### **Most people are more generous.**

- There is increased philanthropy, increased fertility, more willing to share what we have, openness and sense of expansion, hope, thankfulness, anything is possible, things will always get better. Some people plan ahead and use plenty to invest in long term solutions.
- 

### **We see more positive behaviors.**

- Upper management gets raises and bonuses. There are more satisfaction and more employees, but along with this come complacency, whining, and a failure to identify priorities. Complacency. People remain comfortable/relaxed rather than stressed and anxious.

## **BELIEFS AND BEHAVIORS IN TIMES OF PLENTY (cont.)**

### **There is still a desire to want more.**

- We are still eating three meals a day. We are still using automatic sprinkler systems without change. We continue taking trips even though we are under travel restrictions. We still haven't fully embraced alternative energy.
- Still consuming at the same rates and ignoring the fact that others are going without or less. It's still not enough.
- We still haven't increased retirement ages. Our definition of "starter home" is obscenely abundant with features.

### **We have a multi trillion deficit.**

- Nobody is acknowledging that fighting foreign wars is adding to our deficit. Too many tax deductions. We continue to re-elect the same people.
- We can still buy a Hummer. Everyone I know has at least one car. We still create credit card debt. We still have a democratic process.
- We will continue to develop our land. We still have climate change. Industries are still being subsidized. Lack of recycling.

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

### **People can become more efficient.**

- People start to become thrifty and find ways to use what is available. People prioritize. Getting new goes down and reuse and repair goes up.

### **Seen people stop sharing information if they ever did, so that they are more valuable.**

- People focus more on their mission rather than superfluous notions. We insert an extra layer of evaluation in decision making.
- Sometimes people's less desirable traits come through.

### **Perceived at least, different government offices find more violations that they can collect fees for.**

### **Entitlements become rights as a belief.**

- Belief that owning a vehicle is a right, time of plenty becomes a new standard, we take for granted what we have, fighting over more/competition behaviors of entitlement and standard operating procedures continues.
- People still drive their cars when there is alternative transportation available. Owners still driving big cars.

### **We have too much incivility.**

- People pull apart (people don't need to work together.) Everyone has a chair....everyone wants a chair. There is an increased sense of self and group efficacy. We still have the choice to think in the high brain.

### **There are increased expectations.**

- Not cutting back expectations or workloads. Continue to add tasks/activities to our calendars. People are doing the same things, expecting different results and getting nothing. Spending more than what they have with knowledge of knowing.

### **Not changing.**

- Seeking more form process that we know are already not sustainable. Whining. Being an ostrich. Being naive or oblivious. Arrogance. Commercialism (commercialism).

## 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.

**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?**

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

### **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.**

### **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 MY PROFESSIONAL LIFE

- **Knowing that our collective work matters now and for the future.** Participating in goal setting and achieving those goals. Helping others achieve their goals. I give a damn. Providing critical public service.
- **Enjoy what I am doing.** People ~ co-workers, peers, partners and part time volunteers. Passionate people. Association with others talents and greatness. Generosity of others inside and outside the organization.
- **I get to work with a great team of smart, creative, upbeat, people to communicate beauty and truths to hundreds of thousands of interested participants.** Experience; my varied experiences provide me a platform to express my creativity in a solution based results.
- **Creativity ~ my ability to see connections and put things together in different ways to solve a problem or issue.** I get to be creative, I am allowed flexibility, I get to work on projects that I really care about.
- **My co workers are talented and knowledgeable.** Great colleagues. A staff that collaborates. A staff that utilizes best practices. A staff that successfully teaches all children no matter what it takes. A voice that is heard, and access to many managerial levels of discussion. Access to growth and development.
- **Work for a highly respected organization and skilled group of people.** Every day I feel respected and appreciated. I enjoy the work I am doing and don't want to leave at night. I love the kindness and respect and patience I get from my supervisors and fellow employees. I am treated with respect. My co workers appreciate the work I do.
- **Interesting people to work with who are introducing new ideas.** An ethic of collaboration. Strong, caring and productive partnerships. Friendships made along the way with exposure to diverse views and people. The very high level of diversity of which it is comprised. Great relationships and developing watershed partnerships.
- **A staff that believes our mission and shows that with actions.** I wholeheartedly buy into the mission of my agency. Sense of contributing to mission of saving public lands for future generations. Innate skills problem solving, seeing big picture, anticipating trends, bringing vision into form and gathering right people together to accomplish a goal.
- **Continuously learning new processes, new approaches, new anything almost!** A staff of continuous learners. Learned skills. Challenges. Always a new challenge. I find richness leading staff through challenges to a successful outcome.

## THE RICHNESS IN MY PROFESSIONAL LIFE (cont.)

- **Opportunity to create like photography, video, sharing lessons to be used for long periods of time.)** Really creative colleagues. Lots of creative opportunities. Opportunity for creativity. Opportunity to pursue a vision, opportunity to advocate for natural and cultural heritage. Opportunity to help others. Professional development opportunities such as this workshop. Number of opportunities only limited by my inability to imagine.
- **Incredible, dedicated, talented strong support from team.** We have developed a strong cross disciplinary team. Immense teamwork. Working with people to help them resolve issues. Teamwork; working with a variety of people (diverse ideas and backgrounds.) Working with committed people. Working in a field I love and believe in.
- **Networking with people doing similar tasks ~ not necessarily in the same industry.** Network of peers and social groups ~ home away from home. Network professional and personnel. Coaching staff for personal growth. Mentoring/coaching associates. Coaching and growing my employees to become better at their jobs and more successful in the projects that are important to them.
- **Flexible hours for school.**
- **Beautiful and mostly healthy desert habitat to work in and advocate for.** Beautiful landscapes and Meaningful projects. Watching streams recover. On the ground successes.
- **Job satisfaction because laughter is common.** My job is constantly changing. I love my job! Management support. Having a job that sustains my family. Financial compensation. Adequate monetary reward. Grant funding. Sense of fulfillment.
- **A great boss.**

## THE RICHNESS IN OUR PERSONAL LIFE

- **The world is full of ideas I haven't been exposed to yet.** Beauty and humanity is everywhere. I enjoy discovering people's "light." Volunteer work with youth in camp experiences and opportunities to give back. Ways to be creative.
- **Spiritual Growth, Freedom and Choices.** Living and art space. Independence. Flexibility. Artistic creative abilities. Getting to know my mother as she ages. Getting to know my brother in his struggles. The tender struggle of grief recovery.
- **Family and friends from whom I receive love, guidance and enrichment and hopefully give back.** I have a home I love. I am loved. An abundance of love and support. Love for Mexican food.
- **My wife continues to love me after 40 years.** I love and appreciate my family and friends. Lots of love and laughter. My relationship with my wife and kids. Relationships, health, family, home, the land and being able to enjoy the land.
- **The touch of my husband's hand and wine with my sisters.** Having a family and working together as a team with my husband. Family; children, grandchildren, sisters and brothers.
- **Sharing my children with grandparents, and aunts and uncles.** Watching my children grow up. The sound of my son's voices in a prayer before dinner. Great kids who want to go to college.
- **Beautiful place (region) to live.** I have all of my necessities and live comfortably. Opportunity to go to school and living on my own. Time to read variety of books. Doing gardening and stained glass. Quality time with spouse daily.
- **Ability to explore outdoors, beautiful landscapes.** Gardening and landscaping. Spending time outdoors in rural/remote settings. The outdoors recharges and renews me. Living in the desert and enjoying being outdoors.
- **The great variety of activities that I am able to engage in and the great people that I do it with.** Enjoying activities outdoors. Improving home, gardening (sense of accomplishment by completing projects on chore list).
- **Excellent health, two beautiful independent daughters and financial security.** Financial stability. Financial stability allowing me to give away. Family, music, travel to other cultures, volunteer work, exercise and health improvement, carrying on of family history and honoring my past, financial security and freedom to live my life as I choose.

## THE RICHNESS IN OUR PERSONAL LIFE

- **Interests beyond my profession in writing, nature and science.** Access to nature and connection to nature. Love, family, friends, 4 legged (the fur people), beautiful environment, peace, solace, clean air, water, rich soil, wildlife in the backyard. All the animals.
- **I get to live with an amazing, lovely, beloved partner in a beautiful green natural place with four happy dogs, cats, a teenager, and everything, while facilitating positive change in our community.** Loving wife and daughter and two cats that I serve. Cat butler!
- **Good health, committed supportive family and friends, outstanding leisure time, opportunities to recreate, opportunities for creativity, reading and music, access to outstanding natural resources.** Wonderful supportive family and friends, own a car and home, unconditional love from my pets, health. Great supportive family and friends.
- **My bottom brain and top brain talk!** Good excellent health. Great yoga community. I don't give a damn (in a good way about expectations and people's opinions.) Singing loudly.
- **Diversity of friends.** Family, friends, food, shelter and health. Laughter with family and friends. Strong community of friends. Friends.
- **Passionate people and sharing meals of food from garden, conversation (social seems to increase when food is in the mix as well as beer and wine!)** Music! Moral support of others. Music, books, beer, association with talented caring people. Much laughter.

## **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.

## THE BEST POSSIBLE OUTCOMES OF ADDRESSING SCARCITY A SUMMARY

- **Scarcity is an opportunity for change and improvement. I will continue to view scarcity as an opportunity rather than a problem. We live or work in a new environment that holds a sense of community.**
- **I can tap into the personal and professional richness in my life to offer new approaches and ideas to address disparate ideas and conflicts to improve the level of trust and cooperation between union and management.**
- **Trust is rebuilt with those who were previously adversaries. We achieve a better balance between personal and professional life. Continuous support provides stability.**
- **There will be more people who understand what is really going on in the world. We are satisfied and content. I can expand the circle of support for my vision to help it come to fruition.**
- **I have a place in which to escape for renewal (family, friends, and environments.) There is safety.**

## THE BEST POSSIBLE OUTCOMES OF ADDRESSING SCARCITY

**Scarcity is an opportunity for change and improvement.** There are increased opportunities for closeness with family friends and peers meeting all needs. I want to leverage the resources in my network (professional and personal) to identify market opportunities for conflict resolution cadre. We learn to understand how scarcity can breed plenty.

**I will continue to view scarcity as an opportunity rather than a problem.** We can learn to utilize or substitute our richness for what we lack and there is synergy with others to find solutions. We find more energy to address other issues in life. I can spend more time improving and enjoying the richness in my life. You learn how to become rich with less. Perceived scarcity will be eliminated and richness will emerge.

**We live or work in a new environment that holds a sense of community.** Community comes together. My school community will see nature as our major resource now and in the future. We are coming together to work with a common goal in mind. By sharing the vision solutions to sustain it and manifest viability will also be present.

**I can tap into the personal and professional richness in my life to offer new approaches and ideas to address disparate ideas and conflicts to improve the level of trust and cooperation between union and management.** Give ideas to others. Others join the effort with new ideas and resources to preserve the open spaces and quality of life for the communities. More time at home. Trust increases. I accept other people for who they are and what they believe. We ask friends and family for ideas.

## THE BEST POSSIBLE OUTCOMES OF ADDRESSING SCARCITY (cont.)

**Trust is rebuilt with those who were previously adversaries.** We will network professionally to get advice on and/or support for resources (funding) and trust (relationships.) Better caretaking in informal networks in communities. Network of friends becomes larger and stronger. I will have the talent and insight of others with which to partner. I will use a variety of tools and databases to increase my network.

**We achieve a better balance between personal and professional life.** Colleagues will develop new skills they didn't have and have more confidence.

**Continuous support provides stability.** It is my scarcity and I address it. I will find out what the most important things are to me and what I am doing out of obligation, not passion or commitment. Music will be spread to others. My friends will help me deepen my advocacy for the land. There is more time for what I choose to focus on.

**There will be more people who understand what is really going on in the world.** Use friends and family to gain insights to my personal perceptions of and behavior regarding scarcity. We find necessity and opportunity to address historical barriers and move forward in a new way. We share burdens and creativity with friends, family and colleagues. We are now being creative.

**We are satisfied and content.** Our needs are met resulting in little or no stress. A healthy life will provide a way to relieve stress. Less stress means happier and healthier people which can improve relationships. Able to achieve the task I care about. We organize more parties!

**I can expand the circle of support for my vision to help it come to fruition.** Relationships will strengthen. We have new relationships with interesting people ~ stronger relationships with colleagues and family. Contact family and friends for help with my personal journey. Make changes in a daily routine. Change in jobs or a career that enrich my life's experiences.

**I have a place in which to escape for renewal (family, friends, and environments.)** I have a more beautiful household and nature garden. I have more time to talk with casual visitors maybe. More hands on art to connection with other artists. Also we will be seeing a slower rate of extinctions and saving trees and forests.

**There is safety.**

## **EXPLORING COLLABORATIVE PARTNERSHIPS A PARTICIPANTS FACILITATED SMALL GROUP ACTIVITY**

In this time of scarcity, the Federal Agencies are being directed to use the resources of communities in their area to get work done. This requires the development of relationships that are collaborative. Three small groups were formed, each with a pair of facilitators. The facilitators were to be neutral, to focus on facilitating the group through the process.

A mythical National Landscape Conservation System Partnership Group is created with 3 separate partnership groups. This is their first meeting, and it is facilitated by members of the partnership group. A pair of facilitators (male and female) was selected for each partnership group.

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 our NLCS and how do you feel about it?  
*(Talking circle only. Do not record.)*
  
2. What are the worst possible outcomes of this situation? *(Recorded directly to the flip charts. Facilitators select the recorder.)*
  
4. What are the best possible outcomes of working together and tapping our richness?  
*(Recorded on 3 x 5 cards, then to flip charts. The facilitators have the option of selecting a co-facilitator from the group to manage this task.)*
  
5. What are all the reasons it is impossible to do this task? *(Recorded directly to the flip charts. The facilitators have the option of selecting a co-facilitator from the group to manage this task, as well as the recorder.)*
  
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.)*

ALL OF THE RECORDED INFORMATION FOR ALL 3 GROUPS WAS INTEGRATED INTO ONE COLLECTIVE STATEMENT.

## THE WORST POSSIBLE OUTCOMES OF NOT HAVING COLLABORATIVE PARTNERSHIPS

**Everything we do becomes transparent.**

**There is a lack of consensus so there is no movement forward.** People come with unrealistic expectations that don't get met and people leave disappointed, disillusioned and angry. The group disbands and there is no project left. The problem grows bigger and no solution is found. I will feel ashamed about failure. There will be compromise ~ not consensus.

**There are conflicts over our basic purpose together.** Conflicts continue and escalate. The conflict is widened, negative feelings escalate, and the community becomes more entrenched in their differences, more polarized. Some of the interests are left out. Conflicting interests among groups and fighting among members. Animosity takes control.

**The relationships become so contentious and distrustful that the partnership is abandoned.** Nothing changes and relationships fall apart. Mistrust. No agreement is made and trust breaks down. The group will not only fail, but become hostile to each other. Disagreements lead to further division of opposing parties and there is disillusionment and refusal to work together. Somebody gets hurt (emotional or physical) and individual or agency reputations are damaged.

**There is a failure to identify all necessary or relevant partners.** Partnership provides a vehicle for agencies to team with land owners and developers at the expense of the health of the land. There could be unfairness and abuse from a less powerful partner. Partnership reinforces the power of the environmentalists and further strips our rights. All become adversaries.

**There is domination by a faction or agency.** There is loss of control and dependence on others who are unreliable. Coalitions are formed to drive the outcomes to a predetermined result while individuals in the group try to undermine others to other outside the original group. The agency dominates.

**No one listens to me.** There is no participation and people refuse to show up. Rights and aspirations trampled and there is organizational failure. The least vocal person/point of view is not fairly considered. People at the meeting do not have power to make decisions so there is confusion of which tasks need to be completed by different groups working on the same project.

**Time and dollars are wasted.** We waste money in litigation. There is waste of time and energy. That it is a waste of time. Waste of time. Waste of money. Partnership extracts every last bit of my energy and time, resulting in even fewer rights than our family started with. There will be dilution of energies. Litigation occurs with winners and losers.

**Bureaucracy and organizational rules/bylaws prevent action.** There is not recognition of the value of partners working together. Words don't translate into actions. Partnership is dissolved and traditional management takes over. Added obstacles to getting things done. Bad experience equals rejection of future partnership opportunities.

**Due to stalemate, the resources suffer.** Needed care of the land doesn't happen. The youth are disillusioned and not connected or involved. Stuart's family can't survive economically and the land is sold and developed.

## THE BEST POSSIBLE OUTCOME OF COLLABORATIVE PARTNERSHIPS (A Summary)

- **A consensus agreement is reached. There is creative consensus, not compromise on the purpose.**
- **Communication is achieved and we are encouraging multiple perspectives. Projects or goals are accomplished and successful.**
- **Trust grows. We see the healing of divisive contentious conflicts.**
- **The resources are saved. Wetlands, education, cultural and owners and community needs are met.**
- **A sustainable community is formed around the triple bottom line and that is social, environmental and economic. Due dates are met because the workloads are distributed.**

### BEST POSSIBLE OUTCOME OF COLLABORATIVE PARTNERSHIPS

**A consensus agreement is reached.**

**There is creative consensus, not compromise on the purpose.** A common purpose is defined and the group moves forward to fulfill its purpose. Solutions are determined that fully meet the expectations of participants that far exceed all expectations. Influence is expanded, effectiveness is increased. Everything we do is transparent. As a result, unneeded litigation doesn't happen.

**Communication is achieved and we are encouraging multiple perspectives.** This leads to more informed discussion and potential outcomes that are more likely to be able to be implemented. We weave divergent ideas into a stronger net of possibilities. There is introduction to new ideas that benefit the company. Inclusive group with valued participation by youth. New networks are formed that can be utilized in the future.

**Projects or goals are accomplished and successful.** Leadership is shared and situation dependent. Goals have been met. You create such a strong relationship within your group that you are able to accomplish more than original goal. We are creating new projects that haven't been discovered yet. True needs of partnership are revealed and we gain a project success and agreement to work together again.

**Trust grows.** Deepening of relationships and trust building continues into the future. Mutual respect blossoms. Stronger bonds between partnerships are made. Safety and support for small as well as large partners. Doubters become believers and suggest the next partnership because all needs and more are met for all partners. The success serves as a model for new partnerships.

## **BEST POSSIBLE OUTCOME OF COLLABORATIVE PARTNERSHIPS (cont.)**

**We see the healing of divisive contentious conflicts.** New and inclusive coalitions are formed. Everyone leaves feeling they have done a great thing to help their cause (cows!) Strong ties are made between members. There will be increased mutual creativity and success and understanding and love for the landscape.

**The resources are saved.** Maximize on knowledge, person power and resources of all to maximize accomplishments. Shared resources (time, dollars, people;) for a sustainable future. We find sufficient resources for environmental education. More resources and more support for everyone. Stewardship for the public land is increased and there is the recovery of endangered species.

**Wetlands, education, cultural and owners and community needs are met.** My kids are part of the community. Steward's family retains the land, flourishes economically and is supported by the community. We get to manage our family lands which include development of those lands. My family will no longer be under attack.

**A sustainable community is formed around the triple bottom line and that is social, environmental and economic.** Paradigm shifts and aha moments occur because aren't necessarily preaching to the choir. We have a thriving natural and human communities in sustainable balance. There will be community and personal growth. There are greater monetary rewards for the community. Funds are raised.

**Due dates are met because the workloads are distributed.**

## IT'S IMPOSSIBLE!

Once people have developed a "best possible outcome," they normally respond in disbelief. "It's impossible!" they say, either verbally, or through their behaviors. This is especially true of people who fear worst possible outcomes, and are successful in making them happen.

This is a normal response. It can occur in the form of laughter as the outcomes are read; or in snide remarks about "motherhood statements;" or in questions that express doubt about the wisdom of the mission. These are all worst possible outcomes statements and behaviors. They express the fear that the best possible outcome is not possible.

This occurs anytime people's "bubbles of belief" are stretched. I visualize people's belief system as being in a large bubble, held in by an invisible membrane, a surface tension created to hold the beliefs inside. Anything that attempts to stretch the bubble, to cause it to expand, will be resisted for fear that the bubble will burst, the contents released, and the person will disappear.

If the mission is outside their normal beliefs or experience, how can it be possible? The participants, in small groups are assigned what would be considered to be "impossible tasks:" In this instance they will need to overcome all their obstacles in their situation and make their best possible outcomes happen.

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. Note that each of the reasons the tasks are impossible is a belief statement.

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 All The Reasons It Is Impossible To Make The Best Possible Outcomes Happen?**

When the first statements are read off, the group is made aware that each of the statements is a negative belief that will foster the worst possible outcomes.

## ALL THE REASON PEOPLE SAY THIS IS IMPOSSIBLE

**The public does not trust the government agencies.** Also, BLM management doesn't trust BLM staff and BLM staff doesn't trust the BLM. The BLM will "listen" but in the end will do what it wants to do and there will have be decisions within the multiple use groups. There is no prescribed process and there is no political will to support the BLM.

**The BLM is disingenuous in public engagement.** This is creating another level of bureaucracy. Engaging the public is troublesome. BLM staff believes they own BLM lands so they have no reason to engage others. Government agencies historically have difficulty with collaborative partnerships. Government has a hard time giving up control.

**This is not collaboration because BLM doesn't do collaboration based on what collaboration is.** Large landscape collaboration is impossible because we haven't even figured out how to do small landscape collaboration with one or 2 partners so LLC is bound to fail.

**The agency seems to be out of touch with the diversity of options.** It's balancing the local community interests with the national public interests. They think large scale and are idealistic. The issues are too contracting. This is just another government buzz word and a fad. Besides, there will be a new secretary before the ink is dry on this.

**We the people are not in agreement with this goal and also don't understand it.** Opinions and interests of impacted parties are too ingrained to allow a common goal. Listed different interest groups; it is going to be hard to prioritize the different goals that are listed. The stated goals are a little to wimpy to raise the conversation to fundamental shared purposes.

**There are too many players.** It will be impossible to find resolutions among so many diverse parties. We will never be able to get all these people in the same room at the same time. BLM can't commit to supporting a collaborative partnership for more than one year, both financially and politically. We never ever got anything done with those hippies in the room and they will oppose everything.

**We can't agree on the science; for instance is grazing hurting the land or not.** Just the land patterns in many areas will cause positioning and lack of agreement. The science of climate change is not known so how can you reach a goal with an unknown? Strong science for localized climate change adaptation (resilience) planning is in its infancy. Increased climate change mitigation planning is an order of magnitude more urgent but left out of the picture.

**My family has been here for 14 generations. There is no reason we should have to change for a political whim.** There are just too many disparate values.

**This is an unfunded mandate.** BLM staff doesn't have the capacity or expertise to engage multiple stakeholders. Extractive/money making operations trump environmental protection. We also see BLM's shift toward centralization (IT, budget, monitoring) methods.

**Sadly NEPA and sadly FACA.** The uses are basically inconsistent and it is too complicated. There are just too many incompatible uses listed.

## **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 ADAPTIVE BELIEFS AND BEHAVIORS TO FOSTER THE BEST POSSIBLE OUTCOMES

- **We can decide the future. We can try this attitude.** We are not the same people we were before. We are a new group with new attitudes and ideals, and we can now do things that were previously impossible. If we can imagine a best outcome, we can achieve it.
- **Anything is possible.** Honest assessment, acceptance of impossible beliefs. People are inherently honest. People want to do the right thing. Trust that people want to do the right thing; without defining “right.” Act; do something. Do not get analytic paralysis. Hope, trust and excitement!
- **I don’t have the answers before I start the process.** Don’t process; the answers may already exist. Examine and address institutional obstacles.
- **Allow a shift in mindset.** Paradigm shift within the BLM must occur to make the secretarial order happen. Priorities are shifting for the better. This issue will not go away. It must be dealt with even though there will be pros and cons with each group when the issue is settled.
- **We allow a fair system where everyone has the opportunity to provide their opinion and there is willingness to compromise.** Listen to what other say and as it makes sense add to your list of desired actions and outcomes. Everyone’s input has value.
- **People at cross interests must join together for best outcomes.** Open to \_\_\_\_\_! Open mindedness. Keep an open mind to all views. Collaboration is critical. Belief that we will all benefit if we can collaborate. Real collaboration skills taught, practiced, awarded.
- **Close enough is a good start and close enough is only a start.** Long term gain is worth short term sacrifice. Embrace complexity. Purpose equals superset of stated goals. Define collective purpose and define solutions.
- **An “envision Eugene” type process needs to take place with diverse stakeholders, to decide how to most effectively manage the lands.** Use a process that has integrity. Initiate truly collaborative process with an external facilitator directing the process. BLM can use this process to harness its talent and direct energies towards change.
- **The belief that our way of life is unsustainable without making significant changes to our land use.** A change in the behavior of Congress is needed to restructure federal agencies with a role in land management to streamline control and decision making.
- **It will change only if we stay involved.** Shine light on motivation behind change.” BLM culture needs to change so that staying in one place and making a difference on the ground is as important (or maybe more important) than achieving a higher grade by moving up into management or into another position.

**NEW ADAPTIVE BELIEFS AND BEHAVIORS TO FOSTER  
THE BEST POSSIBLE OUTCOMES (cont.)**

- **Building relationships is the key.** BLM partners with public meet to clarify and define. Get the right people/interests together. Note: they may not know they need to be involved at first 😊 Match strengths, passion to do good work. Risk taking, out of the box thinking, rewarded, used to diminish negative beliefs.
- **Leadership needs to frame this with inclusiveness and best possible outcomes.** Hire a leader who has the experience in bringing groups together to make this succeed. Good trained facilitator of the discussions is a MUST!
- **Give away some perceived power.** Build on the unusual and unlikely. Introduce this goal to youth and schools. Provide adequate funding and demonstrate it will work on a smaller scale; show me proof!
- **We can find agreement on trusted source of science.** Creative ways of complying with FACA. Effective ways of integrating national interests with local efforts. Learn to share decision space in BLM.
- **Senior management support for above.** We need tolerant support of administration and directors with room and time to keep trying. This should not be a collateral duty assignment. Political will.

## 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, just a talking circle. 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 judgement.

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?**

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.

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

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.

## ADVICE ON HOW TO FOSTER THE BEST POSSIBLE OUTCOMES A SUMMARY

- **Using the consensus process we move ahead. Make sure all parties are invited. Welcome stakeholders to participate repeatedly.**
- **Allow partners to self define participation. Let your voice be heard. Build trust and relationships among interests. Keep listening.**
- **Continue to collaborate using the consensus circles, process to find the path together toward shared best outcomes.**
- **Set specific goals and agreements to help hold each other accountable to the purpose. Everyone share in the work and tasks.**
- **That we stay connected with each other after this training and practice with each other to get better than use it with our partners.**
- **Don't forget to celebrate your successes. Closure.**

## ADVICE ON HOW TO FOSTER THE BEST POSSIBLE OUTCOMES

**Using the consensus process we move ahead.** Make this a priority involved in BLM.

We, at least, encourage each other to practice this process. Give this process integrity. Be respectful and aware of how your partner may feel and react as to avoid conflict. Develop a common purpose; agree where you agree, and plan around that agreement. Collaborate with the willing.

**Build a system and network to support each other as we put this process into action.** Implement a team to assist with this effort with folks experienced in collaboration, science, planning etc.

**Use training for both skill building and workshop forum.** Train others to do the work. Hold intensive training for BLM managers and staff on collaboration. Commit to and provide public and agency training. Use media to make conservation understood.

**Create an open environment within your organization that fosters inclusion.** Demonstrate internally and externally leadership in collaborative management. Engage communities. Partnerships and collaboration. BLM NLCS will participate as responsible members of communities of interest and place.

**Make sure all parties are invited.** Getting all voices and entities in the room. Keep your community informed and engaged. Honest commitment to what you can do to aid the groups progress. Be open to possibilities; don't let words trigger blocks. Don't expect immediate changes or success. People have to move from where they are to be authentic. Promote the story of place as an integral element to NLCS visits.

## **ADVICE ON HOW TO FOSTER THE BEST POSSIBLE OUTCOMES (cont.)**

**Welcome stakeholders to participate repeatedly.** Allow every member to be heard, don't try to alter or change their statements. No paraphrasing. As facilitator; don't allow 2 way interactions to escalate tension. Use our input. We know what's worked and what has not. If you have questions, seek advice and answers. Ask our kids what they want for their future.

**Allow partners to self define participation.** A sustainable community is formed around the triple bottom line; social, environmental and economic. Be open to the variety of viewpoints about what the issue is and don't be surprised if we start in a new place and end up in a different place than what you thought when you first joined the group. Inquire below and have more room for solutions and action.

**Let your voice be heard.** Each of us should strive to develop an attitude of respect for the ideas of others and shed the tendency to be judgmental based upon the appearance, background, lifestyle or characteristics. It is so much easier to come to an understanding if participants have an open mind. Foster respectful communication and be truthful and honest.

**Build trust and relationships among interests.** Continue to use greeting circle and grounding to keep our relationships strong and close. Do not expect my blind trust to follow a generation of mutual mistrust. Trust myself and overcome fear of different. Pay attention to transparency. Stay human. Care about the future and invest in education. Connect on a human level.

**Keep listening.** Provide for listening for understanding and the opportunity to be heard. Trust the process which depends on full disclosure and listening. Listen openly. Invite each group member to talk about his/her own desires for the outcome and work toward mutual goals. Listen...don't dominate. Listen, listen, listen. Listen to what everyone has to say (listen to both sides of the story in every conflict.) Talk about all of the angels in the problem until you reach a good point for consensus.

**Continue to collaborate using the consensus circles, process to find the path together toward shared best outcomes.** Invite youth leadership into the collaborative efforts. Work to reach out and collaborate with groups that not only benefit you, but with those who contradict, so that a consensus may be reached. Show interest in our group ideas. No one wins if someone loses.

**Set specific goals and agreements to help hold each other accountable to the purpose.** Stay focused on the purpose. Open discussion to articulate the issue and our relationship to it. Define the purpose; common interest meaningfully. Go slow to go fast. Be willing and open to change. Make a commitment and take action. Take advantage of this!

**Everyone share in the work and tasks.** Foster shared ownership of the resource. Organize data in a shared format. Share resources and networks. Commit to sharing and being open to everyone. Reward accomplishments in an ongoing way. Track accomplishments openly. Find opportunities to apply our new skills.

**That we stay connected with each other after this training and practice with each other to get better than use it with our partners.** Ask each other for help.

## **ADVICE ON HOW TO FOSTER THE BEST POSSIBLE OUTCOMES (cont.)**

**Don't forget to celebrate your successes.** Document and share successes small and large.

Reward accomplishments in an ongoing way. Track accomplishments openly. Find opportunities to apply our new skills. Remind ourselves of the worst possible outcomes so we can focus on the best. Stay connected after today. Focus on the things that would make the best outcomes happen and don't spend so much time on different matters.

**Closure.**

## **ADVICE ON HOW TO MARKET TO BLM**

**At the end of the workshop, the participants were asked to provide their advice on how to market the Beyond Conflict to Consensus Workshops.**

**Quote from those who have experienced it.**

- Develop testimonials from parties. Word of mouth and testimony is always the most effective. Testimonials from key and recognized individuals who have taken the course.
- Utilize endorsement statements from past participants from a diverse group to represent.
- Engage a local sponsor who is already using collaboration or the consensus process.

**We need a greatly enhanced web presence to support this in the current culture.**

- I am a rogue expert and happy to help with web support. Skip the TV spots. Consensus/tools/local/blog/about.
- . Seek media attention! Use electronic medium to spread this message to past students. Create a facebook for the Consensus Institute. Create a YouTube presence. Create a community web site, with discussion blogs

**Deliver in a place based in community settings.**

- Advertise through local community the target group is a mix of federal, state agencies, non-profit and public who are concerned with lands, conservation and natural resources.
- Engage past students to help market the class.

**Require as part of introduction to BLM.**

- Make it mandatory for supervisors and managers to attend once. Require agencies to enlist a partner in order to attend.

**Offer to colleges to participant as part of the group for credit.**

- Give teachers the educational points they require for annual mediation. Create as a USU Planners Short Course.

**Cost effective.**

**Less role playing needed.**

**We can't travel given the economy, so you need to 😊**

## WHAT WOULD YOU TELL OTHERS ABOUT THIS WORKSHOP APPROACH?

**As part of marketing this approach, the participants recorded their answer to the above question on 3 x 5 cards. This was an optional activity, the participants decided if they wanted to include their names.**

- This approach brings truth to processes and decisions. Perceptions are brought into the light and possibilities take actions. ----Michelle Easley
- You will learn a process and skills that will change your life. You will never again see a conflict as unsolvable. You will have skills that can change your community. ---Mary Adams
- Within three days, I can honestly say that when presented with conflict, I will be able to resolve it in a peaceful and civil manner. This would be an important tool for training in Universities. How can you go wrong with such a peaceful approach? There is no conflict that cannot be resolved with an open mind, open ears and a true understanding of all opinions presented in any issue. ---Cammy Evans
- It is worth your time. We can't keep doing business as usual. Look at what is going on in the world and you don't believe it. ---Carol Evans
- This course/workshop added new tools for me as an experienced facilitator but also seemed very practical/useful to novice facilitators—the playing/practice field was level. I already have two meetings with in the next two weeks to use what I have begun to learn. --- Ann H
- There is something simple and pure about the approach that has been missing in all my other training and gimics. ---Stuart Ramsing
- This is the best of the processes that I have experienced to resolve conflict in the natural resource management. It is simple to learn yet highly effective and can be transformed readily to new partnership groups.---Karen Simms, Ecosystem Planner, BLM
- This is an approach that to many will seem hokey, even a total waste of time, but that feeling is soon replaced by amazement that something so simple can open up communication and collaboration between very different groups of people. ---- Tom Patterson
- It works if you are at least willing to consider suspending your assumptions. The significant time it appears to consume is made up in the implementation stage of your project or purpose-you don't have to "sell" your plan it is already sold. This process creates the conditions for meaningful productive collaboration. --- Mike Redburn

## WHAT WOULD YOU TELL OTHERS ABOUT THIS WORKSHOP APPROACH? (cont.)

- The Consensus Institute provides a unique opportunity to learn collaborative communication skills in a real-world environment. At the completion of this course you will be confident in building capacity in your community. --- Diane Nelson
- Never before have I become more comfortable among 30 strangers in three days. Given a task. I think we could accomplish anything and be proud of the outcome. ---- Robert Fink
- If we are going to have a paradigm shift in our society, we are going to need tools to both affect change and deal with change. The Consensus Institute brings such a set of tools to the table. --- Pat Johnston
- I have been working with formal consensus processes for about 35 years. This consensus circles approach to group collaboration is simpler, deeper, more authentic and more feective than any other set of tools I have experienced. ---- Kevin Mathews Architecture Week
- This model for collaborative engagement over resource decision making has significantly enhanced by abilities to connect with communities in a favorable light. It is inspiring and reassuring to see so many partners moving together toward a greater ability to collaborate by getting relationship stumbling blocks out of the way. Marsha Dechadenetes
- This is 21<sup>st</sup> century facilitation methodology. this teaches the value of being heard is the key to moving off conflict and on to a purpose-driven process.
- This approach is an effective way to encourage participants to talk early in the process, learn something about the other participants and feel safer about discussing issues without fear of rejection or embarrassment.
- This process works – it can give people the tools and necessary confidence to use it in their profession and personal lives. The instructors are experienced, knowledgeable and accessible. It's a great way to network with others who want to do this work.
- It provided valuable tools that I may be able to use to solve or prevent future conflicts.
- Don't knock it till you tried it.
- I learned practical tools for engaging diverse interests.
- This is a non-threatening approach that frees people to dialogue openly.
- The workshop encouraged me to honor others by allowing them to express their thoughts and feelings freely.

### **WHAT WOULD YOU TELL OTHERS ABOUT THIS WORKSHOP APPROACH? (cont.)**

- I liked the class it is a nontraditional style of conflict management and I am going to use it/put it into practice with my projects at home.
- This approach is worth the time and effort. Three days is a small investment for such potentially big gains. No expertise in a certain field is required to attend or do this work.

## **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?**

## **A SCARCITY PROCESS AGENDA (cont.)**

**STEP 7. A SCARCITY EXPERIENCE (Page 37 )**

**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?**

## Thriving in Times of Scarcity

Consensus Institute BLM - NTC

### PARTICIPANTS

February 22-24, 2011

#### **Helene Aarons**

Consultant (retired BLM)  
11307 Billings Avenue  
Lafayette, Colorado 80026  
917.744.0719  
haarons@gmail.com

Black Canyon City, Arizona 85324

623.694.1338  
bcothern04@msn.com

#### **Mary Adams**

Director of Human Resources  
and Government Relations  
Lane Transit District  
3500 East 17<sup>th</sup> Avenue  
Eugene, Oregon 97403  
541.682.6184  
mary.adams@ltd.org

#### **Marcia deChadenedes**

Outreach and Partnership Coordinator  
BLM - California Coastal National Monument  
299 Foam Street  
Monterey, California 93940  
831.372.6225  
mdechade@yahoo.com

#### **Cate Bradley**

Landscape Architect  
NPS - Rivers, Trails and Conservation  
Assistance - Western Archeological  
and Conservation Center  
255 North Commerce Park Loop  
Tucson, Arizona 85745  
520.791.6472  
cate\_bradley@nps.gov

#### **Michele Easley**

Assistant Field Manager, Resources  
BLM - Kemmerer Field Office  
312 Highway, 189 North  
Kemmerer, Wyoming 83101  
307.828.4503  
measley@blm.gov

#### **Dawn Collins**

Research Project Manager,  
Marketing Outreach Event Coordinator  
Arizona State Parks  
1300 West Washington Street  
Phoenix, Arizona 85007  
602.542.7128  
dmc2@azstateparks.gov

#### **Cammy Evans**

Student  
University of Nevada  
140 Glenvista Drive  
Spring Creek, Nevada 89815  
775.934.9033  
cammy\_evans@yahoo.com

#### **Bob Cothorn**

Black Canyon City Community Association  
PO Box 33

#### **Carol Evans**

Fisheries Biologist  
BLM - Elko District Office  
3900 E. Idaho Street  
Elko, Nevada 89801  
775.753.0349  
carol\_evans@blm.gov

**Robert Fink**  
Wildlife Program Manager  
Arizona Game and Fish Department  
Tucson Region  
555 N. Greasewood Road  
Tucson, Arizona 85745  
520.388.4441  
rfink@azgfd.gov

**Robbye Hamburg**  
Principal  
Hyalite Elementary School  
3600 West Babcock  
Bozeman, Montana 59718  
406.582.6800  
robbye.hamburg@bsd7.org

**Holly Hicks**  
Small Mammals Biologist  
Arizona Game and Fish Department  
3000 West Carefree Hwy  
Phoenix, Arizona 85086  
623.236.7499  
[hhicks@azgfd.gov](mailto:hhicks@azgfd.gov)

**Alana Holmes**  
Human Resources Director  
City of Eugene  
777 Pearl Street, Room 101  
Eugene, Oregon 97401  
541.682.5765  
[Alana.M.Holmes@ci.eugene.or.us](mailto:Alana.M.Holmes@ci.eugene.or.us)

**Thom Hulen**  
Executive Director, Friends of the  
Sonoran Desert National Monument  
1849 East Guadalupe Road  
C 101, PMB 118  
Tempe, Arizona 85283  
480.648.9864  
[thom@sonorandesertfriends.org](mailto:thom@sonorandesertfriends.org)

**Ann Hutchinson**  
Black Canyon Heritage Park

Friends of Agua Fria National Monument  
201 West Circle Mountain Road  
New River, Arizona 85087  
623.742.6514  
[behomes@msn.com](mailto:behomes@msn.com)

**Pat Johnston**  
Public Outreach Coordinator  
BLM - Eugene District Office  
3106 Pierce Parkway, Suite E  
Springfield, Oregon 97477  
541.683.6181  
[pjohnsto@blm.gov](mailto:pjohnsto@blm.gov)  
[pat\\_johnston@artifice.org](mailto:pat_johnston@artifice.org)

**Jim Larson**  
Board member  
North Country Conservancy  
412 West Gleneagles Drive  
Phoenix, Arizona 85023  
602.942.7363  
[jl Larson116@cox.net](mailto:jl Larson116@cox.net)

**Matt Magee**  
Acting Director, ADR and Collaborative Planning  
BLM - Headquarters Office  
1620 L Street NW, Room 850  
Washington, DC 20036  
202.912.7286  
[mqmagee@blm.gov](mailto:mqmagee@blm.gov)

**Carrie Marr**  
Environmental Contaminants Specialist  
US Fish & Wildlife Service  
Arizona Ecological Services Office  
2321 West Royal Palm Road, Suite 103  
Phoenix, Arizona 85021  
602.242.0210  
[Carrie\\_Marr@fws.gov](mailto:Carrie_Marr@fws.gov)

**Kevin Matthews**  
Willamette Resources  
and Education Network  
PO Box 1588  
Eugene, Oregon 97440

541.514.4766  
matthews@artifice.com

**Annie McVay**  
Research Associate  
Arizona State University  
4104 South Alder Drive  
Tempe, Arizona 85282  
annie.mcvay@asu.edu

**Stuart Ramsing**  
Division Manager  
City of Eugene  
Planning and Development Dept  
Building & Permit Services Division  
99 West 10<sup>th</sup> Avenue  
Eugene, Oregon 97401  
541.682-6801  
Stuart.G.Ramsing@ci.eugene.or.us

**Michael Redburn**  
Educational Leadership  
Montana State University  
210 Graf Street  
Bozeman, Montana 59715  
(w) 406.994.6753  
(h) 406.522.0861  
michael.redburn@montana.edu

**Karen Simms**  
Ecosystem Planner  
BLM - Tucson Field Office  
12661 East Broadway Blvd  
Tucson, Arizona 85748  
520.258.7210  
ksimms@blm.gov

**Tom Patterson**  
Employee and Labor Relations Manager  
City of Eugene  
777 Pearl Street, Room 101  
Eugene, Oregon 97401  
541.682.5068  
tom.l.patterson@ci.eugene.or.us

**Diane Nelson**

Training Coordinator  
BLM - National Training Center  
9828 North 31<sup>st</sup> Avenue  
Phoenix, Arizona 85051  
602.906.5548  
[dcnelson@blm.gov](mailto:dcnelson@blm.gov)

**Bob Chadwick**

[wick5836@aol.com](mailto:wick5836@aol.com)

**Mike Lunn**

[mcalunn@cbbmail.com](mailto:mcalunn@cbbmail.com)

**Diane Seehawer**

[bestoutcome@msn.com](mailto:bestoutcome@msn.com)

## **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 view, 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 deliberately 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 line 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.
- 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.

## THE BEST OUTCOME OF JOB LOSS (cont.)

- ② **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.
- ② **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.
- ② **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.
- ② **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.
- ② **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.)
- ② **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 than 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.)

- ② **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.
  
- ② **It would be an opportunity to learn new skills.** Learn new skills and have opportunity to express them in new job.
  
- ② **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](http://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?

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

## A COMMUNITY FEEDBACK - RELATIONSHIP BUILDING TASK (cont.)

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.
- \* 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.

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

- \* 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.
- \* 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 in 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!