1CONSENSUS ASSOCIATES   **Beyond Conflict To Consensus**

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WORKSHOPS FOR SUSTAINABILITY

EXPLORING CONFLICT - THE BASIC PROCESS

LEARNING MANUAL 1

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LEARNING MANUAL 1 CONTENTS

WORKSHOPS FOR SUSTAINABILITY

EXPLORING CONFLICT - THE BASIC PROCESS

LEARNING MANUAL 1 SUMMARY

These are summary collective statements that represent the best outcomes of the participants. As such, they represent the collective mission, or vision, of the participants.

This is an example of a report summary that can be prepared for each client. All, or portions, of this segment can be presented as an executive summary. This will focus the managers on the outcomes they seek to create and the potential strategies for fostering those outcomes.

The full report is targeted to those who participated in the session. They will understand the tasks, the questions, the insights, and the process. They will re-experience the feelings and the learning.

Others who did not attend the workshop may not understand or appreciate the total report. They may react negatively to some sections. The executive summary is most appropriate for these people, including the public.

It must be emphasized that these are <u>collective statements</u> and not <u>consensus statements</u>. 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. The process for developing collective statements is described in the APPENDIX.

THE ROLE OF A SUCCESSFUL RECORDER

A successful recorder **assures everybody the opportunity of being heard.** *Recording* gives people *an* opportunity to be heard because they can see what they said. It helps clarity because it's in writing. *The recorder* reduces misunderstanding *and becomes* a fixture. It will be dealt with. It will be perceived as it is written.

A successful recorder **captures everyone's thoughts, captures the thoughts equally** *and* **brings parity for all parties.** It gives some importance to what everyone says because it is written down. I think it's important for the recorder to get the words down and then up to the facilitator and the group to resolve any duplicity or conflicting words.

A successful recorder **will write down people's words exactly as they said them.** Use the speakers own words to capture thoughts. *The recorder should* not edit or interpret comments or just putting what the recorder agrees with. *The recorder* must be able to capture the content of the speakers message; make accurate interpretation *and* write down everything. Accurately write down people's words. *A successful recorder* is accurately recording.

A successful recorder **is able to capture the content** *and* **accurately capture** *the* **idea.** *A successful recorder* is accurately editing and interpreting my issues, capture them without capturing "stuff" that just gets you to the point. There are two stages-recording everything that is said *and* trying to condense and summarize. Summarize and condense, put down the ideas exactly. It is more than the words.

A successful recorder need*s* to serve as a mirror in meaning, if not in exact words then in meaning in context. It's a roadmap of our conversation *and* it's an accurate way to get things down on paper so that everybody is heard. Recording is just a tool that records what has been said and who heard it, and (it) may help the group move on to positive behavior(s) based on ideas that are larger than text and grammar or spelling. It's kind of what Karen just said, it goes beyond the essence of what's being said, but the precise words and actual wording *are important*. I think it's *an* accurate accumulation of data in chronological order that can be used later. *It* builds trust because people know at least one person listened to them because of accuracy.

A successful recorder will **check for clarification.** *A successful recorder will* ask back "did I get that right?", "Did I capture your point of view?" The recorder turns to clarify the position *and* accurately get*ting* the member thoughts in front of the group. It's important that the recorder get the acknowledgment from the person that the information meets to their satisfaction and by getting the essence satisfied. *A* speaker must agree that the recorder has been accurate.

The importance of building consensus. Captures what the person is trying to say which furthers the consensus process.

THE ROLE OF A SUCCESSFUL RECORDER (cont.)

***Some feel* it's okay to paraphrase.** A distilled version must be made <u>visible</u> to *the* whole group. *Others say that* recording accurately what a person says *and* not changing his/her words *shows that someone* listens intently *as he/she* writes fast. I have to respectfully disagree; it's impossible to accurately record so it's important to get the essence.

***They* should be a good listener *and* shouldn't rush the speaker.** To listen, brings validation. Be okay with silence. Be patient! Patience: a successful recorder writes exactly what is said. *The recorder is* not interrupting the person who is talking, be respectful, *do* not facilitate.

Make sure everyone in *the* group has something written down. *By* doing that you are making the person an important part of the circle. Make sure everyone's word gets down, even if no one agrees. Not being afraid to pause with the group to get the information down.

The recorder remains neutral. Somebody all parties can trust. Recorder's body language needs to be impartial. The recorder shouldn't become the focal point. *The* recorder should accept corrections in a neutral manner, without reacting. The recorder should never be a filter.

The recorder should try to write so others can read it. Outstanding handwriting and spelling only. Knowing how to spell. Has to be able for group to be able to see and be able to use tools and *pen* colors. It's okay not be written so everyone can read it.

The recorder should be included, not excluded, from the group. *It is* another role for someone in the group to participate and expand the investment they have in detail and accuracy. Timely redistribution after it's been recorded *will* produce something of use for the internal process *and* external use.

"I wasn't thinking, I was writing."

THE ROLE OF A SUCCESSFUL FACILITATOR

Be a "guide on the side" and not a "sage on the stage."

The **facilitator provides the structure, has a process before starting** *and* **does not waste people's time.** *A successful facilitator will* choose the right tools to meet the groups goals. *A facilitator* commits to the process and keeps the group in the process. *Their role is* monitoring for a positive process or the whole thing might collapse.

A facilitator is not, in the classic sense, the lead decision maker and shouldn't attempt to invoke a power structure. Be a guide not a boss. They allow the group to have their own process. Allow the group to identify the issue or topic it wants to resolve and encourage productive discussion with parameters of equal access and equal ideas.

Their role is **to remain neutral, to turn the focus away from themselves toward the group as a whole.** *A successful facilitator must have* good listening skills, neutrality, neutrality, staying neutral and leaving one's ego at the door. The facilitator must not integrate their own opinions, be neutral. *They should be* open minded and patient and *strive* not to be pushy. The facilitator cannot indirectly influence the group by *their* inaction or actions. Facilitators can model appropriate behavior. *In other words,* be a "guide on the side" and not a "sage on the stage".

A successful facilitator will **ensure the group stays focused.** A successful facilitator keeps the process moving and they create a role, take an idea and move the group in an organized manner. To make sure all the items on the agenda are discussed, to make sure things stay on time and group rules are met. To make sure people are comfortable (temperature, breaks), help the recorder if ideas are missed, to help the recorder post sheets on the wall to make them visible to the group.

A successful facilitator will **ask the right questions.** Don't give them the answers; restate the question or ask the question in a slightly different way. If the group gets stuck, move them forward with a good question. Ask clarification questions to move discussion along.

A facilitator needs to talk less in order to listen to others (i.e. to observe.). Facilitators should help *the* group express their feelings, not tell the group (i.e. needs to provide leadership but not dominate the group.) A facilitator does not interfere with somebody's response or interject their personal thoughts or beliefs.

A successful facilitator **will insure that everyone has a chance to be listened to.** Give everyone *the* opportunity to participate and be heard. Recognize those who want to speak. Make sure each person has a turn to speak. Recognize those who aren't and help them find a way.

A successful facilitator **will guarantee equal access for all participants, making sure everybody is fully heard.** *A successful facilitator* brings out the shy people. Allow each person to answer at least once prior to letting a person speak more than once. They create a safe environment for sharing and listening and hold the group accountable for their learning.

A successful facilitator will **balance participation equitably.** Balance the conversation and give each person fair opportunity to express their opinion. Equalize and make sure everyone has a voice, making sure everyone is heard and everyone is empowered, and not interrupted.

A successful facilitator will **make sure the issue at hand is clearly identified.** A facilitator needs to have sufficient knowledge of the issues and understanding of history to make sure everyone has a voice. Make sure both sides get voiced *and* ensure respectful listening.

A facilitator should have a good knowledge of process and needs to keep order so the meeting does not get hostile. They will keep the group focused and will tactfully change the course of the discussion when it becomes too personal in order for people to feel safe. *A successful facilitator* makes sure that the discussion or conversation does not become personal, but rather addresses the issues or tasks that they were designated to discuss.

A successful facilitator **helps to keep the group out of trouble.** *The facilitator should* keep a fair balance of power, be savvy about group dynamics, try to control the tone of interaction and recognize the point of agreement or conflict when it arrives. Be aware of the group dynamics as well as the need to get things done in the group.

A facilitator needs to keep the group moving towards a decision or consensus and on task *without* **being a strict timekeeper.** A facilitator doesn't always need to go in a circle. Check in with the group in terms of their comfort zone and going forward, and act as a change agent. *They* guide the group in problem solving *and* recognize opportunities of "breakthroughs" and move the group in that direction.

**THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY**

A SUMMARY

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

(NOTE: Words in *italics* were added during the collective statement or consensus process.)

"Our community spirit is lifted."

X   **We learn the process, or one way of building consensus. I develop new skills and knowledge. I learn skills that help be me an agent of positive change. I reinforce what I already know.**

X   **I become comfortable with conflict. I become better at resolving conflict. *We have* tremendously expanded skills in dealing with conflicts of a wide variety. I have the ability to resolve conflicts, saving time and circumventing legal tangles. I am able to help resolve serious conflicts between people and groups of people.**

X   **I am learning how to communicate better with people personally and professionally. I have better long term experiences for organizations.**

X   **(I will) use (this) learning personally and professionally. I will be able to teach others the process.**

X   **I become a better person inside. Personal growth *results*. I learn something about myself that drives me to engage myself in the world in a different way.**

X   **We help bring people to solutions. Groups will resolve problems and function more effectively.   I will be able to work with people to reach consensus when conflict occurs.**

X   **(I will) become a more effective servant to the people.(I will be able) to contribute value to the university.**

X   **I network and get to know some amazing people. I meet new people a*nd develop* powerful and positive relationships. I am making new friends/new relationships.**

A SUMMARY (cont.)

X   *I am able* to contribute value to my community. *I gain* insight/experience to take with me to OCB.

X   **(I will) find creative solutions to protect (the) community watershed. Stream function and fish habitat improve because our communities work together.**

Our community spirit is lifted.

**THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY**

"Our community spirit is lifted."

We learn the process, or one way of building consensus. We learn a new process. I will learn new processes and skills that (I) can use in my job. The process will be flexible enough to fit a variety of situations - 2 or 200 people, evening meetings, once a month, etc.

I develop new skills and knowledge. I will learn new skills and processes for facilitation. I learn skills to incorporate into my lives work. I will learn new tools that will help me solve conflict in difficult issues. A tool set that builds confidence in taking on tough situations.

I learn skills that help be me an agent of positive change. I will know bunches more about working with groups. I am learning I'm part of a community of people working hard to shift personal paradigms to foster positive change. *This will* help me learn to go slower and be softer to get there, to consensus, sooner.

I reinforce what I already know. I become even more proficient at resolving conflicts. I sharpen my skills in areas I still question. The results: adding something to skills set that works and an understanding of knowing when to use it.

I become comfortable with conflict. *I will be* learning to manage conflict *and* to be able accept conflict as part of a pro(cess.)   I appreciate conflict and what it can accomplish. We are able to face and identify our demons.

I become better at resolving conflict. I will gain valuable skills, insight, experience and knowledge that I can use to improve the future of people and the world. I become a better manager and help groups I'm working (with) through conflict.   *I want* to gain confidence and skills necessary as a facilitator, so that the impossible tasks before me are indeed possible.

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**THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY (cont.)**

We have **tremendously expanded skills in dealing with conflicts of a wide variety.** I develop skills to work out issues at home, at work, in the community. I will learn skills that will enable me to better facilitate and be more effective in the groups I work with. I will gain skills that will help me resolve conflict professionally with groups I work with and personally grow as a person.

I have the ability to resolve conflicts, saving time and circumventing legal tangles. We find avenues to efficiently attempt to resolve conflict, so that important issues don't remain on the back burner instead of getting resolved and implemented. This will eliminate the time used to resolve conflict. We learn a methodology to resolve conflicts between natural resource manager and our TM producers, and administrative staff.

I am able to help resolve serious conflicts between people and groups of people. I will be better prepared to resolve conflicts, personally, interpersonally and in groups. *I am* gaining the ability to facilitate progress in resolving difficult issues among natural resource users.(I will have a) strategic planning process (and) I can help group(s) resolve conflict. Being able to facilitate a group in conflict and help them reach consensus. Skills/processes enable me to help groups resolve their conflicts in a sustained effort.

I am learning how to communicate better with people personally and professionally. I learn how to work with others. That I get it and I have the courage to do it. I respect others as equals and dissolve my quest for power.

I have better long term experiences for organizations. *I am* able to collectively get groups to work together to solve problems. More solutions to problems will be found, such as between tribes and counties in guiding growth.

(I will) use (this) learning personally and professionally. (I will be) learning how to be more useful to individuals within my personal and professional communities. Having something great to offer to those I care about and those I've just met, and those I have yet to meet. I am able to help resolve family disagreements in a more empowering and respectful manner.

I will be able to teach others the process. I help to solve problems with people at the workshop. I learn skills I can pass on to others. Investing in myself and to perhaps to help others. This is a career opportunity - i.e. change - that allows me to use these processes daily. To become an instructor in partnership and mentored by Bob Chadwick. I travel, see new places.

I become a better person inside. I am contented, acknowledging my fears and living in my hopes. Self confidence (and) organization (to) be able to work through a good thought process. Improved self esteem and better communication at work and in family conflicts. Accomplish my life goals and mission effectively. Better able to do my core business - facilitation. I'll feel safe, respected, purposeful in achieving/doing my life work with others invested. (Resulting in) rich relationships.

Personal growth *results*. I become better person. I learn to create everything that I desire- as if by magic. I stretch my brain! I think on a "higher level." I achieve greater level of consciousness. I expand my brain, experience new magic. I really become sharp - top notch.

I learn something about myself that drives me to engage myself in the world in a different way. I will become a better friend, co-worker, family member, and member of my community in terms of how I treat others. I have like adult experiences in my family - better understanding of when they are coming (from.) I learn for myself. I learn from others.

We help bring people to solutions. We change government policy. We can solve the Klamath Basin issue. I'll have opportunities to practice moving the tribes; colleagues will benefit, see hope and options. I get everything I need to be able to facilitate a path to the kind of results we want to see in the Colorado branch, the Kenyon Water District, (Holistic) Certified Education Program and the farm I share with my husband. The Grindstone Rancheria becomes abundant (and the) office closes.

Groups will resolve problems and function more effectively. Students, State and other stakeholders will be better served. We are learning about how we are with others will result in greater satisfaction/retention of employees. Outside groups will want to partner with us. We can help outside groups resolve their conflicts.

I will be able to work with people to reach consensus when conflict occurs. We learn much more about consensus and what it really means. I'll become accomplished and confident in consensus building. (I will) learn how to handle and facilitate complex conflictive issue(s) that face the program I manage. To be able to take over a dysfunctional group, facilitate and lead them in a direction that is effective. Consensus spreads to other issues.

(I will) become a more effective servant to the people.(I will be able) to contribute value to the university. (I will) bring people together and empower them to help the environment. (I will be) able to take what I learned to help facilitate conflict in Northern CA so that community (and) the community I serve will (have) a thriving economy and a healthy place to live. I am understanding an internal - agency - team dynamic. The core team purpose is clarified.

**THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY (cont.)**

I network and get to know some amazing people. I meet and get to know a lot of people. I meet a number of people to expand (my) network; and can draw on these people. I meet new people to create synergy (and a) broader support network.

I meet new people a*nd develop* **powerful and positive relationships. I am making new friends/new relationships.** I will be enriched by the association with others and their stories/ideas. I meet great people. I see old friends, meet new friends.

I am able **to contribute value to my community.** We'll involve members or community/stakeholders in decisions, movement, action. That the entire community can work towards consensus on the difficult issues they face. (My) church process (will be) successful.

 I gain **insight/experience to take with me to OCB.**   I am able to help facilitate OCB and help Jack Southworth. I get to know OCB members.

(I will) find creative solutions to protect (the) community watershed. I will acquire a new approach that I am able to successfully able to implement with the stakeholders in my watershed which allows us to move forward in a positive way towards recovery of healthy salmon runs. As a result, enemies will learn to respect each other, water will be cleaner and fish happier.

Stream function and fish habitat improve because our communities work together.
Resources are protected. (There will be) water in shallow wells and streams, a prosperous region, and carbon back on earth. The ranch will improve. The cows are happy. The salmon will return.

Our community spirit is lifted. (There is) peace in the Muslim world.

THE BEST POSSIBLE OUTCOMES OF RESOLVING THE CONFLICTS
IN OUR ENVIRONMENT
A SUMMARY

"*A web of interdependence, trust, creativity and pro-action is developed between community members, which is adapted and dance-like, ever-changing and dependable, resulting in increased richness in the world as a whole.*"

X   **We will see healthy environments and communities. The community sees there is a healthy way of dealing with conflict and 100% consensus can be achieved. *We are* building a prosperous community and solve community concerns in a collaborative manner.**

X   **There is a new norm and expectation for community interaction and dialog. There is immense personal, spiritual and community growth. There is peace, love and harmony. There is harmony between self, group, community and nature.**

X   **Communities *are* happy. The entire community benefits. Our quality of live will increase as a whole. We will have enough time to enjoy our lives. *By* increas*ing* energy, creativity *and* productivity, there will be a sense of accomplishment and relief.**

X   **We will have clean air and water and viable ecosystems for wildlife, and the community is healthy and prosperous. The ecosystem gets fixed: streams *will be* restored *and* water quality improved *resulting in* return of the salmon, abundant salmonids *and* other fish populations. Natural resources are restored.**

X   **There is responsible use of resources. There is progress toward the attainment of sustainable resources, including values. Sustainable practices and happier ecosystems *result*. This sustainability captures the essence of all of us.**

X   **People will feel empowered because they were part of the process. *We have a* belief in resolving conflicts. We can do anything including healing the earth.**

X   **New relationships develop and existing relationships improve. We will build powerful new coalitions.**

X   **I will feel I've made a substantial contribution to my community.**

X   **As a result, the salmon come back, the spotted owl returns, the economy improves, people's customs, cultures and property rights are preserved.**

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING
THE CONFLICT IN OUR ENVIRONMENT

"*A web of interdependence, trust, creativity and pro-action is developed between community members, which is adapted and dance-like, ever-changing and dependable, resulting in increased richness in the world as a whole.*"

We will see healthy environments and communities. More powerful and healthy environments in which to build on and live in. Our community will be happy and productive. Our families will be strong and our environments will be on the road to restoration.

The community sees there is a healthy way of dealing with conflict and 100% consensus can be achieved. Conflicts are resolved. Conflicts resolved. Consensus is reached. We are able to reach consensus. A win, win, win situation results. Unwanted pressure from conflict *will be* resolved. We move on to other issues and refocus priorities. All are enriched. Power becomes equalized.

We are **building a prosperous community and solve community concerns in a collaborative manner.** Ever finer or smaller conflicts come to the forefront and when resolved strengthen community results. *It* gives confidence in the process and trust in others so each subsequent conflict is *a* more resolvable *and* success*ful* partnership *through* empowerment.

There is a new norm and expectation for community interaction and dialog. We can work with people whether you like them or not. Polarized communities in my town will grow to understand each other. The University will recognize itself as a single community with the ability to reach consensus. Prosperity results. Money and time are put to the best possible use.

There is immense personal, spiritual and community growth. Renewed friendships *result*. *We have* success for everyone, happiness, smiles and warm cheeks, handshakes and milkshakes. *We have* more time for fun. More time for love. Good energy.

There is peace, love and harmony. "Peace, Love and Happiness." Peace on earth, good will towards all *results*, while my neighbor and I enjoy this with the lion and the lamb who lie down together after they've eaten.

There is harmony between self, group, community and nature. Harmony returns to family and community. People recognize and want to understand relationships between all things on the planet. Our spirit of cooperation is renewed. Harmony. Compromise. Solution. Resource. Grows. Impacts. Evolves. Community.

Communities *are* happy. The community is at peace. Healthy, safe communities, families *and* individuals. It is something to leave our children. Progress will continue to move *us* forward. People will know how to work through conflict in the future. *We create a* happier working

environment. There is strength in and of numbers.

**THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING
THE CONFLICT IN OUR ENVIRONMENT (cont.)**

The entire community benefits. The community is viewed positively. An energized community that is willing to resolve issues. Community celebrations include the whole community. Improved health and community *and a* pleased and content society. There is a feeling of safety.

Our quality of live will increase as a whole. Our way of life continues and thrives. The land heals and is productive. We have deep ownership of who we are and what we want. There is no poverty. There is food for everyone. Our children have a future. *There is a* rise of the "warm fuzzies" and the fall of the "cold pricklies." We face and destroy our personal demons. Harmony, happiness and peace of mind.

We will have enough time to enjoy our lives. Young cowboys, Indians and maybe farmers are skinny dipping and fishing in clean water. They are having fun. There are hydrogen cell Volvo's with sport packages and spoilers for everyone.

By increa*sing* **energy, creativity *and* productivity, there will be a sense of accomplishment and relief.** Increased happiness and growth allows the individual to be successful in achieving their goals. And new ideas will emerge that were not initially considered. *It* creates a new climate for addressing a wider range of issues *that* improves the esteem of the group, keeps joy in the job *and* energizes folks. Everyone from rocks to human thrive. Yahoo!!

We will have clean air and water and viable ecosystems for wildlife, and the community is healthy and prosperous. *We are* an invigorated society resulting in a building society. Not only do both/all parties achieve their best possible outcomes, but the salmon and the environment win as well.

The ecosystem gets fixed: streams *will be* restored *and* water quality improved *resulting in* return of the salmon, abundant salmonids *and* other fish populations. *There will be* bird sounds every where. Raindrops hang out for a long time in the uplands. Agriculture and other uses will be sustainable. Clean food produced on clean land. Improved environment.

Natural resources are restored. Healthy streams through bringing people together *will reduce* bureaucracy and *increase* habitat restoration. Watersheds and aquifers are recharged. Our streams will become healthy. We will have clean water, clean air, clean power. Fish are off the ESA list *and* environments of all types improve. *We create* an aesthetically pleasing environment. The Salmon come back.

There is responsible use of resources. *We will* increase water retention in soil, species diversity, accumulate biomass *and* manage to maintain carbon on the earth. Resource, salmon *and* wildlife flourish *without* stagnancy in production.

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING THE CONFLICT IN OUR ENVIRONMENT (cont.)

There is progress toward the attainment of sustainable resources, including values. That positive change occurs. Progress is made, friendships and respect generated *so people can* move on to resolve more issues. We are establishing the foundation necessary for adjusting identified goals and objectives and recognizing new goals and objectives.

Sustainable practices and happier ecosystems *result*. Environmental, optimum biophylic conditions will maintain or regenerate. Properly functioning conditions (PFC) *exist on all streams and rivers*.

This sustainability captures the essence of all of us. There is more respect between people and with the earth. A web of interdependence, trust, creativity and pro-action is developed between community members, which is adapted and dance-like, ever-changing and dependable, resulting in increased richness in the world as a whole.

People will feel empowered because they were part of the process. People will take ownership because they were a part of it. People will feel ownership in, and empowered by the process.Future actions embraced by all parties.

***We have a* belief in resolving conflicts.** *We will* build capacity to resolve future conflicts. We prepare the group to resolve future conflicts. This prepares individuals in the group to resolve individual conflicts. *This creates* confidence in our skills to resolve future conflicts *and* a knowing that conflicts add value. Plans will be formed to deal with conflicts and it will be implemented.

We can do anything including healing the earth. The impossible becomes possible. "Us v. Them" becomes "We can do this." That 1+1=3.

New relationships develop and existing relationships improve. There is improved trust *and* relationships. *We have a* greater understanding and appreciation for each other. We heal our relationships. With this in mind, conflict continues but without the fear and anger of the past.

We will build powerful new coalitions. *It will* result in the formation of new and positive teams and friendships. Partnerships are formed. *There are* more tribal members who feel empowered in the community. A group is energized, a force to be reckoned with, and is admired by all in the community. We reach a better outcome. We have respect and ownership between the parties.

I will feel I've made a substantial contribution to my community. For the facilitators to hear "Well done, good and faithful servant." In the big picture, a positive feedback loop. Most importantly, chocolate cheesecake becomes a national icon.

**THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING
THE CONFLICT IN OUR ENVIRONMENT (cont.)**

As a result, the salmon come back, the spotted owl returns, the economy improves, people's customs, cultures and property rights are preserved. We implement a plan that succeeds in bringing back salmon while still allowing people and communities to prosper.

NEW ADAPTIVE BELIEFS AND BEHAVIORS THAT WILL FOSTER
THE BEST POSSIBLE OUTCOMES

(Beliefs are shown in **bold** and behaviors are indented.)

Respect for the Earth and the utilization of natural resources can occur responsibly and a sustainably.

∃   Acknowledge and actively work to understand the inter-relationships of all things on earth. Consider those relationships in all decisions.

∃   Respect the natural world, listen to others, communicate, take the perspective of your opposite, suspend your frame of reference.

We all can be an effective facilitator and teacher of the consensus-building process.

∃   Trust in yourself *and your* personal power.

X   Understanding the relationship process and consciously working with it.

The beliefs are respect, honor, trust, the value of sharing and strength in community.

∃   Honor balance. Balancing scarcity with abundance. Turning weakness into strengths. The "Holistic perspective."

∃   Showing respect. Trust. Open minds. Truth and honesty.   Offer silence.

∃   Believe in the value of others points of view. *Foster* shared decision making.

∃   *Have a* sense of humor.

∃   Be accountable.

∃   *Give* thanks.

The belief that 100% consensus can be achieved. The belief that conflict will lead to mutually acceptable outcomes and the behavior of listening with respect. The collective will of a community can, through consensus building, be shifted to achieve a best possible outcome. Win/ Win can occur.

∃   Willingness to respect and cooperate with others in developing solutions. Focus on what you want to achieve instead of on the problems.

∃   *Foster the* equitable distribution of wealth.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

Believe the impossible can happen. We can influence our future and political leadership. Consensus is impossible and possible. Believe it is possible. The impossible can be done and the condition of the environment is a reflection of the condition of our lives.

∃   Believe change for the better is possible, and then be willing and courageous enough to take the first step.

∃   Give your tested beliefs sufficient time *to change*. Be patient.

We can do it with an optimistic attitude to foster best possible results. Believe that it can be done. The new outcome is possible. Yes, we can!

∃   Foster optimism and having hope. Hope and belief.

∃   See yourself in the new reality. Be it. Commit to it. Be the salmon!

Trust and belief *that* anything can be accomplished.

∃   Believe in possibilities, in the power of individuals, in the power of groups *and* in conquering the impossible, that the solution is possible *and* there is a solution that can serve all stakeholders.

∃   We are all on the same playing field, believing that there are Win-Win solutions to everything.

All people are good.   I'm okay-you're okay.

X   Trust people, trust the process. Trust in humans and self.

X   Trust in self and others to do the right thing given the opportunity.

∃   Believe in the success of the process and trust in the good intentions of the group.

That my own fondly and fiercely held beliefs are only a part of the big picture.

∃   Totally commit to your belief knowing that most likely it will be wrong.

∃   Examine whether your "reality" is bound up with your cultural assumptions.

∃   *Encourage personal* paradigm shifts.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

A belief that we are unique individuals and all are valuable assets in achieving solutions, with behaviors such as respect, trust, active listening, communication, respect and understanding.

∃   Practice non-judgement *and foster* a better understanding.

∃   Don't take things personally.

∃   Take the perspective of your opposite, suspend your frame of reference. Make no assumptions.

∃   Acknowledge like-minded and non-like-minded thoughts and beliefs. Respectfully disagree.

∃   Change the context from "me" to "we," from "survival of the fittest" to the "survival of ALL."

∃   Becoming adaptive and accommodating.

Diversity is rich. Adverse opinions and views are okay.

∃   Tolerance. Acceptance of differences.

∃   Reach out to new partners.

Everyone has input of value. A belief that the story has more to it than I initially know.

∃   Showing respect to those with different views from my own. Recognition that there are different perspectives and dimensions to issues, but that we can find a basis to establish common ground.

∃   Accepting all opinions as valid. Be respectful when you disagree.

All people need to be listened to respectfully. *We will* listen with respect and appreciation.

X   Listening with Respect. Respect for all opinions and values. Promote and engage in respectful listening & verbal sharing.

X   Let everyone be heard. We should all listen, and hear. Listen. Listening well. Effective, respectful listening.

∃   Invest yourself in all aspects, view points, and try to understand. Reinvest and find the best outcome given your new understanding.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

Treat everybody equally, respectfully, as they have something important to say.

X   Listening with respect and listening to understand.

X   Active listening. Active listening and the process of honoring and recognition.

X   Listening with empathy. Letting your guard down. Patience. Communication.

X   Listening well *remembering we have* "two ears, one mouth."

We believe in **listening with respect and listening to understand.**

∃   *We will* listen to what is said and hear what is behind what is said, *knowing that* improved listening results in better understanding.

∃   We should all listen, and hear. *We will* listen fully and come from trust.

Improved listening results in better understanding.

X   Listen fully and come from trust.

X   Listen to what is said and hear what's behind what is said.

Conflict is an opportunity. From discomfort comes the space and energy for positive change. The belief that conflict will lead to mutually acceptable outcomes and the behavior of listening with respect.

From discomfort comes the space and energy for positive change. It will make a difference.

∃   Choose a positive attitude and approach.

∃   Focus on what you want to be achieved instead of the problems.

∃   Have a willingness to compromise.

∃   *Foster a* willingness to change. Develop open mindedness. Think outside the box.

∃   Giving your tested beliefs sufficient time. Be patient.

Value differing opinions.   Willingness to respect and cooperate with others in developing solutions.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

Remember that **change for change's sake is diversion, not enlightenment.** Science can and has been wrong.

People really want to make things better, but we're all starting from a different place and tell a unique part of a story. Everyone can and will learn, if treated well and listened to in a respectful manner.

Finally...   **LOVE!**

WORKSHOPS FOR SUSTAINABILITY

EXPLORING CONFLICT - THE BASIC PROCESS

LEARNING MANUAL 1

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 <u>collective statements</u> and not <u>consensus statements</u>. 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 1. PROCESS INTRODUCTION

An introduction to a basic process, the basic beliefs that motivate that process, and some of the art. This includes: introduction to the circle, a process for life-long learning, the worst and best outcomes, and an exploration of conflict. The participant will experience the application of the process on conflict, while learning how to develop a shared information base for wise decisions.

The participant will explore and experience the role of the facilitator and recorder in consensus building and in empowering others.

The participant will be introduced to the application of the process with value laden concepts like trust, openness and honesty, and leadership. The participant will learn how the exploration of these concepts can develop the necessary social agreements for consensus seeking.

Participants will leave with the ability to use the process on simple and everyday conflict issues. This basic introduction will be applicable to all the modules that follow.

The process experienced in this module is described in detail in the Introductory Learning Manual. Many of the basic beliefs, behaviors, strategies and actions are described in that manual.

<u>* THE CIRCLE</u>

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 FISH/WATER/ PEOPLE ISSUES."**
*   **"WHAT ARE YOUR EXPECTATIONS OF THIS WORKSHOP?"**
*   **"TELL US HOW YOU FEEL ABOUT BEING HERE"**

This is a simple grounding task that does the following:

*   Establishes a model for listening with respect, a knowing that each person will be heard.

*   Establishes a verbal territory for each participant, a sense of potential equity..

*   Requires access to both the left and the right brain, engaging the "whole brain.".

*   Allows apprehensions and hopes for the meeting to be   expressed.

*   Allows participants to express hidden agendas (like leaving early, a flat tire, a sickness, etc.)

*   Brings people into the "here and now."

*   Provides initial information to the facilitator.

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

* INSIGHT ON GROUNDING (Cont.)

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

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

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

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

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

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

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

> Thinking = Past or future.
> Feeling   = Present, here and now, internally.
> Sensing   = Present, here and now, externally.

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

* THE GREETING CIRCLE

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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.
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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, <u>or</u> 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.

EXPLORING THE ROLE OF THE FACILITATOR AND RECORDER

The participants were distributed into six 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 six. 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 A SUCCESSFUL RECORDER

A successful recorder **assures everybody the opportunity of being heard.** *Recording* gives people *an* opportunity to be heard because they can see what they said. It helps clarity because it's in writing. *The recorder* reduces misunderstanding *and becomes* a fixture. It will be dealt with. It will be perceived as it is written.

A successful recorder **captures everyone's thoughts, captures the thoughts equally** *and* **brings parity for all parties.** It gives some importance to what everyone says because it is written down. I think it's important for the recorder to get the words down and then up to the facilitator and the group to resolve any duplicity or conflicting words.

A successful recorder **will write down people's words exactly as they said them.** Use the speakers own words to capture thoughts. *The recorder should* not edit or interpret comments or just putting what the recorder agrees with. *The recorder* must be able to capture the content of the speakers message; make accurate interpretation *and* write down everything. Accurately write down people's words. *A successful recorder* is accurately recording.

A successful recorder **is able to capture the content** *and* **accurately capture** *the* **idea.** *A successful recorder* is accurately editing and interpreting my issues, capture them without capturing "stuff" that just gets you to the point. There are two stages-recording everything that is said *and* trying to condense and summarize. Summarize and condense, put down the ideas exactly. It is more than the words.

A successful recorder need*s* **to serve as a mirror in meaning, if not in exact words then in meaning in context.** It's a roadmap of our conversation *and* it's an accurate way to get things down on paper so that everybody is heard. Recording is just a tool that records what has been said and who heard it, and (it) may help the group move on to positive behavior(s) based on ideas that are larger than text and grammar or spelling. It's kind of what Karen just said, it goes beyond the essence of what's being said, but the precise words and actual wording *are important.* I think it's *an* accurate accumulation of data in chronological order that can be used later. *It* builds trust because people know at least one person listened to them because of accuracy.

A successful recorder will **check for clarification.** *A successful recorder will* ask back "did I get that right?", "Did I capture your point of view?" The recorder turns to clarify the position *and* accurately get*ting* the member thoughts in front of the group. It's important that the recorder get the acknowledgment from the person that the information meets to their satisfaction and by getting the essence satisfied. *A* speaker must agree that the recorder has been accurate.

The importance of building consensus. Captures what the person is trying to say which furthers the consensus process.

THE ROLE OF A SUCCESSFUL RECORDER (cont.)

***Some feel* it's okay to paraphrase.** A distilled version must be made <u>visible</u> to *the* whole group. *Others say that* recording accurately what a person says *and* not changing his/her words *shows that someone* listens intently *as he/she* writes fast. I have to respectfully disagree; it's impossible to accurately record so it's important to get the essence.

***They* should be a good listener *and* shouldn't rush the speaker.** To listen, brings validation. Be okay with silence. Be patient! Patience: a successful recorder writes exactly what is said. *The recorder is* not interrupting the person who is talking, be respectful, *do* not facilitate.

Make sure everyone in *the* group has something written down. *By* doing that you are making the person an important part of the circle. Make sure everyone's word gets down, even if no one agrees. Not being afraid to pause with the group to get the information down.

The recorder remains neutral. Somebody all parties can trust. Recorder's body language needs to be impartial. The recorder shouldn't become the focal point. *The* recorder should accept corrections in a neutral manner, without reacting. The recorder should never be a filter.

The recorder should try to write so others can read it. Outstanding handwriting and spelling only. Knowing how to spell. Has to be able for group to be able to see and be able to use tools and *pen* colors. It's okay not be written so everyone can read it.

The recorder should be included, not excluded, from the group. *It is* another role for someone in the group to participate and expand the investment they have in detail and accuracy. Timely redistribution after it's been recorded *will* produce something of use for the internal process *and* external use.

"I wasn't thinking, I was writing."

THE ROLE OF A SUCCESSFUL FACILITATOR

Be a "guide on the side" and not a "sage on the stage."

***The* facilitator provides the structure, has a process before starting *and* does not waste people's time.** *A successful facilitator will* choose the right tools to meet the groups goals. *A facilitator* commits to the process and keeps the group in the process. *Their role is* monitoring for a positive process or the whole thing might collapse.

A facilitator is not, in the classic sense, the lead decision maker and shouldn't attempt to invoke a power structure. Be a guide not a boss. They allow the group to have their own process. Allow the group to identify the issue or topic it wants to resolve and encourage productive discussion with parameters of equal access and equal ideas.

***Their role is* to remain neutral, to turn the focus away from themselves toward the group as a whole.** *A successful facilitator must have* good listening skills, neutrality, neutrality, staying neutral and leaving one's ego at the door. The facilitator must not integrate their own opinions, be neutral. *They should be* open minded and patient and *strive* not to be pushy. The facilitator cannot indirectly influence the group by *their* inaction or actions. Facilitators can model appropriate behavior. *In other words,* be a "guide on the side" and not a "sage on the stage".

***A successful facilitator will* ensure the group stays focused.** A successful facilitator keeps the process moving and they create a role, take an idea and move the group in an organized manner. To make sure all the items on the agenda are discussed, to make sure things stay on time and group rules are met. To make sure people are comfortable (temperature, breaks), help the recorder if ideas are missed, to help the recorder post sheets on the wall to make them visible to the group.

***A successful facilitator will* ask the right questions.** Don't give them the answers; restate the question or ask the question in a slightly different way. If the group gets stuck, move them forward with a good question. Ask clarification questions to move discussion along.

A facilitator needs to talk less in order to listen to others (i.e. to observe.). Facilitators should help *the* group express their feelings, not tell the group (i.e. needs to provide leadership but not dominate the group.) A facilitator does not interfere with somebody's response or interject their personal thoughts or beliefs.

***A successful facilitator* will insure that everyone has a chance to be listened to.** Give everyone *the* opportunity to participate and be heard. Recognize those who want to speak. Make sure each person has a turn to speak. Recognize those who aren't and help them find a way.

THE ROLE OF A SUCCESSFUL FACILITATOR (cont.)

A successful facilitator **will guarantee equal access for all participants, making sure everybody is fully heard.** *A successful facilitator* brings out the shy people. Allow each person to answer at least once prior to letting a person speak more than once. They create a safe environment for sharing and listening and hold the group accountable for their learning.

A successful facilitator will **balance participation equitably.** Balance the conversation and give each person fair opportunity to express their opinion. Equalize and make sure everyone has a voice, making sure everyone is heard and everyone is empowered, and not interrupted.

A successful facilitator will **make sure the issue at hand is clearly identified.** A facilitator needs to have sufficient knowledge of the issues and understanding of history to make sure everyone has a voice. Make sure both sides get voiced *and* ensure respectful listening.

A facilitator should have a good knowledge of process and needs to keep order so the meeting does not get hostile. They will keep the group focused and will tactfully change the course of the discussion when it becomes too personal in order for people to feel safe. *A successful facilitator* makes sure that the discussion or conversation does not become personal, but rather addresses the issues or tasks that they were designated to discuss.

A successful facilitator **helps to keep the group out of trouble.** *The facilitator should* keep a fair balance of power, be savvy about group dynamics, try to control the tone of interaction and recognize the point of agreement or conflict when it arrives. Be aware of the group dynamics as well as the need to get things done in the group.

A facilitator needs to keep the group moving towards a decision or consensus and on task *without* **being a strict timekeeper.** A facilitator doesn't always need to go in a circle. Check in with the group in terms of their comfort zone and going forward, and act as a change agent. *They* guide the group in problem solving *and* recognize opportunities of "breakthroughs" and move the group in that direction.

HAS EVERYONE SPOKEN AT LEAST ONCE?
AN INCLUSIVE QUESTION

In our culture we normally will continue with an activity when half, or slightly more of the group has completed the task. This is based on a competitive belief system. We believe in the "survival of the fittest," or the "Law of the Jungle.". This means that those who are faster should not be held back by those who are slower. "A chain is only as strong as it's 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." It you are taller, faster, more beautiful, slender, outgoing, with the best grades, then it is assumed you are the top of the evolutionary heap. Not so, says Aesop, in his story of the "Tortoise and the Hare." As fast as the Hare was, his arrogance got him, as he slept while the more persistent and humble turtle walked over the finish line.

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

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

The fact is, there is another survival and evolutionary mechanism. It is called "Survival of all." How can we make sure all of us make it? This is the basis for consensus building. It is also the inherent concept behind Democracy.

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?

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 WORKSHOPS FOR SUSTAINABILITY**

The participants were provided the opportunity to express their worst and best outcomes for the Workshops for Sustainability. 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 participants 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, 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 THE WORKSHOPS FOR SUSTAINABILITY?**

*   **WHAT ARE THE BEST POSSIBLE OUTCOMES OF THE WORKSHOPS FOR SUSTAINABILITY?**

**THE WORST POSSIBLE OUTCOMES OF THE
WORKSHOPS FOR SUSTAINABILITY**

A SUMMARY

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

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

(Words in *italics* are added during the collective statement process.)

THE WORST POSSIBLE OUTCOMES OF SPENDING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY

A SUMMARY

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

(NOTE: Words in *italics* were added during the collective statement process.)

X **This is a waste of time. *There is* no learning, no growth. Not being able to show others that *the* investment was worth it. People and organization won't understand how it relates to our purpose.**

X **I don't get my tasks and projects done at work. My work will suffer. I might miss *the* opportunity to assist a constituent that needed help. *There are* lost revenues from work *and* I reduce other off-district training and work opportunities.**

X **I will not put into practice what I learned. That you walk away without a clue about how to build and manage consensus. I will not able to apply it to the situations I will encounter. I don't get to contribute to other's growth *and will* be afraid to try them on our group.**

X **Just not being able to finish 15 days because of logistics and lack of income. I learned nothing about myself. No new friends *or* no new friendships are made.**

X **I spend time away from my family. *My* family will resent *my* absence. Things won't get done at home and on the farm.**

X **That I will get into some horrible accident traveling and die.**

"A lack of exercise, and development of a flat butt ."

THE WORST POSSIBLE OUTCOMES OF SPENDING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY

This is a waste of time. To learn nothing new. Absolute waste of time. That I will be bored and think it was a waste of time. Feel that this is a waste of my time. Wasted time; Hate continues and grows; resources are neglected; Litigation. No skills applicable to my current situation.

There is **no learning, no growth.** I wouldn't gain anything in the workshops and that I didn't learn anything. I didn't remember what I learned. I don't know how to pass it on *and am* not being able to find or attract an opportunity to use these skills.

Not being able to show others that *the* **investment was worth it.** I waste my time and my employer's money and learn nothing useful. My employer may lose confidence in me because they don't understand my need to do this. My supervisor will be annoyed and may not see the value of coming *and* my supervisor says NO! *For example,* my leadership or work situation won't allow demonstration of the knowledge gained and my treasurer and president will decide it is a waste of resources to pay my wages to attend.

People and organization won't understand how it relates to our purpose. People will resent my having spent the money. My remaining staff will resent my absence. The final product will not fit with the conditions at OSU.

I don't get my tasks and projects done at work. I might not meet deadline projects. Several projects in the works will fall behind schedule and other people I am relying on to complete their phases of the projects won't get their work done on time. Business work will not be done. Having to come back to a hectic "catch up" schedule at work/school. Special at-work projects will be behind schedule.

My work will suffer. There is too much time away from work, and lost time at work, confusion. There is a *d*elay in meeting my responsibilities on a time-sensitive management plan *and* I neglect my regular duties. Falling so miserably behind on the work that I will never catch up. I don't worry about my tasks at work. I could lose my job.

I might miss *the* **opportunity to assist a constituent that needed help.** I am not able to spend critical time with a group of people I am working with. Something that has to get done this week gets done next week and I disappoint a funder. I will not meet a deadline for a project *and* delay completing other projects. That my clients won't be served as quickly *and there is a* loss of program continuity.

There are **lost revenues from work** *and* **I reduce other off-district training and work opportunities.** A loss of business results. *For example,* I don't get the funds to start a California Institute *and* I miss a budget close-out date.

THE WORST POSSIBLE OUTCOMES OF SPENDING 15 DAYS (cont.)

I will not put into practice what I learned. What I've learned will not be used at the institution. I may not be able to use the information learned *and* not be able to remember the key consensus building guides. I learn skills that I don't apply correctly so I screw up a bad situation and make it worse. *This will* create frustrations and expectations from self.

That you walk away without a clue about how to build and manage consensus. May not be able to learn the process and use *it* effectively. I would not be able to connect the experiences we are having with the understanding that is needed to make it effective or useful. *I* just end up feeling stuck or frustrated with myself and others. That the process won't solve the problem in the Klamath Basin if I never have the opportunity to apply and reinforce what I learn.

I will not able to apply it to the situations I will encounter. That there will be problems I will never be able to fix. Walking away not feeling empowered (helplessness, uselessness) by the experience.

I don't get to contribute to other's growth *and will* be afraid to try them on our group. I have the opportunity to use it but don't have the courage. I don't expand my own capacity to do this type of work. I try to use process and create bad vides and distress, disrespect, *and* amusement with colleagues. *I might* start overanalyzing things. *I have a* question about "was I doing it wrong all this time?"

Just not being able to finish 15 days because of logistics and lack of income. I go part way through the process but not be able to finish. I spend too much money on rooms, gas and food. This is a small financial drain.

I learned nothing about myself. Having to confess my personal conflicts so I am incapable of hearing others. I find I should not be involved, this is not a good personality match.

No new friends *or* no new friendships are made. Relationships with old friends are radically changed.

I spend time away from my family. Lost time with *my* family. Loss of family time. *As stated by Henry,* "Augh, uh, augh. Ew!" *Interpreted by Mom as* "Takes time away from being with my loved ones." I would impose upon my babysitters too much and neglect my significant other.

***My* family will resent *my* absence.** My family will resent me leaving frequently. *My* dog will not get enough attention and will be so sad when I get home.

Things won't get done at home and on the farm. The stress in finding help to take care of the ranch. My family will forget to lock the chickens in and they will be eaten again. Ranch will fall apart and cows will die. The cows will be neglected and die. I could lose half the ranch that I manage.

That I will get into some horrible accident traveling and die. An accident could happen with my family and I wouldn't be able to get there in time. Becoming ill, everything at home fall apart while *I'm* gone. I get killed in Africa *and* get into accident traveling, miss out on things at home.

"Lack of exercise, and development of a flat butt .

* WORST/BEST/POSSIBILITY

Worst Outcomes: These are feared <u>future</u> outcomes, often based on <u>past</u> experience, with a <u>presently</u> 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 <u>future</u> outcomes, sometimes not previously experienced, but intensely imagined, with a <u>presently</u> 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.

NOTE: A more comprehensive discussion of this concept is in the Introductory Learning Manual. This is a brief description that is used as insight for work groups.

* WORST/BEST OUTCOMES

*   **WHAT ARE THE WORST POSSIBLE OUTCOME OF THE WORKSHOPS FOR SUSTAINABILITY?**

*   **WHAT ARE THE BEST POSSIBLE OUTCOME OF THE WORKSHOPS FOR SUSTAINABILITY?**

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

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

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

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

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

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

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

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

THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY

A SUMMARY

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

(NOTE: Words in *italics* were added during the collective statement or consensus process.)

"Our community spirit is lifted."

X   **We learn the process, or one way of building consensus. I develop new skills and knowledge. I learn skills that help be me an agent of positive change. I reinforce what I already know.**

X   **I become comfortable with conflict. I become better at resolving conflict. *We have* tremendously expanded skills in dealing with conflicts of a wide variety. I have the ability to resolve conflicts, saving time and circumventing legal tangles. I am able to help resolve serious conflicts between people and groups of people.**

X   **I am learning how to communicate better with people personally and professionally. I have better long term experiences for organizations.**

X   **(I will) use (this) learning personally and professionally. I will be able to teach others the process.**

X   **I become a better person inside. Personal growth *results*. I learn something about myself that drives me to engage myself in the world in a different way.**

X   **We help bring people to solutions. Groups will resolve problems and function more effectively.   I will be able to work with people to reach consensus when conflict occurs.**

X   **(I will) become a more effective servant to the people.(I will be able) to contribute value to the university.**

X   **I network and get to know some amazing people. I meet new people a*nd develop* powerful and positive relationships. I am making new friends/new relationships.**

X   *I am able* to contribute value to my community. *I gain* insight/experience to take with me to OCB.

X   **(I will) find creative solutions to protect (the) community watershed. Stream function and fish habitat improve because our communities work together.**

Our community spirit is lifted.

**THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY**

"Our community spirit is lifted."

We learn the process, or one way of building consensus. We learn a new process. I will learn new processes and skills that (I) can use in my job. The process will be flexible enough to fit a variety of situations - 2 or 200 people, evening meetings, once a month, etc.

I develop new skills and knowledge. I will learn new skills and processes for facilitation. I learn skills to incorporate into my lives work. I will learn new tools that will help me solve conflict in difficult issues. A tool set that builds confidence in taking on tough situations.

I learn skills that help be me an agent of positive change. I will know bunches more about working with groups. I am learning I'm part of a community of people working hard to shift personal paradigms to foster positive change. *This will* help me learn to go slower and be softer to get there, to consensus, sooner.

I reinforce what I already know. I become even more proficient at resolving conflicts. I sharpen my skills in areas I still question. The results: adding something to skills set that works and an understanding of knowing when to use it.

I become comfortable with conflict. *I will be* learning to manage conflict *and* to be able accept conflict as part of a pro(cess.)   I appreciate conflict and what it can accomplish. We are able to face and identify our demons.

I become better at resolving conflict. I will gain valuable skills, insight, experience and knowledge that I can use to improve the future of people and the world. I become a better manager and help groups I'm working (with) through conflict.   *I want* to gain confidence and skills necessary as a facilitator, so that the impossible tasks before me are indeed possible.

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THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY (cont.)

We have **tremendously expanded skills in dealing with conflicts of a wide variety.** I develop skills to work out issues at home, at work, in the community. I will learn skills that will enable me to better facilitate and be more effective in the groups I work with. I will gain skills that will help me resolve conflict professionally with groups I work with and personally grow as a person.

I have the ability to resolve conflicts, saving time and circumventing legal tangles. We find avenues to efficiently attempt to resolve conflict, so that important issues don't remain on the back burner instead of getting resolved and implemented. This will eliminate the time used to resolve conflict. We learn a methodology to resolve conflicts between natural resource manager and our TM producers, and administrative staff.

I am able to help resolve serious conflicts between people and groups of people. I will be better prepared to resolve conflicts, personally, interpersonally and in groups. *I am* gaining the ability to facilitate progress in resolving difficult issues among natural resource users.(I will have a) strategic planning process (and) I can help group(s) resolve conflict. Being able to facilitate a group in conflict and help them reach consensus. Skills/processes enable me to help groups resolve their conflicts in a sustained effort.

I am learning how to communicate better with people personally and professionally. I learn how to work with others. That I get it and I have the courage to do it. I respect others as equals and dissolve my quest for power.

I have better long term experiences for organizations. *I am* able to collectively get groups to work together to solve problems. More solutions to problems will be found, such as between tribes and counties in guiding growth.

(I will) use (this) learning personally and professionally. (I will be) learning how to be more useful to individuals within my personal and professional communities. Having something great to offer to those I care about and those I've just met, and those I have yet to meet. I am able to help resolve family disagreements in a more empowering and respectful manner.

I will be able to teach others the process. I help to solve problems with people at the workshop. I learn skills I can pass on to others. Investing in myself and to perhaps to help others. This is a career opportunity - i.e. change - that allows me to use these processes daily. To become an instructor in partnership and mentored by Bob Chadwick. I travel, see new places.

THE BEST POSSIBLE OUTCOMES OF INVESTING 15 DAYS
AT THE WORKSHOPS FOR SUSTAINABILITY (cont.)

I become a better person inside. I am contented, acknowledging my fears and living in my hopes. Self confidence (and) organization (to) be able to work through a good thought process. Improved self esteem and better communication at work and in family conflicts. Accomplish my life goals and mission effectively. Better able to do my core business - facilitation. I'll feel safe, respected, purposeful in achieving/doing my life work with others invested. (Resulting in) rich relationships.

Personal growth *results*. I become better person. I learn to create everything that I desire- as if by magic. I stretch my brain! I think on a "higher level." I achieve greater level of consciousness. I expand my brain, experience new magic. I really become sharp - top notch.

I learn something about myself that drives me to engage myself in the world in a different way. I will become a better friend, co-worker, family member, and member of my community in terms of how I treat others. I have like adult experiences in my family - better understanding of when they are coming (from.) I learn for myself. I learn from others.

We help bring people to solutions. We change government policy. We can solve the Klamath Basin issue. I'll have opportunities to practice moving the tribes; colleagues will benefit, see hope and options. I get everything I need to be able to facilitate a path to the kind of results we want to see in the Colorado branch, the Kenyon Water District, (Holistic) Certified Education Program and the farm I share with my husband. The Grindstone Rancheria becomes abundant (and the) office closes.

Groups will resolve problems and function more effectively. Students, State and other stakeholders will be better served. We are learning about how we are with others will result in greater satisfaction/retention of employees. Outside groups will want to partner with us. We can help outside groups resolve their conflicts.

I will be able to work with people to reach consensus when conflict occurs. We learn much more about consensus and what it really means. I'll become accomplished and confident in consensus building. (I will) learn how to handle and facilitate complex conflictive issue(s) that face the program I manage. To be able to take over a dysfunctional group, facilitate and lead them in a direction that is effective. Consensus spreads to other issues.

(I will) become a more effective servant to the people.(I will be able) to contribute value to the university. (I will) bring people together and empower them to help the environment. (I will be) able to take what I learned to help facilitate conflict in Northern CA so that community (and) the community I serve will (have) a thriving economy and a healthy place to live. I am understanding an internal - agency - team dynamic. The core team purpose is clarified.

I network and get to know some amazing people. I meet and get to know a lot of people. I meet a number of people to expand (my) network; and can draw on these people. I meet new people to create synergy (and a) broader support network.

I meet new people and develop **powerful and positive relationships. I am making new friends/new relationships.**   I will be enriched by the association with others and their stories/ideas. I meet great people. I see old friends, meet new friends.

I am able **to contribute value to my community.** We'll involve members or community/stakeholders in decisions, movement, action. That the entire community can work towards consensus on the difficult issues they face. (My) church process (will be) successful.

 I gain **insight/experience to take with me to OCB.**   I am able to help facilitate OCB and help Jack Southworth. I get to know OCB members.

(I will) find creative solutions to protect (the) community watershed. I will acquire a new approach that I am able to successfully able to implement with the stakeholders in my watershed which allows us to move forward in a positive way towards recovery of healthy salmon runs. As a result, enemies will learn to respect each other, water will be cleaner and fish happier.

Stream function and fish habitat improve because our communities work together.
Resources are protected. (There will be) water in shallow wells and streams, a prosperous region, and carbon back on earth. The ranch will improve. The cows are happy. The salmon will return.

Our community spirit is lifted. (There is) peace in the Muslim world.

EXPLORING CONFLICT AND UNRESOLVED CONFLICT

The participants were redistributed into six new groups, each exploring the concept of conflict. Half the groups explored the definition of conflict and how they felt about it, and the other half exploring the evidence that unresolved conflict exists in their environment.

This activity redistributes the participants into new relationships. It is often based on concerns raised by participants during the grounding.

It allows the group to immediately focus on a common task, using their new facilitating and recording skills. It allows them to explore and develop a social agreement on their behaviors while exploring conflict.

Exploring the definition of conflict allows the group to deal with this more as an abstract concept, with less personal attachment. Exploring "unresolved conflict in your environment" allows the group to explore the specific reality of conflict in a more emotional context.

THE QUESTIONS: (The facilitator selects a new facilitator and becomes the recorder.)

*   WHAT IS CONFLICT AND ..... HOW YOU FEEL ABOUT IT?

*   WHAT IS THE EVIDENCE OF UNRESOLVED CONFLICT IN YOUR ENVIRONMENT? HOW DO YOU FEEL ABOUT IT?

OUR DEFINITION OF CONFLICT

Conflict is **a process that people go through when they disagree.** Conflict is the wall or 'brink' at the edge of change; it's a state of being that's waiting to be challenged. It's a challenge to individuality.

Conflict is a difference of opinion or belief. Conflict arises when there are differences in opinion, differences in perspective, significant changes in the environment and when there are many personalities in a room. Conflict arises from differences in opinion, positions, perspectives as a result of different values or needs or desires, in which people are not easily moved away from those values or needs or desires.

Conflict is diversity that wants to occupy the same time and space. Conflict is diversity or difference. *It* comes from diversity. Conflict to me is a natural thing that occurs because we are intelligent beings; we're not amoebas, and we don't think the same way. We can't find acceptance of others positions.

Conflict is where we find our differences and are not able to come to agreement or common ground. *Conflict is* absence of an agreement. I believe conflict stems from a lack of shared vision. Conflict is either a temporary (or) permanent departure from the shared path. *It* is people who have different expectations and commitments, who aren't able to express those in any way that leads to resolution or deeper understanding, so it ends up being a downward spiral effect.

Conflict is tension that is created when two or more people both try to get what they want without regard for the other person. Conflict to me is energy. *It is* failure to accept or understand another's point of view. Conflict occurs when there is a lack of understanding. My definition of conflict is when a group of people comes to a point that they don't share the same understanding and the conflict (is the point) is the friction, and the process they work in no longer works.

Conflict is **awareness of forces, ideals or purposes in opposition to each other.** *It* is a disagreement between individuals personality traits, between persons, between culture, between nations leading to a continuum of damages from disquietude to death. *It is* two diametrically opposed forces of equal or lesser value and I feel that you should be able to equate the problem and solve it.

Conflict is, **I guess, based on disrespect between two parties or different parties.** Conflict is mistrust; feelings that individual needs won't be taken care of or met based on past experiences. Differences in needs, wants *and* backgrounds without the appreciation for those differences and I feel to come to appreciation of those differences you have to change or look at something you might not otherwise want to.

OUR DEFINITION OF CONFLICT (cont.)

Conflict arises when people don't take time to listen to each other or respect each other. Conflict occurs when people don't hear each other correctly. *Conflict is* blatant ignorance between two or more entities. Conflict comes from differences in willingness to listen to other party. Conflict arises from non-invalidation (no, no, no that's a double negative to Pia's comment about yin and yang). It's the *lack of* awareness that each part makes up the whole - that's why validation is important.

Conflict is inevitable because I think that is just part of the universe. It's inevitable in most situations. It's how we deal with it that defines our environment. There are three levels of conflict - first person, or intra-personal conflict within yourself; inter-personal or second person with someone else; third person - group conflict that you are not a part of but that you are facilitating. *I feel* anxious about the first two and comfortable with the third.

***Conflict is a* struggle within myself and among others.** *Conflict is* differences that remain unresolved. Is two forces going toward each other. Conflict is a lack of ability or willingness to cope with possibilities. People think they want different things *and* can't get what they want because of other thinking.

I believe conflict is fear. There is only two emotions in this world - love & fear. So how I feel about it is "fear sucks and becomes conflict *with* positive energy. Conflict is opportunity and it's scary. Unresolved conflict spirals out of control *and is* very scary.

Conflict is a reaction based on our fear of losing control or not being in control. *It is* the process, internally or externally, of reacting to a perceived threat. It's a disagreement or difference in values, an expression of fear from negative experiences and through false perceptions. It's about human nature in not having a means to deal with the constant change we have in our environment.

Conflict *is a* tug of war. Conflict is divisive and sorrowful. *Conflict is* two separate viewpoints and/or two separate personalities.

HOW WE FEEL ABOUT CONFLICT

This leads to how I feel:

I tend to avoid it probably because it frustrates me. I feel frustrated. At times I feel frustrated yet when I can get away from the situation often solutions come that I can take back to the group which has better results than reacting at the time. It frustrates me and *I* feel frustration.

I hate it. *It* makes me feel uncomfortable. I don't enjoy it. I'm uncomfortable with it, but it's a great opportunity to grow. *I feel* threatened and overwhelmed *and it* upsets me. It hate it but I also know it's necessary. *It* makes me feel anxious, angry *and* frustrated.

It just something that's really truly uncomfortable. *It* feels scary. *It* feels very stressful. I don't know how to finish it, ah, I'll just leave it. It brings out a side of myself that I don't like and it usually makes me feel disappointed. A secondary response is that it is a necessary evil that creates tension that can lead to positive actions.

I feel **troubled.** *I have a* tendency while getting older to want to find resolution - common ground. *When* younger, *I was* more inclined to be solid in my position. I am trying to make an outcome that makes me happy when it should make everyone happy.

I feel like it's often seen negatively when it should seem positive. I want to avoid it and it kind of stifles my creativity. I have a tendency to want to resolve it because I see the inefficiency of not resolving it. My head likes the idea of that, because we need energy and diversity. But my heart is afraid of it.

My feelings vary, I feel it can be both dangerous and rewarding. I feel very invigorated and/ or very frightened depending on the attitude I have. I feel it's inherent in all groups, but also has the potential to be very disrespectful. Sometimes it seems like barbed wire-it shuts me down & out, and other times it's just soup (a whole bunch of stuff in soup in one pot.)

My feelings *are that* **it's good and bad.** Bad because it make people fight and disagree. Good if everyone gets the same outcome. It think conflict is inside and outside. *I* dislike conflict but recognize that it is an opportunity. When I first encounter it, I feel overwhelmed. I used to avoid it but now see it presents opportunities.

I **believe it is a choice.** When I was younger I feared it. *I* found as I went through college to be a successful opportunity *to* learn *and* see another's point of view. Conflict is disharmony and it makes me feel agitated but I know that it stretches my boundaries if I try to resolve it. It can be positive. Where it becomes dangerous is when it can't be resolved and it grows into things that can be dangerous.

I feel conflict is opportunity. *It* is an opportunity for groups or people to resolve a misunderstanding that results in 1+1=3. It builds character. I feel that there should be a better way. I'm challenged to deal with it. *It is* cool and is definitely better than indifference. I feel important in growing and being able to resolve things and learn from others. It is always an opportunity to help others see a point of view. *I am* optimistic.

In some ways it's kind of a rush *and* I feel excited. It engages me to take action. In other ways, it stirs up anxiety, which isn't a bad thing. I feel challenged by opportunities conflict represents. I think it represents the dynamics of our society.

CONFLICT IS MORE THAN DIFFERENCE
A VISUAL EXPERIENCE

Most people initially define conflict as a difference of opinion, values, or beliefs. Or, they may state it is a disagreement between two or more people.

> *"Conflict is a difference of opinion between two or more people."*

I want them to understand that conflict is more than that, that something is added to that disagreement or difference to cause the conflict. To do this I use a visual activity that physically involves some members of the group, and mentally and emotionally involves all the group.

I ask two members of the group to help me do this, normally two males, although I have used female and male pairs. I have them join me in the center of the group. The others move their chairs so they can see this activity.

A Demonstration of Difference or Disagreement: I ask Joe and Jon to join me in the center of the group, facing each other. I have Joe tell Jim he wants to walk in the direction he is facing, and Jim to do the same.

> Joe: *"I want to go that way (pointing ahead)."*

> Jim: *"I want to go that way (pointing ahead and in the opposite direction)*."

They each walk in the direction indicated and turn facing each other again. **I point out to the group that this is difference, or disagreement.** They each want to do something different than the other. But, this is not conflict. In the room, difference in dress, in colors, in hairstyle, height, age, shoe type are all evident, yet there is no apparent conflict because of it. Each person has made an individual choice, and no-one is threatened by it. Difference, by itself, is not conflict.

An Added Ingredient... Power: I have the two men repeat their statements, but this time, Joe tells Jim that he wants him to go his way:

> Joe: *'I want to go this way (pointing ahead)."*

> Jim: 'I want to go this other way (pointing ahead and in the opposite direction).'

> Joe: *"No, I want you to go this way with me."*

> Jim: *"I want to go this way, not your way (starting to walk ahead)."*

> Joe: *'Well, I want you to go my way (standing in front of Jim and blocking him)."*

Jim:	*"You can't tell me what to do, I want to go this way (trying to step around Joe)."*

Joe:	*'I want you to go this way (steps in front of Jim and pushes him back with his hands on Jims' shoulders).'*

Jim:	*"(Pushing back on Joes' shoulders) I want to go my way, not yours."*

Both men are now pushing against each other, straining to gain ground. I have them.. **Freeze**! They stop shoving each other, but lean heavily on each other, straining their muscles, at an impasse.

> *"What has happened to their energy?"* I ask rhetorically. *"How much of this is available for the community focus? Conflict is difference, or disagreement, with power attached to it,"* I say, *"and it ties up your energy. The focus is now not on the work you will do, but on who will win."*

An Inter-personal Conflict Becomes an Inter-group Conflict: These two have created an inter-personal conflict between them over which direction to go, over who should decide. Their struggle, and the loss of energy, is plain to see by everyone in the organization or community. This struggle concerns those who watch it, in the workshop, and in real life situations.

Jim looks back over his shoulder and cries for help. (With a suggestion from me.)

Jim:	*"Sandy, come help me.' (Sandy does this and pushes against Joe.)*

Joe responds in kind, looking over his shoulder:

Joe:	*'Bill, come help me." (Bill does this, pushing against Jim.)*

These people respond, pushing in the direction of their friend. As the two continue to ask for help, others join in the pushing and shoving, until there are two groups of pushing, struggling individuals. There is much fun and laughter in doing this.

Then I ask them all to... **Freeze**!

> *"What has happened to all the energy of these people?"* I ask rhetorically. *Why did they join this conflict? How much of their energy is now available for their work?"*

People joined this fray out of loyalty to their friends. They may not even know what the argument is about. But they have chosen a side now, and in so doing have created an inter-group conflict. This refocuses the energy of the group on the conflict, instead of work.

The entire group stands and honors those who participated in this learning exercise. They have helped them see that conflict is more than difference, it includes power. When one person decides that the other must do what he wants, then energy must be exerted to make that happen. If the other resists, then there is conflict. This is inter-personal at this stage. But, if others are asked to join, and they do so out of loyalty, then an inter-group conflict results. It takes power to make that happen.

The groups now read off their evidence that conflict is present in their environments. This describes in words what the visual activity demonstrated.

THE EVIDENCE OF CONFLICT IN OUR ENVIRONMENTS

Body language. Specifically, a lack of eye contact, arms fully crossed and increasing physical proximity to those in conflict with. *The* intuitive feeling that conflict is present, despite what might be said or is readily apparent.

How stressed out I am. The more stressed out I am the more conflict there is. What stresses me out are people who won't listen, won't talk, won't acknowledge the other side. Stress levels are high to the point of violence, even to self, *often resulting in* suicide, alcoholism, drug use, prison.

Increased hostility. Hostile behavior. Threats from people representing *different* points of view if not working in their favor. Conflict is/can get out of hand. It can get very stressful/dangerous so that someone can want to shoot someone. I guess that comes because we've always used war to resolve our conflicts.

Polarization. Some evidence is groups sitting on opposite sides of the room. Amassing the groups. I see stalemates. Has to do with a refusal to talk, a refusal to even consider the other side.

Negativity. Negative words or behaviors. Roadblocks. Obstructionism - disagreeing with little things for the sake of disagreeing

Disengagement from the process. Alienation. Separation.

A lack of communication. No communication or poor communication. A lack of communication, people don't want to communicate so they can avoid conflict. Lack of listening.

Nothing changes. No changing of minds. Status quo "It worked for years, why fix it if it isn't broken." *or,* "Let them deal with it." Often there's no evidence of conflict because there's agreement, but there's insidious, underlying conflict which could erupt eventually.

A lack of progress. Lack of forward progress on projects, still being caught up in process. Work is halted right now, not going anywhere - 2H + 10 to determine measuring and where to start from. A lack of a productive solution. I guess the lack of a productive solution is really obvious and a sure sign to me that some people are comfortable with conflict and will try to get the group in conflict to reach their comfort.

Evidence of conflict is the unnatural decaying in communities, natural environment and cities. Declining fishing populations. ESA listings. Water scarcity. That is because desired outcomes are not achieved. This causes people to focus on personal territories instead of positive outcomes. Self-orientation rather than other-orientation. Exclusive rather than inclusive.

THE EVIDENCE OF CONFLICT IN OUR ENVIRONMENTS (cont.)

Internally within our own organization - increases in union grievances, personnel complaints and more time spent on personnel actions. *In* my job the evidence of conflict is manifested in lawsuits, administrative appeals, endless hearings where people don't listen to each other, organized turnouts - both electronic, hard copy and telephone.

Externally - un-implemented projects, lawsuits, administrative appeals, congressional inquiries, and letters to the editor. Tangible evidence is lawsuits, newspapers and conversations in social settings where these conversation would be different if there was an absence of conflict. Litigation, increased enrollment in law school, *and* longer legislative session. Media and publication pros and cons and fierce editorials. Letters to the editor and any other weapon you can get your hand on to prove your point.

Evidence is a lack of a system to apply the tools for change. Both sides believe they are right in *the* use of tools to achieve goals. There is a lot of anxiety and uncertainty due to a lack of science as it applies to the health of the natural resources.

Disrespectful thoughts, words or actions. Evidence is blaming, taking sides, power struggles, heckling, making jokes about the other side*s*. Naming and blaming and finger pointing. Gossip, fear, distrust. Side bar conversations directed at another person. Hard feelings.

Conflict is inevitable. Change happens. It's time to change and use other processes because eliminating the person leads to eliminating another which leads to eliminating another *which results in the same.* In all of that is dynamic and while I recognize that it is human, I also know we have the capacity to raise up, *and* include others or make a better community/world.

THE WORST POSSIBLE OUTCOMES OF
CONFRONTING/NOT CONFRONTING UNRESOLVED CONFLICT

The small groups explored the worst possible outcomes of confronting and not confronting unresolved conflict. Those who tend to confront conflict approach it with the "FIGHT" response. Their response is based on a worst fear... that they will lose. The result is that they respond with exaggerated behaviors. Their response will be loud, conspicuous, and appear aggressive.

Those who avoid conflict use the "FLIGHT" response. Their worst fear is that confronting the conflict could endanger their life. They fear violence and vindictiveness.

Since each group has a different worst outcome focus, their communication is often incompatible and discordant. The aggressor will overstate the problem, the avoider will understate the response.

These worst outcomes affect the beliefs, strategies and behaviors of the groups. They affect relationships so that information exchange is severely hindered. Openness and honesty are inconceivable. Hidden agendas are paramount. This actually may foster the worst outcomes of an issue.

Exploring the worst possible outcomes of confronting and not confronting unresolved conflict helps the participants to recognize that worst outcomes exist under either scenario, that the outcomes are essentially similar.

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.

These worst outcomes often describe the existing situation from the parties viewpoints. It indicates that they have, in fact, created the self-fulfilling prophecies for what they want to avoid.

THE QUESTIONS: (The facilitator selects a new facilitator and becomes the recorder.)

*   **WHAT ARE THE WORST POSSIBLE OUTCOMES OF CONFRONTING UNRESOLVED CONFLICT IN YOUR ENVIRONMENT?**

*   **WHAT ARE THE WORST POSSIBLE OUTCOMES OF NOT CONFRONTING UNRESOLVED CONFLICT IN YOUR ENVIRONMENT?**

THE WORST POSSIBLE OUTCOMES OF CONFRONTING
UNRESOLVED CONFLICT IN OUR ENVIRONMENT

Conflict will continue to grow on a particular issue and spread into other issues. The confrontation will create new, unresolved conflicts or agitation, or opening Pandora's box. Basically, the spread of the conflict to other seemingly unrelated areas, breakdown of the social fabric of the community and complete chaos.

The worst side of individuals is exposed and the ugly side comes out. There is resentment leading to anger, yelling, screaming, cussing and violence. More screaming than laughter; collapse of the planet and subsequent loss of chocolate cheesecake. There is sadness, distrust, low morale. People will lose and get the opposite result of what they want.

Relationships get worse and groups become more polarized. *There is a* decrease of healthy bonding opportunities within the community. *The* perpetuation of ill feelings *cause* continued deterioration of community and productivity.

Issues stay unresolved so stakeholders remove themselves. There is stalemate and stagnation. The window of opportunity for resolving the conflict at that time may be lost.

War. Fear leads to war and death.

"Recommended reading "The Lorax" by Dr. Seuss."

and the United Nations will take over.

THE WORST POSSIBLE OUTCOMES OF <u>NOT CONFRONTING</u> UNRESOLVED CONFLICT IN OUR ENVIRONMENT?

No one takes ownership of the problem or solution *so* the situation get worse. The issue boils inside participants. Unintended consequences and unrecoverable events occur. Other conflicts spin off the central unresolved conflict. There is a lack of respect from outside for the community to make it's own decisions.

Obviously nothing would get resolved and people would not be able to work together. No resolution will be found. There is continued polarization.

The negative energy will destroy relationships. People can become alienated and friendships and respect are lost. Continued degradation of our ecosystems *perpetuates* conflict *that* spills over into other areas of our community, and *results in* unhappy people.

The environment will suffer from our inactivity. The health of the environment suffers. Let's see, no return of the salmon, continued racial prejudice, filthy streams, stagnant people; poverty; fear *and the* loss of agricultural community. Water quality and fish populations decline.

The natural resources and natural resource problems will not get fixed. Mistrust festers and progress halts. Power goes to the regulatory agencies because you have to have a hammer since nobody is doing anything and the courts *decide.* The transaction costs significantly increase.

The degraded environment will lead to economic losses. We waste time and money. Morale declines. Turnover increases. The ripple effect increases. People hate coming into work.

That we do live our worst possible outcomes and out of fear. Unresolved conflicts rob the combatants of their ability to reach their own goals, and the frustration of that is poison. Self-fulfilling prophecies come true. We said "no" to possibility. There is increased mistrust *and* lack of progress.

We create an uncertain future for our children *which* carries over into other generations. Wasted lives *result* in that opportunity for positive and become negative. Violence *occurs* and future generations will resort to violence as the only solution to conflict. That conflict escalates into legal, physical and emotional violence within *the* community. Events like 911 happen.

The salmon don't come back.

* A RELATIONSHIP PROCESS

Of all the influences we have in our life, relationships with others are the most important. We cannot communicate without relationships, we cannot have conflicts without relationships, we cannot have power without relationships.

During the 60's and 70's many studies were done with groups, trying to understand the way in which groups are formed. A series of developmental stages were identified that apply equally well to one-on-one relationships. These have been described in many ways, using different terms, but I have found the following description the easiest to remember because it rhymes.

Remember, though, that this is a road map. It appears linear because it is described in stages, each following the other. In actual experience, we go about this in very different ways. Some stages are fast, others slow, some stages may be left out, some stages may be repeated. Be aware of this as you explain it to others.

STAGE 1. FORMING:

We first meet as strangers, seeking something that will bind us. Our initial conversation is a search... where do you live, who do you know, what do you do? Each of these seeks some commonality that we can talk about, begin to develop a relationship around.

This is the time when similarities are important. We like to be with people who are the same as us. This is the most non-threatening stage of a relationship. We develop a relationship that is safe.

There are some who seek difference, who purposefully seek out that which is different than them. Those they find are also seeking difference. This is their similarity as a basis for the relationship.

STAGE 2. STORMING:

This stage begins when we are confronted with our differences. That which brought us together is suddenly threatened. Because we are curious creatures, we are normally unwilling to be satisfied with the boredom of sameness. We begin to test the boundaries of our relationship. We begin to mold the other person to meet our needs. This is a movement to the use of power in the relationship.

We are all different in some way, from each other. We differ in our ages, our cultures, our experiences when we grew up.

In the forming stage we may agree on the value of family traditions at Holiday times. We like having the tree with Christmas bulbs and tinsel. This is our similarity. But, when it comes time

to share Christmas together, we find that there are differences in approach we had not discussed before.

So, I may want to buy a white fir for Christmas, because this is the way it has always been in my family. But, my wife wants a cedar tree, because this is the way it has always been in her family. I want my soft light bulbs that I have used for years, she wants her bulbs, the kind that blink on and off all the time. They make me nervous after being in the room for a while.

I like to just toss the package of tinsel at the tree and watch it naturally arrange itself as it floats to the ground. Pat likes to place each individual strand on the individual branchlets of the tree. Who decides?

Well, in my culture, the English, the male is the final authority. I will get to decide. I expect my wife to "conform," to comply. This is the approach I was taught to use in my culture. I learned to conform to authority, to what was expected. In fact, my generation was known as the "age of conformity." We wore the same clothes, worked an 8-5 shift, had "standard" job descriptions, worked to "keep up with the Joneses."

My wife, however, is younger, a feminist, coming from the age of rebellion, the 60's. She is also American Indian, where there is a matriarchy, and decisions such as this are left up to the woman. She decides she will not conform, she has every right to have a say in this issue.

Now we are entering the stage of storming. We have different approaches that have to be resolved. Normally they are resolved by you conforming to my needs, so that you continue to "look like me." That is the safest, most stable relationship to have. It is also the most boring, uninteresting relationship to have.

But, what if you don't conform? What if you stand up for your views? Then I must "force" you, and that is the beginning of the "power struggle", the beginning of real conflict. If I am a flight person, I will appear to comply, and move the storming to the non-verbal arena, by resisting quietly, with passive aggression.

If I am a fight person, I will pit my power against yours. We are in a power struggle, a real storming is occurring. We are now reactive, emotional, motivated by worst outcomes.

There must be a solution to this storming. An impasse is not desired. We rely on the common approaches to conflict resolution. I may deny the problem exists. Or, I may distance myself from the issue, by not talking to you about it, by not speaking to you, or by placing myself where you are not seen.

I may seek a divorce, a termination of the relationship. Then I can do what I want without having to be in a power struggle with you. Or, if the unresolved conflict is too much to bear, death becomes an alternative.

This is the motivation behind the violent shootings of postal workers by a former co-worker, recently. Because he lost his grievance, and could not accept the decision, he felt compelled to visit death upon those who participated, including himself. The inability to somehow resolve the storming phase of conflict is probably behind much of the violence we see in society today.

STAGE 2A: THE PAUSE THAT REFRESHES: This stage is not referred to in the behavioral literature, but I have observed it is necessary. Once the confrontation occurs, a pause is instrumental in facilitating the norming. The pause is similar to "distancing," in that it allows some time to consider, to adapt.

In a consensus session, I provide a break after a group has described the situation, and explored their worst possible outcomes of the situation. This leads them through the storming, and prepares them for the norming. A break allows the mind to re-consider the situation, to re-assess the severity of the worst outcomes.

I normally provide a break after the parties have confronted each other. I pose a question before the break; "How are we going to resolve this to meet all the parties needs?"

After the break, exploring the best possible outcomes develops the basis for the norming. the beliefs and behaviors that foster the best outcome are the norming.

After confronting each other, often in a reactive way, on an issue like the Christmas Holidays, Pat and I will separate, go to different rooms, or I may go for a walk. This allows us to think of what was said, to re-assess our emotional reaction, to become more proactive. We can decide how much we overstated our case. We can decide how much of our connection to the way we do it is "loyalty" to the past. We can consider the points of the other party. Now we are ready for "norming."

STAGE 3: NORMING: In this stage the participants recognize that these differences must somehow be dealt with in a mature and growing way. A decision must be made that the relationship is too important to end. The participants must first affirm that the differences exist. They seek to understand why they are present. This means learning to understand the other person better. Then the question is asked:

How can we have these differences and still remain in the relationship?

For Pat and I the answer was obvious. The relationship was too important to be the cause of dissension. So, I agreed to buy a cedar tree if I could put my bulbs on it. She put the tinsel on it, a piece at a time. I stayed away from this process, unable to understand the patience it took to do this. The Holidays were somewhat strained, because it was different, but enjoyable.

The next year, it was easy to agree I would get my fir tree, use her blinkety bulbs, and I would get to decorate the tree with the tinsel, my way. Well, Pat actually helped a bit on that.

We have begun to seriously norm, adapting slowly so that we are able to accept and appreciate each others differences. We are proactive, thinking our relationship through, fostering best outcomes.

The following year, we bought the prettiest tree we had ever seen. We both liked it, a noble fir. We also bought some new bulbs. And, believe it or not, I found the patience to decorate the tree a strand of tinsel at a time. We enjoyed the experience together. Now, we are entering the next stage, Performing.

STAGE 4: PERFORMING: From this point on, once the norming is established, the relationship can perform at peak levels. There is still difference, but it adds to the richness of the relationship experience, because it is understood, accepted, appreciated. The relationship flows in a natural way, saving time because there is a common focus and an understood approach.

STAGE 5: STORMING - REFORMING: Rarely will a relationship remain for long in the performing stage. The journey through the storming to the norming will cause movement and growth in each person. This changes the nature of their perceptions, and their information base. This in turn affects their beliefs and behaviors. They will become different people.

In time, a new issue will arise between the parties. One party will want to do something new and different, as a result of personal growth. The result is a movement to storming, and as resistance builds, a desire for re-forming. The other party resists, wanting to keep things in the new and accepted way, wanting the other to conform to this new way.

This will require the relationship to repeat the process for storming, norming in order to return to performing.

The cycle is continuous, to be repeated as each person continues to grow and seek to reach his and her potential. Yet, the desire will continue to be to seek stability, to have conformity. It is easier, on the surface, and the reactive and emotional storming stage can be avoided.

A RELATIONSHIP PROCESS

CON - FORMING - RE

**Coping
Approach**   <u>**Response**</u>

Deny   **Reactive**
Distance   **STORMING**   **Worst Possible Outcomes**
Demean   **Power Struggle**
Disable
Divorce
Death

                                              PAUSE

                                           NORMING   **Proactive**
                                                                          Best Possible Outcomes
                                                                          Empowerment

                                         PERFORMING

THE BEST POSSIBLE OUTCOMES OF
CONFRONTING AND RESOLVING CONFLICTS
AROUND FISH/WATER/PEOPLE

The groups explored the best possible outcomes of confronting and resolving conflicts in their environment related to Fish/Water/People, and then record them on the easel. This allows the participants to express their intended outcomes if they take the risk of confronting conflicts in the group.

Recording on the 3 x 5 card allows the individuals to go internal and deliberately consider the best possible outcomes they want to foster. Since they often do not think of best outcomes, this activity allows them to be more pro-active and deliberative. The worst outcomes are recorded in a more reactive way, directly to the easel. This is because the worst possible outcomes are immediately and emotionally available in the memories of the individuals.

This task establishes what they want, a vision that will create new strategies, actions and behaviors that will tend to foster the desired outcome. These outcomes affect relationships so that information exchange is facilitated, and this may foster the best outcomes of an issue.

These best outcomes are possible. They are probably present, at some level, in the environment. They create the reactive force that develops the new beliefs, behaviors, strategies and actions of the participants.

THE QUESTION:

*   **WHAT ARE THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING FISH, WATER, PEOPLE CONFLICTS IN YOUR ENVIRONMENT?**

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING FISH, WATER PEOPLE CONFLICTS IN OUR ENVIRONMENT
A SUMMARY

"*A web of interdependence, trust, creativity and pro-action is developed between community members, which is adapted and dance-like, ever-changing and dependable, resulting in increased richness in the world as a whole.*"

X   **We will see healthy environments and communities. The community sees there is a healthy way of dealing with conflict and 100% consensus can be achieved. *We are* building a prosperous community and solve community concerns in a collaborative manner.**

X   **There is a new norm and expectation for community interaction and dialog. There is immense personal, spiritual and community growth. There is peace, love and harmony. There is harmony between self, group, community and nature.**

X   **Communities *are* happy. The entire community benefits. Our quality of live will increase as a whole. We will have enough time to enjoy our lives. *By* increas*ing* energy, creativity *and* productivity, there will be a sense of accomplishment and relief.**

X   **We will have clean air and water and viable ecosystems for wildlife, and the community is healthy and prosperous. The ecosystem gets fixed: streams *will be* restored *and* water quality improved *resulting in* return of the salmon, abundant salmonids *and* other fish populations. Natural resources are restored.**

X   **There is responsible use of resources. There is progress toward the attainment of sustainable resources, including values. Sustainable practices and happier ecosystems *result*. This sustainability captures the essence of all of us.**

X   **People will feel empowered because they were part of the process. *We have a* belief in resolving conflicts. We can do anything including healing the earth.**

X   **New relationships develop and existing relationships improve. We will build powerful new coalitions.**

X   **I will feel I've made a substantial contribution to my community.**

X   **As a result, the salmon come back, the spotted owl returns, the economy improves, people's customs, cultures and property rights are preserved.**

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING THE CONFLICTS IN OUR ENVIRONMENT

"*A web of interdependence, trust, creativity and pro-action is developed between community members, which is adapted and dance-like, ever-changing and dependable, resulting in increased richness in the world as a whole.*"

We will see healthy environments and communities. More powerful and healthy environments in which to build on and live in. Our community will be happy and productive. Our families will be strong and our environments will be on the road to restoration.

The community sees there is a healthy way of dealing with conflict and 100% consensus can be achieved. Conflicts are resolved. Conflicts resolved. Consensus is reached. We are able to reach consensus. A win, win, win situation results. Unwanted pressure from conflict *will be* resolved. We move on to other issues and refocus priorities. All are enriched. Power becomes equalized.

We are **building a prosperous community and solve community concerns in a collaborative manner.** Ever finer or smaller conflicts come to the forefront and when resolved strengthen community results. *It* gives confidence in the process and trust in others so each subsequent conflict is *a* more resolvable *and* success*ful* partnership *through* empowerment.

There is a new norm and expectation for community interaction and dialog. We can work with people whether you like them or not. Polarized communities in my town will grow to understand each other. The University will recognize itself as a single community with the ability to reach consensus. Prosperity results. Money and time are put to the best possible use.

There is immense personal, spiritual and community growth. Renewed friendships *result*. *We have* success for everyone, happiness, smiles and warm cheeks, handshakes and milkshakes. *We have* more time for fun. More time for love. Good energy.

There is peace, love and harmony. "Peace, Love and Happiness." Peace on earth, good will towards all *results*, while my neighbor and I enjoy this with the lion and the lamb who lie down together after they've eaten.

There is harmony between self, group, community and nature. Harmony returns to family and community. People recognize and want to understand relationships between all things on the planet. Our spirit of cooperation is renewed. Harmony. Compromise. Solution. Resource. Grows. Impacts. Evolves. Community.

Communities *are* happy. The community is at peace. Healthy, safe communities, families *and* individuals. It is something to leave our children. Progress will continue to move *us* forward. People will know how to work through conflict in the future. *We create a* happier working

environment. There is strength in and of numbers.

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING
THE CONFLICT IN OUR ENVIRONMENT (cont.)

The entire community benefits. The community is viewed positively. An energized community that is willing to resolve issues. Community celebrations include the whole community. Improved health and community *and a* pleased and content society. There is a feeling of safety.

Our quality of live will increase as a whole. Our way of life continues and thrives. The land heals and is productive. We have deep ownership of who we are and what we want. There is no poverty. There is food for everyone. Our children have a future. *There is a* rise of the "warm fuzzies" and the fall of the "cold pricklies." We face and destroy our personal demons. Harmony, happiness and peace of mind.

We will have enough time to enjoy our lives. Young cowboys, Indians and maybe farmers are skinny dipping and fishing in clean water. They are having fun. There are hydrogen cell Volvo's with sport packages and spoilers for everyone.

By increas*ing* **energy, creativity** *and* **productivity, there will be a sense of accomplishment and relief.** Increased happiness and growth allows the individual to be successful in achieving their goals. And new ideas will emerge that were not initially considered. *It* creates a new climate for addressing a wider range of issues *that* improves the esteem of the group, keeps joy in the job *and* energizes folks. Everyone from rocks to human thrive. Yahoo!!

We will have clean air and water and viable ecosystems for wildlife, and the community is healthy and prosperous. *We are* an invigorated society resulting in a building society. Not only do both/all parties achieve their best possible outcomes, but the salmon and the environment win as well.

The ecosystem gets fixed: streams *will be* **restored** *and* **water quality improved** *resulting in* **return of the salmon, abundant salmonids** *and* **other fish populations.** *There will be* bird sounds every where. Raindrops hang out for a long time in the uplands. Agriculture and other uses will be sustainable. Clean food produced on clean land. Improved environment.

Natural resources are restored. Healthy streams through bringing people together *will reduce* bureaucracy and *increase* habitat restoration. Watersheds and aquifers are recharged. Our streams will become healthy. We will have clean water, clean air, clean power. Fish are off the ESA list *and* environments of all types improve. *We create* an aesthetically pleasing environment. The Salmon come back.

There is responsible use of resources. *We will* increase water retention in soil, species diversity, accumulate biomass *and* manage to maintain carbon on the earth. Resource, salmon *and* wildlife flourish *without* stagnancy in production.

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING THE CONFLICT IN OUR ENVIRONMENT (cont.)

There is progress toward the attainment of sustainable resources, including values. That positive change occurs. Progress is made, friendships and respect generated *so people can* move on to resolve more issues. We are establishing the foundation necessary for adjusting identified goals and objectives and recognizing new goals and objectives.

Sustainable practices and happier ecosystems *result*. Environmental, optimum biophylic conditions will maintain or regenerate. Properly functioning conditions (PFC) *exist on all streams and rivers*.

This sustainability captures the essence of all of us. There is more respect between people and with the earth. A web of interdependence, trust, creativity and pro-action is developed between community members, which is adapted and dance-like, ever-changing and dependable, resulting in increased richness in the world as a whole.

People will feel empowered because they were part of the process. People will take ownership because they were a part of it. People will feel ownership in, and empowered by the process.Future actions embraced by all parties.

We have a **belief in resolving conflicts.** *We will* build capacity to resolve future conflicts. We prepare the group to resolve future conflicts. This prepares individuals in the group to resolve individual conflicts. *This creates* confidence in our skills to resolve future conflicts *and* a knowing that conflicts add value. Plans will be formed to deal with conflicts and it will be implemented.

We can do anything including healing the earth. The impossible becomes possible. "Us v. Them" becomes "We can do this." That 1+1=3.

New relationships develop and existing relationships improve. There is improved trust *and* relationships. *We have a* greater understanding and appreciation for each other. We heal our relationships. With this in mind, conflict continues but without the fear and anger of the past.

We will build powerful new coalitions. *It will* result in the formation of new and positive teams and friendships. Partnerships are formed. *There are* more tribal members who feel empowered in the community. A group is energized, a force to be reckoned with, and is admired by all in the community. We reach a better outcome. We have respect and ownership between the parties.

I will feel I've made a substantial contribution to my community. For the facilitators to hear "Well done, good and faithful servant." In the big picture, a positive feedback loop. Most importantly, chocolate cheesecake becomes a national icon.

THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING
THE CONFLICT IN OUR ENVIRONMENT (cont.)

As a result, the salmon come back, the spotted owl returns, the economy improves, people's customs, cultures and property rights are preserved. We implement a plan that succeeds in bringing back salmon while still allowing people and communities to prosper.

FOSTERING THE BEST POSSIBLE OUTCOMES

Once the best outcomes have been established, <u>then</u> is the time to develop the movement to make them happen. Fostering the best outcomes will often require looking at beliefs, behaviors, strategies and actions. Each of these is a different focus:

o   BELIEF: A conviction or opinion. These create the behaviors of the person.

o   BEHAVIOR: Deportment or demeanor (a persons manner towards others). These are manners and attitudes that are created by the basic beliefs of a person.

o   STRATEGY: A plan of action. A strategy is intended to carry out a vision or mission. It is also a way of actualizing a belief. Strategies are often developed that are incongruent with the persons beliefs. The behaviors will then override the intent of the strategy.

o   ACTION: The act, process or fact of doing something. These are specific deeds that carry out the intent of the strategy. If they are not congruent with the person's beliefs, they sill be nullified by the persons attitudes and demeanor.

We are used to focusing only on action plans, or strategies. This is appropriate if the change is one of modification, where the beliefs are congruent with the plan.

If the beliefs are not consistent with the plans, they will not be carried out. The behavior will tend to be incongruent with the action. In this instance, the new and adaptive beliefs must be agreed to.

THE QUESTION:

*   **WHAT NEW, ADAPTIVE BELIEFS/BEHAVIORS AND STRATEGIES/ACTIONS WILL FOSTER THE BEST POSSIBLE OUTCOMES?**

NEW ADAPTIVE BELIEFS AND BEHAVIORS THAT WILL FOSTER
THE BEST POSSIBLE OUTCOMES

(Beliefs are shown in **bold** and behaviors are indented.)

Respect for the Earth and the utilization of natural resources can occur responsibly and a sustainably.

∃   Acknowledge and actively work to understand the inter-relationships of all things on earth. Consider those relationships in all decisions.

∃   Respect the natural world, listen to others, communicate, take the perspective of your opposite, suspend your frame of reference.

We all can be an effective facilitator and teacher of the consensus-building process.

∃   Trust in yourself *and your* personal power.

X   Understanding the relationship process and consciously working with it.

The beliefs are respect, honor, trust, the value of sharing and strength in community.

∃   Honor balance. Balancing scarcity with abundance. Turning weakness into strengths. The "Holistic perspective."

∃   Showing respect. Trust. Open minds. Truth and honesty.   Offer silence.

∃   Believe in the value of others points of view. *Foster* shared decision making.

∃   *Have a* sense of humor.

∃   Be accountable.

∃   *Give* thanks.

The belief that 100% consensus can be achieved. The belief that conflict will lead to mutually acceptable outcomes and the behavior of listening with respect. The collective will of a community can, through consensus building, be shifted to achieve a best possible outcome. Win/ Win can occur.

∃   Willingness to respect and cooperate with others in developing solutions. Focus on what you want to achieve instead of on the problems.

∃   *Foster the* equitable distribution of wealth.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

Believe the impossible can happen. We can influence our future and political leadership. Consensus is impossible and possible. Believe it is possible. The impossible can be done and the condition of the environment is a reflection of the condition of our lives.

∃   Believe change for the better is possible, and then be willing and courageous enough to take the first step.

∃   Give your tested beliefs sufficient time *to change*. Be patient.

We can do it with an optimistic attitude to foster best possible results. Believe that it can be done. The new outcome is possible. Yes, we can!

∃   Foster optimism and having hope. Hope and belief.

∃   See yourself in the new reality. Be it. Commit to it. Be the salmon!

Trust and belief *that* anything can be accomplished.

∃   Believe in possibilities, in the power of individuals, in the power of groups *and* in conquering the impossible, that the solution is possible *and* there is a solution that can serve all stakeholders.

∃   We are all on the same playing field, believing that there are Win-Win solutions to everything.

All people are good.   I'm okay-you're okay.

X   Trust people, trust the process. Trust in humans and self.

X   Trust in self and others to do the right thing given the opportunity.

∃   Believe in the success of the process and trust in the good intentions of the group.

That my own fondly and fiercely held beliefs are only a part of the big picture.

∃   Totally commit to your belief knowing that most likely it will be wrong.

∃   Examine whether your "reality" is bound up with your cultural assumptions.

∃   *Encourage personal* paradigm shifts.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

A belief that we are unique individuals and all are valuable assets in achieving solutions, with behaviors such as respect, trust, active listening, communication, respect and understanding.

∃   Practice non-judgement *and foster* a better understanding.

∃   Don't take things personally.

∃   Take the perspective of your opposite, suspend your frame of reference. Make no assumptions.

∃   Acknowledge like-minded and non-like-minded thoughts and beliefs. Respectfully disagree.

∃   Change the context from "me" to "we," from "survival of the fittest" to the "survival of ALL."

∃   Becoming adaptive and accommodating.

Diversity is rich. Adverse opinions and views are okay.

∃   Tolerance. Acceptance of differences.

∃   Reach out to new partners.

Everyone has input of value. A belief that the story has more to it than I initially know.

∃   Showing respect to those with different views from my own. Recognition that there are different perspectives and dimensions to issues, but that we can find a basis to establish common ground.

∃   Accepting all opinions as valid. Be respectful when you disagree.

All people need to be listened to respectfully. *We will* listen with respect and appreciation.

X   Listening with Respect. Respect for all opinions and values. Promote and engage in respectful listening & verbal sharing.

X   Let everyone be heard. We should all listen, and hear. Listen. Listening well. Effective, respectful listening.

∃   Invest yourself in all aspects, view points, and try to understand. Reinvest and find the best outcome given your new understanding.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

Treat everybody equally, respectfully, as they have something important to say.

X   Listening with respect and listening to understand.

X   Active listening. Active listening and the process of honoring and recognition.

X   Listening with empathy. Letting your guard down. Patience. Communication.

X   Listening well *remembering we have* "two ears, one mouth."

We believe in **listening with respect and listening to understand.**

∃   *We will* listen to what is said and hear what is behind what is said, *knowing that* improved listening results in better understanding.

∃   We should all listen, and hear. *We will* listen fully and come from trust.

Improved listening results in better understanding.

X   Listen fully and come from trust.

X   Listen to what is said and hear what's behind what is said.

Conflict is an opportunity. From discomfort comes the space and energy for positive change. The belief that conflict will lead to mutually acceptable outcomes and the behavior of listening with respect.

From discomfort comes the space and energy for positive change. It will make a difference.

∃   Choose a positive attitude and approach.

∃   Focus on what you want to be achieved instead of the problems.

∃   Have a willingness to compromise.

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∃	*Foster a* willingness to change. Develop open mindedness. Think outside the box.

∃	Giving your tested beliefs sufficient time. Be patient.

Value differing opinions. Willingness to respect and cooperate with others in developing solutions.

NEW ADAPTIVE BELIEFS AND BEHAVIORS (cont.)

***Remember that* change for change's sake is diversion, not enlightenment.** Science can and has been wrong.

People really want to make things better, but we're all starting from a different place and tell a unique part of a story. Everyone can and will learn, if treated well and listened to in a respectful manner.

Finally...   **LOVE!**

* THE TIES THAT BIND

What is a relationship? That is the question I ask as I lead the group into an exploration of relationships, loss and change. Their answer is diverse, as diverse as they are.

The question is asked to get their definition, and to bring them into the arena of discussing relationships. The definition provides an opportunity for the collective view before the activity begins.

1. TWO PEOPLE, TWO RELATIONSHIPS: I ask two people, a male and female, to help me in the center of the circle. I have pieces of yarn in my hands, each about 40 inches long. I refer to them as relationship strings, the "Tie That Binds." I hand each a piece of the yarn. I ask them to connect the relationship strings with each other. They look like this:

A   B

Person A has a relationship with person B. Person B also has a relationship with Person A. Each of these relationships are associated with a differing perception.

I give an example. Person A is Sally. She tells her friends, "Ted is the man for me. He takes me everywhere; to the movies, the ball game, to picnics with his friends. He tells me his dreams and his hopes. I know he is going to ask me to marry him some day." That describes her relationship perception.

Person B is Ted. Ted tells his friends, "Sally is a wonderful friend. She is just like one of the guys. She goes to the ball game, and is always available when I want to see a movie. I sure like to tell her these crazy ideas I have about life. I hope that when I meet the right woman, she will let me keep Sally for a friend." That is his perception of the relationship.

Obviously, these people have different perceptions of their relationship. Yet, they believe and behave as if their perception is the same.

It is only when Sally wants Ted to go to the opera with her on Monday night, and she finds that Ted has a date with the guys to watch football that he won't change, that their differing needs and wants become obvious. Her disappointment, and his confusion, are a measure of their differing perceptions.

2. THE MULTIPLIER EFFECT: Let's suppose, though, that Sally is right. They do get married. They decide to have a family. Soon, in the appropriate amount of time, they have a bouncing baby boy born to them.

Cute little Roger arrives with a relationship string for Mom and a relationship string for his Dad. They each also have a relationship string for him. I ask another volunteer to come out into the center of the circle to be the baby, and give each the appropriate number of strings. They connect them, a clumsy and uncertain process, just as the establishment of relationships is.

This is how the relationship strings look now.

<div style="text-align:center">

ROGER

SALLY   TED

</div>

Be aware of the number of relationships strings. While they have introduced one new member the family, they have increased their relationship strings to 6, a <u>threefold increase</u>. Each person added has a multiplier effect.

Baby Roger thinks; "If I cry, Mom do drop everything to feed me." Mom's response is; "I can't leave this stove while the food is cooking, so he will have to wait."

Dad buys his son a baseball mitt for Christmas. He wants him to play ball professionally. Roger is sad because he wanted a guitar. He wants to make music, to sing. Each is disappointed by this mis-perception.

Suppose they have a second child, a beautiful, intelligent girl, Ann. Ann has 3 relationship strings, for her Mom, for Dad, for Roger. They each have one for her.

<div style="text-align:center">

ROGER

SALLY   TED

ANN

</div>

There are now 12 relationships to be managed in this family. This is 6 times the original 2 relationship perceptions! Those who are married with children know how much additional energy it takes to manage this situation.

Sally loves her brother and wants to be anywhere he is. Roger is embarrassed by his younger sister tagging along. He teases her and sends her home crying. Each person has a different perception of the relationship.

> (The number increases as more people are added to the relationship circle. The formula is: Number of persons times the Number of persons minus one (N X N - 1). Ten people have 90 relationships (10 X 9). Twenty people have 380 relationships to manage (20 X 19).)

A manager making a change presentation to an audience of 100 doubting publics is managing 9900 relationships (100 x 99). This is why it is important in these situations to use small group process. Each group of ten is then managing only 90 relationships.

3. RELATIONSHIPS WITH THINGS: We also have relationships with things. You have a relationship with your car, and it has one with you. You depend on the car to start, until one morning it decides to let you down. It is not as dependable as you perceived.

Or, you may have a relationship with alcohol. You believe that you can stop drinking any time you want. The alcohol knows you can't, and is able to tempt you to continue.

This relationship with a thing may affect the entire family. I can tell if it does by listening to the family members. If Mom complains to her husband about drinking all the time, she is connected to the alcohol. If the daughter is embarrassed by here Dad's drunken behavior at a ball game, she has a relationship with the alcohol. If our family above has an alcoholic father, and this affects their relationship, the diagram looks like this:

<div align="center">

ROGER

Alcohol

SALLY   TED

ANN

</div>
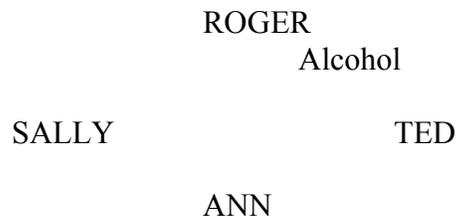
When Ted comes home drunk, he affects all the members of the family. Sally argues with Ted over the drinking. Roger and Ann may choose sides, one of them defending their father. This affects their relationship with their mother. They are now managing 20 relationship strings (5 X 4). This increases the energy it takes to manage their family by 67% (8/12).

4. RELATIONSHIPS WITH ORGANIZATIONS:

We can have a relationship with an impersonal thing, like an organization. Ted believes that the Computer Business he works for is like a family. He has no concerns about his job, because they will take care of him. Then the organization sells out to a larger firm that replaces. Ted feels betrayed, because he thought the organization had the same belief that he has.

If Ted just works normal hours, and doesn't take his work home with him, then the organization relationship is only with Ted. But, if Ted works late at nights, and is unavailable for his family because he is always in deep thought about his work, then the organization relationship is connected with the family.

Sally will complain to him about his always being at work. Roger is mad because Dad can't attend his soccer game. Ann is miffed because he missed her birthday party.

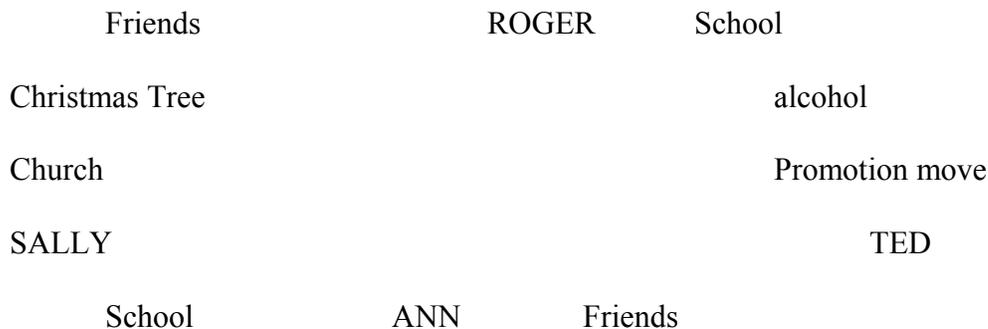They now have 30 relationships to manage (6 x 5), an increase of 50%)

If Sally has a relationship with the church that keeps her away from the family, this too affects them all. If increases Ted's reliance on alcohol. The children act out to get their mothers attention. They now have 42 relationships to manage (7 X 6).

5. RELATIONSHIP WITH CONFLICTS: Unresolved conflicts have a way of becoming part of the relationships in a family. If Dad and Mom have an argument over where to spend their holidays, this eventually affects them all. The children roll up their eyes and go to their friends home. Again, they may take sides. Ted just drinks more, using the Holiday as an excuse. Mom spends more time with the church.

Each unresolved conflict impacts other unresolved conflicts. Sally tells Ted he would not be so stubborn about the tree if he wasn't always drunk. He tells her he wouldn't drink if she would agree to move to a new location. They are now managing 56 relationship perceptions (8 X 7).

5. RELATIONSHIP WITH CHANGE: Ted wants to move to a new location where he can get a promotion. He can't understand why Sally won't move. Maybe they could start over in their relationship and leave the old one behind.

Sally doesn't want to leave the security of her work with the church. The children don't want to leave their school and friends.

	Friends		ROGER		School	
Christmas Tree					alcohol	
Church					Promotion move	
SALLY						TED
	School	ANN		Friends		

This family is trying to manage 132 relationship strings (12 X 11). No wonder they feel stressed out when they get together. No wonder they don't get together very often. Sally is at Church, Ted at the bar, the children at their friends.

These relationships take energy to manage. Each unresolved conflict and change event "piggybacks" energy on the other. When Ted and Sally argue about alcohol, the church, the tree, the promotion, the school and friends become instruments of war.

6. RELATIONSHIP WITH LOSS: If Sally gives in and agrees with a move, this creates more stress. For each member of the family there is a process of "letting go" and "taking hold" that must happen.

Ted must let go of the old position, and take hold of the new one. Sally has to do the same with the church, the children with their friends and school. The change doubles the number of relationships to manage from 12 to 24. This increases the number of relationship bonds to 552 (24 X 23).

In order to reduce the stress with change, this family must confront the changes they are going through. This begins with reaching closure with the present and the past. The family members explore two questions:

"How do you feel about leaving this location (friends, school job, etc.)?"

"What did you learn here that you want to take to the new experience with you?"

This allows the family to acknowledge the change, to express their feelings, and grieve about it, to move on to acceptance. Answering these questions allows the past to be integrated into their memory, into their being. This reduces the number of relationship they manage by half, and the number of relationship strings from 552 to 132.

Acceptance continues by reaching out to make sense of the future experience. Similar questions are answered to take hold of the new location:

"How do you feel about going to the new location (friends, school job, etc.)?"

"What do you want to learn from this new experience?"

This process helps the family move through all the change stages. (See Learning Manual 1.)

CHANGE ONE, CHANGE THEM ALL

Some are panicked by the notion of all these strings. If you are facing the notion of working with 20 people, then there are 380 relationships to manage (20 x 19). This appears impossible.

Yet, the real power is in the one-on-one relationship. All relationships are interrelated. Touch one and you touch them all. Improve on one and you affect them all. There is no way of knowing if the move is positive or negative, but there is still movement.

Let me refer to a personal anecdote.

My Dad was a rounder. By that I mean that he lived a life separate from the family. He meant well, but alcohol, and other women, had a stronger relationship with him than the family did. As a result, he left my mother and the family in the 1960's, long after I had left the nest, but while there were still others at home. The family, all eight of us children, and our mother, disowned him.

It was not an overt or openly discussed decision. It was a silent and non-verbal acknowledgment that he just did not exist. He left us, we left him.

In 1973, I was fortunate to be promoted to a position that exceeded any I had previously aspired to. It was a promotion that was unusual, that honored me for my aggressiveness, that was intended to send a message to the others who were my peers.

I was naturally excited and proud. I went to the new assignment at the new location with anticipation. I immersed myself into the new assignment with pleasure, gusto. I felt affirmed and acknowledged each day. I felt fulfilled.

I sat on the edge of the patio one evening, as the sun set, and the cool breezes came over me from the marsh. I sat there in my state of contentment, whistling. A slow, satisfied whistling of an old tune, one that reminded me of my Dad. My disowned and forgotten dad.

I sat up with a start. I learned to whistle from him. He always whistled. So had his dad, my grandfather. I was flooded with memories of the times we were together. How he had taught me to sell shoes, how he had driven me those many times to college. The time he held me as I cried at the death of the dog. The time he had listened as I spoke my fears of being married. These were parts of him I had shoved aside in the turmoil of his leaving.

I decided to seek him out. It meant returning to the Northeast, to Massachusetts. I had to visit with Mom, stay at the home while I searched him out. It was an upsetting experience, a painful one for my Mom. Find him I did with the help of one of my brothers. And I went to see him.

The experience is rich enough for a book of it's own. How do you describe meeting a person who sponsored you into life, who influenced you in many quiet and out of awareness ways, who is a part of the DNA that makes up your very fabric of being, after you have disowned him?

Suffice it to say, it was a powerful experience. I should say experiences, because it had reverberations with my Mom and with the family.

In less than a week a brother called to say he had heard of my visit. He inquired about the experience. I related my satisfaction with reaching a form of closure, of honoring the person who was my father.

In the next year another brother visited him, encouraged by my visit. Then another, until, some 5

years later, all had renewed some form of contact.

In 1988 we all gathered to have a meal with him, to honor him as our father, to let him meet his grandchildren. It was not the kind of event that you see in the Waltons, a favorite TV movie of past years. It was more real. He was under the influence of alcohol, a way of hiding his fear. His head had a nasty bruise from a fall. He was visibly self-conscious, ill-at-ease. He didn't remember all that happened. But, we did. His grandchildren did. They made an important contact.

It was the one brother who maintained contact that made my visit possible. It was that one change in the relationship between Dad and I that influenced others. One movement in relationship that brought the others together.

That is the power of the relationships, that weaving of strings. If you change one relationship. then all connected relationships will change. By acknowledging the nature of each relationship, then working on one at a time, all are influenced, all are affected.

A similar process is evident as I type. I just added one letter to one word on the page, and it caused the word processor to add a line to accommodate the additional space needed. This additional space caused the bottom sentence to move onto the next page. This is repeated on every page, thereafter. This means that I may have to re-read the beginning page, and change some word so as to subtract an additional line to that page. This requires a review of the entire page, moving words and sentences around to get the proper wording and the proper spacing. All this activity results from adding one letter to one word on one page.

* CONSENSUS IS A BEHAVIOR, NOT WORDS

"Don't do as I do,
Do as I say."

Consensus is often expected to be an agreement in words. There is the expectation that the parties will not only agree to, but will automatically carry out the intent of the accord, even at the risk of their lives. This includes taking actions contrary to the needs of their constituencies, community, families. It is an indestructible contract, signed with a "blood oath".

But, consensus is rarely expressed in words. Laws and contracts are written with words to control the beliefs and behaviors of the parties, yet they are hardly followed. The "true" consensus can be determined by observing the parties' actual behaviors. These behaviors express the unwritten agreement in the culture. People are rarely punished if they are within the bounds of the unwritten agreements about behaviors.

Laws and contracts are written to document our "best intentions." They assume that the situation is static and precise.   We, however, operate out of the "convenience of the given moment", reflecting the moving target that actually reveals the reality of the present situation. The more diverse the situation, the more diffuse, the greater the opportunity for situational exceptions for the rule.

The speed limit is an example. In Portland, Oregon some 5 years ago, the speed limit on the Interstate Freeway I-84 was 55 miles per hour. I lived in Boring, Oregon, a 45 minute drive from Portland.

As I drove to Portland, I observed that the actual speed was 65 mph, 10 miles over the limit. This behavior was accepted by the State Trooper who parked at the junction of I-84 and I-205. The traffic drove by his location each morning at 65 mph or less, and he condoned it.

One morning I was in a hurry. I drove by his location at a speed he said was 67.5 mph. He stopped me and gave me a ticket for speeding.

Now, the law, in words, said the speed was 55 mph. The sign on the freeway at his location was 55 mph. The Motor Vehicle Driver Training booklet stated that the highest legal freeway speed was 55 mph. The correct answer on the State Drivers Test was 55 mph. These words are backed by the full legal power of the State.

* CONSENSUS IS A BEHAVIOR, NOT WORDS (Cont.)

The actual behavior was 65 mph. It was condoned by the State Trooper. This is the accepted consensus in that location for that Law Enforcement Officer. A speed of 67.5 mph mobilized him into action. The ticket cost $85.00.

I have learned that the "true" consensus is actualized through behavior. The behavior is different than the words that people speak. If I ask the conflicting parties to attend a session and they say they would not be seen in the same room together, that is their verbal response. When invited, and they all show up, even if complaining, that is their behavior. I pay attention to the behavior.

A man who insists he is supportive of affirmative action and women's rights, yet tells sexist jokes, whether women are present or not, is expressing his true beliefs through this behavior.

This is powerful information to know, because by observing the behaviors of people in any organization, it is possible to identify the "unwritten rules." These are the "consensus rules" of the organization, and they determine it's true effectiveness.

An organization, group, or individual who behave in a different way than they speak ("they don't walk their talk") are in a state of "disharmony." Harmony in personal terms does not just mean being at "peace." The word refers to a state of being in accord, in unity, with the one's person. If I am angry, I show it. If I am peaceful, I show it. I "walk my talk."

Observing "disharmony", a behavioral consensus that differs from the written organizational consensus, allows the facilitator to focus on revealing the true agreements. The individuals can then determine what their desired consensus is, either by changing their words, or their walk.

* DEVELOPING CONSENSUS WITH WORDS

There are circumstances where people insist on reaching consensus with words. This may be in contract negotiations, or with mission statements. It may just be an expectation that must be met to feel the conflict is resolved.

In these circumstances, there is a process that is appropriate. It is a time consuming one, but will develop the emotional commitment that matches words with deeds. Reaching total accord and harmony with groups takes time, but it saves time in the long run. The reason? Because that which is agreed to, is committed to, is carried out.

It begins with some basic understandings.

FACILITATOR/RECORDER: The manager, or some other person becomes a facilitator. A recorder is selected. The facilitator role is to read the statement, and seek consensus. The recorder writes any comments, or changes, <u>immediately</u> when they are expressed, underlining, or otherwise highlighting the change. The facilitator then seeks consensus again.

The recorder role is important in this process. As soon as the new word or phrase is written, this will galvanize the individuals in the group to respond with agreement, or disagreement. Until the word or phrase is written, the group will be at a state of impasse.

SEEK DISAGREEMENT AND RESOLVE IT: In working with words, read a statement, then see if anyone <u>DISAGREES</u> with it. If no-one disagrees, then go on to the next statement. Majority decisions rely on seeking agreement. Consensus seeks to find the <u>disagreement</u> so that agreement can be fostered.

If there is disagreement with the statement, or the word, then underline it, or put it in (parentheses). Write the recommended word, or wording above it. Then ask if there is disagreement.

If there isn't, move on. If there is, then the words are highlighted, and the new words put in. Continue this until an agreement is reached.

THE IMPASSE: If there is an impasse between two people, ask the group to listen to the different needs or perceptions. The members of the group then give advice on a consensus solution to come up with a statement that meets both of their needs. Or, ask the parties to agree on wording that will meet their needs, based on feedback from the group.

DEVELOPING CONSENSUS WITH WORDS (Cont.)

WORDS WORDS WORDS! People have emotional attachment to their words and the grammatical use of them. "Accept my word and you are accepting me", appears to be the basis of much "word-smithing. An attack on my word is felt as an attack on me. Often the issue is one of misunderstanding what is meant by the word, but we never get to that.

Have people define what they mean by the words they have used. Let the group identify words that will create the consensus between the partes. Or, reach agreement on what the word will mean to all the parties.

As an example, if people are arguing over the word "discipline', ask them to define when they don't have it, and when they do have it. This will create the information base needed to resolve the impasse.

MARKING THE TERRITORY: People like to leave their mark on a document, just as animals mark out their territory. This is part of the "word-smithing process". You will find that this activity will occur to great lengths in the beginning of a word-smithing process, and slack off as each person feels satisfied their mark has been made on the document.

Even those who complain about the slowness of the process, the endless "word-smithing", will eventually take their turn at "wasting time." This is normal.

LET'S MOVE ON! People get frustrated and impatient with the slowness of working with words. They will begin to shift, appear to lose interest, complain loudly, get up and walk around. These are all acceptable behaviors. It normally means the issue being discussed is worthy of the discussion.

Acknowledge the impatience, the frustration. Then affirm the need to take the time to see that everyone agrees, the importance of seeking consensus. I remind those who are impatient that impatience often means; "I wish they would hurry up and decide.... my way!"

WE ARE ALL SAYING THE SAME THING: This statement is often made in an attempt to move on, or to avoid a conflict. Be aware... this normally signals that there is an issue of concern to be resolved. I normally point that out and restate the difference that is being represented by the parties. I then encourage them to confront the difference.

DEVELOPING CONSENSUS WITH WORDS (Cont.)

BREAKS: These are needed at times. A break helps when the frustration level is getting in the way of moving ahead. Or, if there is an impasse, a break is helpful. Provide a break after reaching a key agreement. Honor the group, or individuals, then take the break.

TIME: This takes time. It is normal to spend up to an hour on the first sentence. As the group progresses, becomes more familiar, is successful in resolving their differences, they become more effective, more productive. Now it may be necessary to slow them down so they don't give short shrift to the rest of the statement.

You will also find that everything is connected to everything else. The parties make agreements early in the process that will apply to issues later in the day. This saves time.

**DEVELOPING CONSENSUS STATEMENTS
FROM COLLECTIVE STATEMENTS**

On the following pages, the entire process for developing consensus statements is demonstrated. **These statements are taken from a previous workshop in which the process was managed to consensus statements.**

1. The process begins with the recording of best possible outcomes, first on the 3 x 5 cards, and then on the flip charts.

2. The members of the different buildings are sent to other buildings to listen to, and select, best possible outcomes from these other locations.

3. The second list of best possible outcomes is recorded as a separate list.

4. A collective statement is prepared using both lists. The outcomes from other groups are shown in italics for demonstration purposes only.

5. The group develops consensus with words using the collective statement. The process is highlighted, showing added and deleted words.

6. The final consensus statement is developed.

CREATING A CONSENSUS STATEMENT

(NOTE: This is one statement developed during the session

The original collective statement

The entire community benefits. The community is viewed positively. Community celebrations *will* include the whole community *and there will be* a feeling of safety. *There will be* an energized community willing to resolve issues. *There will be* improved health and community *and a* pleased and content society. Young cowboys, Indians, and maybe farmers skinny dipping and fishing in clean streams *and having* fun. "Peace, Love and Happiness." *There will be* harmony between self, group, community and nature. People recognize and want to understand relationship between all things and the planet. Harmony returns to family and community. Spirit of cooperation is renewed *and* grim people *will* move away.

Creating the consensus statement

The entire community benefits~~. The community~~ (and) is viewed positively. Community celebrations *will* include ~~the whole community~~ (everyone) *and there will be* a feeling of safety (and contentment.) *There will be* an energized community willing to resolve issues. ~~*There will be* improved health and community *and a* pleased and content society.~~ Young ~~cowboys, Indians, and maybe farmers~~ (children from all backgrounds) skinny dipping and fishing in clean streams *and having* fun. "Peace, Love and Happiness." *There will be* harmony between self, group, community and nature. People recognize and want to understand relationship between all things and the planet. Harmony returns to family and community. Spirit of cooperation is renewed ~~*and* grim people *will* move away.~~

The consensus statement

The entire community benefits and is viewed positively. Community celebrations will include everyone and there will be a feeling of safety and contentment. There will be an energized community willing to resolve issues.

Young children from all backgrounds skinny dipping and fishing in clean streams and having fun. "Peace, Love and Happiness." There will be harmony between self, group, community and nature. People recognize and want to understand relationship between all things and the planet. Harmony returns to family and community. A spirit of cooperation is renewed.

THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM
VISTA VIEW SCHOOL - RECORDED STATEMENTS

(Note: these are the original statements as they were recorded on the easel.)

X   More voices will be heard.

X   Everyone involved will feel they have a valued role in the process.

X   People will feel more involvement and therefore buy into the decision making process.

X   Ultimately all students will achieve more.

X   Limits of resources will be considered.

X   More people will know what's going on.

X   Better decisions will be made.

X   Teachers will be positively motivated to serve students better.

X   Our constituents will be very supportive of decisions made.

X   The community will pull together to ensure that all students are learning to their potential.

X   We will have a true sense of community.

X   Schools will be fun not boring.

X   We will use money in a better way.

X   All people will know and understand the purpose, principals and directions that schools and education are going.

X   We will operate out of consensus.

X   Students would be excited to go to school every day.

X   Decrease in student suspension/ expulsion.

X   We'll have a healthy community.

X   We'll increase motivation.

THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM
VISTA VIEW SCHOOL - RECORDED STATEMENTS

(Note: these are statements taken from the other building recorded statements, that apply to this building.)

X   *Freedom to decide the most effective instruction practices.*

X   *Our constituents will be very supportive of decisions made.*

X   *Better more responsive decision school won't be boring.*

X   *Students self-esteem will be increased or improve.*

X   *Educators will be respected for what they do.*

X   *We actually get strong and brave enough to do something important and meaningful.*

X   *There will be a strong sense of community.*

X   *Students would extend learning beyond the time/ space of school day/ building.*

X   *Improved school climate and student achievement.*

X   *Kids will be provided an opportunity for quality education.*

X   *Improve cost efficiency and quality control of schools.*

THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM
VISTA VIEW SCHOOL - A COLLECTIVE STATEMENT

**(Added words are shown on (parentheses). Statements from other buildings
are shown in *italics*.)**

There will be a true and *strong sense of community.* More voices will be heard. Everyone involved will feel they have a valued role in the process. We'll have a healthy community.

We will operate out of consensus. All people will know and understand the purpose, principals and directions that schools and education are going. *Our constituents will be very supportive of the decisions made.* All people will commit because they will believe they have a meaningful part to contribute.

People will feel more involvement and therefore buy into the decision making process. More people will know what's going on (and) our constituents will be very supportive of (the) decisions made.

(There are) better *and more responsive decisions (made). We improve the cost efficiency and quality control of schools.* Limits of resources will be considered. We will use money in a better way.

The community will pull together to ensure that all students are learning to their potential. *Each school will develop goals and objectives to address the best student outcomes.*

Students would be excited to go to school every day. We'll increase motivation. *Students self-esteem will be increased or improve.* There is a decrease in student suspension/expulsion. *Students would extend learning beyond the time/ space of school day/ building.*

Schools will be fun and not boring (because)teachers will be positively motivated to serve students better. *(We have the) freedom to decide the most effective instruction practices.*

(There is an) improved school climate and student achievement.
Kids will be provided an opportunity for quality education.
Ultimately all students will achieve more.

Educators will be respected for what they do. We actually get strong and brave enough to do something important and meaningful.

THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM
VISTA VIEW SCHOOL - DEVELOPING CONSENSUS

(Note: Words that are changed or deleted are shown with a ~~line through them.~~ Added words are redlined**.)**

There will be a true and *strong sense of community.* More voices will be heard. Everyone involved will feel they have a valued role in the process. We'll have a healthy community.

We will operate out of consensus. All people will know and understand the purpose, principles and directions that schools and education are going. *Our constituents will be very supportive of the decisions made.*

All people will commit because they will believe they have a meaningful part to contribute. ~~People will feel more involvement~~ and therefore buy into the decision making process. More people will know what's going on (and) our constituents will be very supportive of (the) decisions made.

(There are) better *~~and more responsive decisions (made).~~* *More effective decisions will be made. We improve the cost efficiency and quality control of schools.* Limits of resources will be considered. We will use money more wisely. ~~in a better way~~.

The community will pull together to ensure that all students are learning to their potential. *Each school will develop goals, ~~and~~ objectives and strategies to address the best student outcomes.*

Students would be excited to go to school every day. We'll increase motivation. *Students self-esteem will be increased or improve.* There is a decrease in student suspension/expulsion. *Students would extend learning beyond the time/ space of school day/ building.*

Schools will be ~~fun and not boring~~ exciting (because)teachers will be positively motivated to serve students better. *(We have the) freedom to decide the most effective instruction practices.*

(There is an) improved school climate and student achievement.
Kids will be provided an opportunity for quality education.
Ultimately all students will achieve more.

Educators will be respected for what they do. We actually get strong and brave enough to do something important and meaningful.

THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM
VISTA VIEW SCHOOL - A CONSENSUS STATEMENT

(Note: This is the final consensus statement, with deleted statements
removed, and new words or statements added.)

There will be a true and *strong sense of community.* More voices will be heard. Everyone involved will feel they have a valued role in the process. We'll have a healthy community.

We will operate out of consensus. All people will know and understand the purpose, principles and directions that schools and education are going. *Our constituents will be very supportive of the decisions made.*

All people will commit because they will believe they have a meaningful part to contribute and therefore buy into the decision making process. More people will know what's going on and our constituents will be very supportive of the decisions made.

More effective decisions will be made. We improve the cost efficiency and quality control of schools. Limits of resources will be considered. We will use money more wisely.

The community will pull together to ensure that all students are learning to their potential. *Each school will develop goals, objectives and strategies to address the best student outcomes.*

Students would be excited to go to school every day. We'll increase motivation. *Students self-esteem will be increased or improve.* There is a decrease in student suspension/expulsion. *Students would extend learning beyond the time/ space of school day/ building.*

Schools will be exciting because teachers will be positively motivated to serve students better. We have the freedom to decide the most effective instruction practices.

There is an improved school climate and student achievement. Kids will be provided an opportunity for quality education. Ultimately all students will achieve more.

Educators will be respected for what they do. We actually get strong and brave enough to do something important and meaningful.

* A PROCESS FOR COPING WITH CONFLICT

The facilitator may use this process in diverse ways to fit the situation. Application will depend on the group. three alternatives are displayed.

THE QUESTIONS: A GENERAL PROCESS

* **WHAT IS THE SITUATION? HOW DO I FEEL ABOUT IT?**

* **WHAT ARE MY WORST POSSIBLE OUTCOMES OF THE SITUATION?**

* **WHAT ARE MY BEST POSSIBLE OUTCOMES OF THE SITUATION?**

* **WHAT BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS WILL FOSTER THE BEST OUTCOMES?**

THE QUESTIONS: EXPLORING THE CONCEPT

* **DEFINE THE SITUATION (CONFLICT, EVIDENCE OF CONFLICT). HOW DO YOU FEEL ABOUT IT?**

* **WHAT ARE THE WORST POSSIBLE OUTCOMES OF CONFRONTING THE SITUATION (CONFLICT)?**

* **WHAT ARE THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING THE SITUATION (CONFLICT)?**

* **WHAT BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS WILL FOSTER THE BEST OUTCOMES?**

THE QUESTIONS: EXPLORING THE REALITY

* **WHAT IS THE EVIDENCE OF UNRESOLVED CONFLICT (MISTRUST, LACK OF LEADERSHIP, ETC.) IN YOUR ENVIRONMENT?**

* **WHAT ARE THE WORST POSSIBLE OUTCOMES OF CONFRONTING/NOT CONFRONTING UNRESOLVED CONFLICT?**

* **WHAT ARE THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING CONFLICT?**

* **WHAT BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS WILL FOSTER THE BEST OUTCOMES?**

MODULE 1 - THE PROCESS

THE QUESTIONS:

1.   THE GROUNDING:

*   **"INTRODUCE YOURSELF AND YOUR RELATIONSHIP TO EDUCATION."**
*   **"WHAT ARE YOUR EXPECTATIONS OF THIS INSTITUTE?"**
*   **"TELL US HOW YOU FEEL ABOUT BEING HERE"**

INSIGHT ON GROUNDING (Page 23)

2.   THE GREETING CIRCLE:

3.   AN ADAPTIVE LEARNING PROCESS

*   **HOW DO YOU FEEL ABOUT IT?**
*   **WHAT DID YOU LEARN FROM IT THAT WILL MAKE YOU SUCCESSFUL?**

INSIGHT ON GREETING AND FEELING/THINKING QUESTIONS (page 26)

4.   THE ROLES OF THE FACILITATOR AND RECORDER

*   **WHAT IS THE ROLE OF A SUCCESSFUL FACILITATOR?**
*   **WHAT IS THE ROLE OF A SUCCESSFUL RECORDER?**

5.   WORST/BEST/POSSIBILITY

*   **WHAT ARE THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP?**

INSIGHT ON WORST/BEST/POSSIBILITY (PAGE 35)

*   **WHAT ARE THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP?**

6.   A PROCESS FOR COPING WITH CONFLICT

*   **DEFINE CONFLICT. HOW DO I FEEL ABOUT IT?**
           WHAT IS THE EVIDENCE OF CONFLICT IN YOUR ENVIRONMENT?

               INSIGHT: CONFLICT IS MORE THAN DIFFERENCE: A VISUAL EXPERIENCE (PAGE 51)

*   **WHAT ARE MY WORST OUTCOMES OF CONFRONTING/NOT CONFRONTING UNRESOLVED CONFLICT?**

           INSIGHT: A RELATIONSHIP PROCESS (PAGE 60)

THE QUESTIONS:

* **WHAT ARE MY BEST OUTCOMES OF CONFRONTING AND RESOLVING CONFLICT?**

    INSIGHT ON BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS (PAGE 70)

* **WHAT BEHAVIORS/ACTIONS/STRATEGIES WILL FOSTER THE BEST OUTCOMES?**

    INSIGHT: THE TIES THAT BIND (PAGE 76)

7. CLOSURE

     * **HOW DO YOU FEEL ABOUT THIS WORKSHOP?**

     * **WHAT DID YOU LEARN THAT WILL MAKE YOU SUCCESSFUL WITH YOUR CONFLICTS?**

8. COLLECTIVE STATEMENTS

     INSIGHT: THE COMMUNITY IS TELLING A STORY (PAGE 106)

EXPERIENCE THE PROCESS - A PERSONAL CONFLICT
a learning activity

The best way to learn the process is to experience it in a situation that is personal to you. This section will help you do that. I am assuming, since you attended this session that you have an interest in, or a difficulty with, confronting and resolving conflicts. They probably cause you some continuing pain. You would like that pain to go away, without much effort, if possible. As you experienced this session you will got some idea of how to do that. But, it is best if you confront, with some awareness of your own life situation, and explore how you can address a personal situation successfully.

Begin by finding a place you can be alone for a while. It can be in the den, in your work space (this will help you be more effective at work, so it is a good investment of time) or out in the park.

It helps to write this activity down, so bring a pad of paper and a pencil with you (I use 3 x 5 cards). This will help you to capture your thoughts and feelings. You will bring your unresolved conflicts out into the open where you can see them. You will be amazed how much that will help you. It is a way of acknowledging to yourself that these conflicts really exist, to get over denying them. You are also creating a sense of realness about them by making them visible.

The most important way to develop or build consensus is to ask the "RIGHT" questions. The consensus process has been designed to provide you with these "right" questions. We are going to focus on conflict and the ramification it has on your life, just as we will with the group you will read about in coming chapters.

So, begin by answering this question.

1. What are the unresolved conflicts that confront you in your life, and, how do you feel about them? List all the conflicts that are unresolved in your life. If you desire, you can break this into four areas: personal, family, work and community. The personal conflicts are those you have with yourself, that go on in your own mind.

Write the feelings you have as a result of these conflicts, again using complete sentences. Read through this when you finish.

2. What is conflict, and how do you feel about it? In your own words, define what conflict is. Write as many definitions as you want. The more definitions, the richer your collective statement will be.

Then write down how conflict makes you feel. Be thorough with this part of the question. Your feelings will generally disclose your old beliefs about conflict. You may want to refer to the situations you described in question 1.

3. What are the worst possible outcomes of confronting these conflicts? Refer to the situations you described earlier. You can answer this in a general way, because the statements will probably apply to more than one category. List as many worst outcomes as you can think of.

Do not hesitate to write the worst of the worst. Don't hide anything from yourself. Nobody else will see this. The more you disclose to yourself, the more likely you will learn how to resolve the situation.

4. What are the worst possible outcomes of _NOT_ confronting these conflicts? You will not confront conflict because of the fears listed under question 3. This question lets you explore the worst possible outcomes if you _don't_ confront the conflict. This is the opposite of the previous question. You know that at some level there is a cost for avoiding the confrontation.

Write down as many as you can think of. Don't be surprised if you have similar statements to question 3. That is part of your learning.

5. Pause: This is a good time to pause and rest. Read what you have written, and then reflect for a while. When you read the book, you will understand why you were asked to explore your worst possible outcomes. For now, just reflect. After 5 minutes or so, answer the next series of questions.

6. What are the best possible outcomes of confronting and resolving these conflicts? How would you feel if you did that? This question helps you decide what you want to have happen from confronting these conflicts that are causing you pain.

This is the question that you probably never ask yourself. You are trying to determine **how** to resolve them, instead of identifying your outcomes. This is defined as "Ready... Fire." You haven't aimed, and so you won't get what you want.

This question helps you determine the outcomes you want and the feelings that would be associated with those outcomes.. This is known as "Ready.... Aim..." We will do "Fire" in a the next question. Write down all the best possible outcomes you desire. Again, refer back to your question 1 list. Answer generally, because best outcomes will also apply to more than one issue.

Read the best possible outcomes. Become aware that these are just as possible as the worst outcomes. Since you have not confronted the conflicts yet, your worst fears are future imagined events. The fears that you have are merely possibilities. They haven't happened yet, there is NO assurance they will happen. Since it is a future event, it is just as possible that you can foster a best possible outcome.

By writing the best possible outcomes you have at least balanced yourself and added "Hope" in

the equation. Read how you would feel if you were to be successful. Best Possible outcomes have entirely different feelings than worst possible outcomes.

Now lets explore how to make the best outcomes happen.

7. What new beliefs and behaviors will foster these best possible outcomes? If you have been avoiding conflicts in the past there are reasons for it. Avoidance is probably based on some old belief systems. If you want to be successful with conflict resolution, you may need some new beliefs and behaviors. What would these be? Give careful thought to this question, because your answers will help you move ahead.

Beliefs and behaviors are different than strategies and actions. You will learn in this book when to use each.

8. What resulting strategies and actions will foster these best outcomes? This question allows you to move beyond your new beliefs to putting them into action. You can establish specific strategies or actions for any of the unresolved conflicts you described under question.

9. How do you feel about this activity? What did you learn that will help you confront and resolve your conflicts? This last question will help you to learn from the experience. It is a closure for what you have done.

This is the basic process that you will read about in more detail in the following chapters. Applying it, however is more complex and rich than this simple activity. There are reasons for each of the questions. As you gain this insight, you will become more willing to create the conditions to confront your conflicts. As you read ahead, keep this pad of paper with you. It will allow you to connect what you read to what you learned. It will add richness to your experience of reading.

APPENDIX

* COLLECTIVE STATEMENTS

Collective statements are based on the belief that each of us sees the world from a different viewpoint. Our individual views are like pieces of a puzzle -- when we fit them all together we get the full picture.

In most meetings our views tend to be seen as competitive. When someone speaks, another person responds with a counter-statement, and the meeting progresses with each trying to convince the other of his or her rightness. This behavior is based on a belief in the "one right answer" to all questions. Only one of us can be right, so our intelligence is used to establish that rightness firmly. It becomes a competition in which each person's ego and intelligence are at stake.

This is either/or thinking -- either you are right or I am! Often, two or three people will capture all the time in a meeting with this either/or conflict, while others listen, get bored, and drop out. It is a time-consuming, ineffective process. The meeting ends with some vaguely worded compromise that relieves the participants. They leave with little commitment to it.

Collective thinking assumes we can all learn something from each other. We have different views of a situation, and all views are right.

This is done with many of the workshop tasks. The collective statements are the result of adding individual statements together, keeping each person's words to the best extent possible, creating a statement of the total group.

* DEVELOPING A COLLECTIVE STATEMENT

A collective statement process is based on the notion that we all have different views of a situation, and all views are right. Each of us perceives the world through our experiences, our values and beliefs and our desires.

In some tasks, statements made by each individual participant are recorded as accurately as possible. These statements are first segregated into common groups. The individual statements are then added together, keeping each person's words to the best extent possible, creating a statement of the total group.

At times it is necessary to add words to the brief recorded statements to clarify the intent. Or, a word might be added to bridge two or more statements together. This is kept to a minimum in order to retain the original recorded thought.

While some grammatical improvements may be made, the original statement and the original words are kept as close as possible.

As an example, these were the original recorded statements of the "Senior Citizens Worst Outcomes of the Situation":

SENIOR CITIZENS WORST OUTCOMES OF THE SITUATION:

1.   Unsafe community to live in
2.   Will regress, if no progress
3.   Things fine, no higher taxes
4.   Our senior programs will be cut--lack of funds
5.   My needs as senior will not be considered and taxes rise--skyrocket
6.   More leave town, higher crime, higher taxes, less facilities
7.   Leads to collapse of government
8.   If not forward, then backwards.
9.   Become retirement community, kids leave, no industry,
10.   Uncertain, unhappy future

DEVELOPING A COLLECTIVE STATEMENT (CONT.)

The statements are segregated to become like groups of statements:

SENIOR CITIZENS WORST OUTCOMES OF THE SITUATION:

2. Will regress, if no progress
8. If not forward, then backwards.

3. Things fine, no higher taxes
9. Become retirement community, kids leave, no industry

5. My needs as senior will not be considered and taxes rise--skyrocket
4. Our senior programs will be cut--lack of funds

1. Unsafe community to live in.
6. More leave town, higher crime, higher taxes, less facilities
7. Leads to collapse of government
10. Uncertain, unhappy future

These statements are now linked together to form the final collective statement. Words that are added in the process are shown in parentheses:

THE SENIOR CITIZENS WORST OUTCOMES:

(The community) will regress, if (there is) no progress. If (we do) not (move) forward, then (we slide) backwards.

(We all think that) things (are) fine, (as long as there are) no higher taxes. (We) become (a) retirement community, (the) kids leave, (there is) no industry.

My needs as (a) senior will not be considered and taxes will rise, skyrocketing. Our senior programs will be cut (because) of (a) lack of funds.

(This will be an) unsafe community to live in. (More business and people) leave town, (because of) higher crime, higher taxes, less facilities. (This) leads to a collapse of government. (We face) an uncertain, unhappy future.

DEVELOPING A COLLECTIVE STATEMENT (CONT.)

This is another example of the process. Begin with the original recorded statements:

PARENTS WORST OUTCOMES OF THE SITUATION:

1.   Extremely large classrooms (40/50 room)
2.   Children won't have educational background to get into college
3.   If parenting skills not improved, what will it do to child's education?
4.   If we can't solve drug problem, what is future of our children?
5.   The children will never leave home.
6.   My kids will waste their talents and be average like everybody else.
7.   Dropping out!
8.   The children won't be happy and won't be prepared for the next step after high school
9.   Parents lack of concern will hinder ability of the child
10.   Drugs and gangs will come into community
11.   The lack of the best education and know-how to deal with life on their own.

Segregate them into the like statements:

PARENTS WORST OUTCOMES OF THE SITUATION:

11.   The lack of the best education and know-how to deal with life on their own.
8.   The children won't be happy and won't be prepared for the next step after high school
2.   Children won't have educational background to get into college
6.   My kids will waste their talents and be average like everybody else.

1.   Extremely large classrooms (40/50 room)
7.   Dropping out!
5.   The children will never leave home.

9.   Parents lack of concern will hinder ability of the child
3.   If parenting skills not improved, what will it do to child's education?

10.   Drugs and gangs will come into community
4.   If we can't solve drug problem, what is future of our children?

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PARENTS WORST OUTCOMES OF THE SITUATION:

Then put the statements together, adding words where absolutely necessary, keeping the original intent as much as possible.

THE PARENTS WORST OUTCOMES:

(The children will have a) lack of the best education and (the) know-how to deal with life on their own. (They) won't be happy and won't be prepared for the next step after high school. (Our) children won't have educational background to get into college. (Our) kids will waste their talents and be average like everybody else.

(We will have) extremely large classrooms (40/50 room). (The students are) dropping out (of school)! The children will never leave home!

(The) parents lack of concern will hinder ability of the child. If parenting skills (are) not improved, what will it do to the child's education?

Drugs and gangs will come into community. If we can't solve the drug problem, what is (the) future of our children?

THE COMMUNITY IS TELLING A STORY

For years I sought for a way to help people understand at an integrative, or organic level, the value of the collective statements, and all of the activities that lead up to it. It was the story telling approach of an Indian elder that helped me to see how to do this.

Everyone IS Telling a Story: I ask 6 to 8 people who are seated together in the circle to stand and move one step into the circle. I walk out into the center of the circle and act as the director of this story.

> *"I have learned, over time, that every conflict has a community of interest, that it brings together those who are influenced or impacted by the decision. I am asking these people to represent a community of interest.*
>
> *Another thing I learned is that each community that is brought together around a conflict has a community story to tell, but the individual members do not understand that. They each come to the gathering believing that **they have the entire story in themselves,** and they are there to convince the others of the "truth" of what they know.*
>
> *To demonstrate this, I am going to ask this group to tell a story. They are going to do this like we did when we were in kindergarten, and the teacher asked us to each tell a part of the story. We begin with Rob, who will repeat the first sentence that I give him. This is the beginning of the story. Then, Kathy will add her sentence to the story, followed by Laura adding a sentence, and so on, until Crista, the last person in the line, will create an ending for the story.*

I state for Rob the first sentence for the story: ***"A porcupine walked into the meadow."***

Rob: *A porcupine walked into the meadow."*

Kathy: (Thinking first) It was a warm and sunny day."

Laura: "He saw another animal in the meadow."

Jon: "It was a bear, an angry bear just waking up from a winter nap."

Debbie: The bear growled at the porcupine when he approached."

Dawn: "This frightened the porcupine, so he climbed a tree to get away from the bear.

Crista: There he met a female porcupine who became his mate for life."

With the ending of this story the large group will normally laugh and applaud. The members of the story group are often nervous about speaking and really think, trying to come up with the "right" sentence that makes sense.

I repeat the learning I have had about communities of interest.

> *"I have learned that every conflict has a community of interest, and that community which is drawn together has a community story to tell. But, they don't know that. They each think they have the full story."*

Everyone thinks they have the whole story: I have Rob and Crista step out in front of the story tellers, turning to face each other. I encourage them to repeat their sentence to each other, to let the other know what the "true" story is.

Rob: *"The porcupine walked into the meadow."*

Crista: There he met a female porcupine who became his mate for life."

They both look at me, and I encourage them...... *"The other person has not got it yet."* Keep repeating it until he gets it.

Rob repeats to Crista: *"The porcupine walked into the meadow."*

Crista repeats: *"There he met a female porcupine who became his mate for life."* with a tone of voice that is impatient.

Rob repeats with more vigor: *"The porcupine walked into the meadow."*

Crista, her hands on her hips leans forward and repeats firmly: *"There he met a female porcupine who became his mate for life!"*

Rob: *"NO!!! The porcupine walked into the meadow!!"* He speaks with steely confidence.... this is the truth!

Crista, before he is done, loudly with emphasis and pointing her finger into his chest: "There he met a female porcupine who became his mate for life."

Rob, leaning forward now, with more emphasis and a loud voice: *"The porcupine walked into the meadow.... and that is all there is to it!!"*

Crista, now leaning nose to nose with him, and just as loudly: *"There he met a female porcupine who became his mate for life."*

The group laughs, often applauds, they recognize themselves, they have seen this in many meetings. I ask them, rhetorically, "Have you ever experienced this kind of argument before? They all nod their heads.

Everyone wants the group to repeat their story line: I have Rob and Crista return to the story teller group. I turn to the others:

> "What Rob and Crista both want is to win this argument, and have everybody else repeat their sentence as the entire story line."

I ask Rob to repeat his sentence, and for the others to repeat it exactly as he said it.

Rob: *A porcupine walked into the meadow."*

Kathy: A porcupine walked into the meadow."

Laura: A porcupine walked into the meadow."

Jon: A porcupine walked into the meadow."

Debbie: A porcupine walked into the meadow."

Dawn: A porcupine walked into the meadow."

Crista (resisting): NO WAY! There he met a female porcupine who became his mate for life."

Again, the community laughs. They understand the implications of this activity. Now, they know, Crista wants everyone to repeat her sentence, because **she** has the truth.

The story is all mixed up: In addition to everyone wanting to be right with their "story line," when the group meets, they are seated out of order. I move the standing participants around, mixing their order. Then I ask them to repeat their sentence:

Debbie: The bear growled at the porcupine when he approached."

Laura: "He saw another animal in the meadow."

Rob: *A porcupine walked into the meadow."*

Dawn: "This frightened the porcupine, so he climbed a tree to get away from the bear.

Kathy: "It was a warm and sunny day."

Crista: There he met a female porcupine who became his mate for life."

Jon: "It was a bear, an angry bear just waking up from a winter nap."

Now, this discussion doesn't seem to make any sense, especially if you are the manager who needs to make the decision. These people all appear to be in conflict with what they are saying. There is no similarity. Who should you believe? What can you base your decision on?

In the consensus process, we encourage each person to express their view, and, we record as it is being expressed. These are the different perceptions of the entire community. Then we take that information from this group, and any other group, and write a collective statement. When we do that it sounds like this:

(I move the story tellers to their original position and have them repeat their sentences)

Rob: *A porcupine walked into the meadow."*

Kathy: "It was a warm and sunny day."

Laura: "He saw another animal in the meadow."

Jon: "It was a bear, an angry bear just waking up from a winter nap."

Debbie: The bear growled at the porcupine when he approached."

Dawn: "This frightened the porcupine, so he climbed a tree to get away from the bear.

Crista: There he met a female porcupine who became his mate for life."

This collective statements tells the "whole story" and is inclusive of everyone views. Now that you know the whole story as a manager, you can begin to take action to do something about what is happening. *"It sounds to me like we have an angry bear up in the meadow. We better tell other humans about this to keep them away. Or, better yet, have the bear removed to a safer place, so the porcupines can climb down the tree and return to their home."*

If We Exclude Others, We Don't Get the Whole Story: I then remove 4 members of the group. Rob is removed because he looks like a hippie, and we certainly don't want to give him any recognition. Jon is always looking for the negative in things, so leave him out. Then, Deb is a member of the public, what does she know about these things? Finally, don't include Dawn, she is part of that rabid environmentalist group. So, we are left with this story:

Kathy: "It was a warm and sunny day."

Laura: "He saw another animal in the meadow."

Crista: There he met a female porcupine who became his mate for life."

Now,... is that the same story? It is certainly a warm and positive story, but it is incomplete, and leaves out important information. If you made a decision to send a group of people up to this meadow, would they have all the information they need?

Coalitions Form and a Battle Begins: The four people who were excluded find they have a common purpose. They were not included, acknowledged, or their information listened to. They form a coalition to get the attention of those who make the decision. They form a line facing the "included group" and begin shouting their sentences at the same time to the others, wanting attention and acknowledgment of their views.

All	Rob: *A porcupine walked into the meadow."*
Spoken	*Jon: "It was a bear, an angry bear just waking up from a winter nap."*
At the	*Dawn: "This frightened the porcupine, so he climbed a tree to get away from the bear.*
Same time	*Debbie: The bear growled at the porcupine when he approached."*

This causes the "included" group to come together as a block, expressing their point of view just as loudly, and at the same time. No one listens, if they did it would just sound garbled.

All ***spoken***	*Kathy: "It was a warm and sunny day."*
At the	*Laura: "He saw another animal in the meadow."*
Same time	*Crista: There he met a female porcupine who became his mate for life."*

Again, the message is visually and intellectually clear to the larger group. If you exclude people, do not hear or acknowledge their information, they will form coalitions and oppose you. In doing so, while all the needed information is expressed, little of it is actually heard.

Including everyone, hearing the whole story, results in community. I bring back the excluded members and they are integrated into the whole story. I remind them that the collective statement includes all words expressed by the individuals in the group. The purpose of the collective statement writer is to write the story.

A porcupine walked into the meadow. It was a warm and sunny day. He saw another animal in the meadow. It was a bear, an angry bear just waking up from a winter nap.

The bear growled at the porcupine when he approached. This frightened the porcupine, so he

climbed a tree to get away from the bear. There he met a female porcupine who became his mate for life.

When this is done, Kathy sees her statement is in the story. It is between Rob and Laura's statements (I have Kathy hold Robs hand and Laura's hand). She is part of the story connected with them. In like manner, Laura is connected by the story to Jon, and Jon to Debbie, etc. Soon, all the storytellers are connected.

> *"This," I emphasize, "is community." Everyone has had their say, been listened too and acknowledged. And, what they have said has been put into a collective statement, linking them together. Now, they can decide what to do about this story they have created."*

I ask those standing to take a bow, still holding their hands, and then ask the members of the group to honor these people for helping them learn. They all stand and applaud.

I MATTER

"I didn't think I mattered..... until today."

Those words were spoken by a junior in high school, a young blond haired teenager. She spoke them at the end of the day, as the group of students were doing the closure. All eyes, and all attention were immediately upon her.

She spoke these words carefully and deliberately. Her head was up and her eyes focused on the group. She was looking at 55 other students from her high school, a multi-colored, multi-ethnic group. These would have been considered the at-risk children in the school, children with learning problems that were physical, emotional, intellectual. They would be considered problem children by most of us.

To their teachers who were present, and their Principal, who sponsored this day, they were an opportunity. The group of almost 60 adults and high school students was brought together to explore the learning environment they had created in their school, educators and students. Their purpose was to explore and establish a movement to create the kind of learning environment that would motivate them to learn, to grow into capable, growing human beings.

They had engaged themselves in this exploration, with great focus and intensity, surprising all the adults with their interest in creating a learning environment that was healthy and functional. They knew what the situation was, why it was, and they knew what they wanted, and how to get there.

At the end of the day, the whole group sat in a circle, and each adult and student answered the closure questions:

> *How do you feel about this session today?*
> *What did you learn that will help us create that learning environment that you want?*

When it was her turn to speak, the young woman thought for a moment before speaking, her head down slightly. A pause. Then, speaking softly, but purposefully;

> *"Before today, I didn't really think that I mattered. I didn't think I mattered to my family, to my classmates or teachers, or to anyone else. I often thought that it would make no difference to anyone or anything if I was even here."* She paused.

> *"I knew I didn't matter. I often thought of not being here (sic alive), and if that happened, that nobody would even notice that I was gone."*

The shocking nature of her statement was felt by the entire group. At this moment the entire attention of the group was focused on this young women, expressing herself truthfully, authentically. At this moment, she mattered to them, and it was obvious.

> *"Today has changed all that,"* she said as she continued. Her eyes were misted with tears now, as were the eyes of many of the group. *"I realized today that I did make a difference, that what I had to say was important, because it was different than what others had to say. And..... I was listened to when I said it. Then I heard the statements (collective statements) that we read at the end of the day, and I could see what I said was in there. And, it made a difference..... I made a difference."*

> *"That is what I learned,"* she said softly, but clearly, her voice catching somewhat, *" that I make a difference, that I matter. After today I will never forget that. That is what I learned.*

There was a pause, silence for a moment, then a few sounds of applause, then more, until all were applauding and standing. As they did this I sensed they were not only applauding this young person and what she said, what she learned. They were applauding the impact of the statement on them, adult and student, ... they realized they mattered, they made a difference, and she had expressed this for all of them.

* THE VIEW FROM MY MOUSE HOLE

This story is written to demonstrate a collective statement in the process of development. It underscores the fact that we all have our different views from our different mouse holes, or perceptions.

As in real life, it sometimes takes a crisis to move from the individual view to the community view. It means that all of us need to be willing to share the mouse hole view, or perception of the others. This means suspending our normal narrow mouse hole vision to see the new view.

* THE VIEW FROM MY MOUSE HOLE

In the countryside
stood an old barn.

In the barn
lived six mice,
each with its own
mouse hole.

One mouse lived
in the south wall.
This mouse was young,
with soft fur, gentle eyes,
and an innocent, trusting way.

In the east wall
lived another young mouse
with shiny fur, bright eyes,
adventurous and intelligent.

An older mouse lived
in the west wall.
This was a quiet,
deep-thinking mouse
with dark fur, deep-set eyes,
and long whiskers.

Another mouse
long in the whiskers
and long in the tail
lived in the north wall.
This was a wise mouse
who had a cold, crisp manner
and fur tinged with gray.

In the floor, in the center
of the barn
lived a friendly mouse with
an earthy manner
whose way was grounded
in truth.

A mouse that loved life.

THE VIEW FROM MY MOUSE HOLE
         (Cont.)

While high in the loft, lived the oldest mouse of all, with white fur, gentle twinkling eyes. A perceptive mouse with much understanding.

Like other mice, each of these had a territory, or area,

which
was its
own,
which
it
protect
ed and
which
other
mice
respect
ed.

Like
other
mice,
these
had
short-
sighted
vision.
They
smelle
d or
touche
d
things
with
their
whiske
rs
but
could
only
see
that
which
was in
front
of
them.

And

that is
what
this
tale is
about.

One
winter,
the
farmer
stabled
a new
animal
in the
center
of the
barn.
An
animal
the
mice
had
never
seen
before.

They
were
discuss
ing
this
new
animal
one
afterno
on
while
eating
in the
grain
bin
which
was

along the south wall. This is the only area they would come together to talk and eat. **THE VIEW FROM MY MOUSE HOLE**

(Cont.)

"That's such a strange animal," south mouse said quietly, "with only two legs and a tail, and black all

over. It doesn't even have a head."

"Doesn't have a head," west mouse said, thoughtfully. "Why, that can't be. From my mouse hole, the animal I see has a head with one horn and it has 2 legs, but it's black all over with white spots."

"You have lived in the dark too long," squeaked east mouse. "I can see much clearer. From my mouse hole, the animal has two legs, a head with one horn, as you said, but it's white all over with black spots."

"Neither of you sees very well

nor speaks very wisely," said the north mouse, twitching whiskers and tail. "The animal has two legs, I agree, but it has a head with two horns and it's white all over. Without a head, it couldn't even live."

THE VIEW FROM MY MOUSE HOLE
     (Cont.)

"Strange," said the earth mouse, "when I look up at the new animal, it appears to have 4 legs and a soft, white underbelly."

"We all seem to have a view of a different animal," said

the rafter mouse, loftily and with twinkling eyes. "My animal has no legs, but it does have a head with 2 horns, and a tail."

"Surely this cannot be the same animal," said east mouse, "Since I have the best view of all from the sunshine in the

window, I think you should accept my view."

"Well," said the north mouse, "I can't see how we can accept your view without also accepting my view which is closer to the animal."

The mice then began a discussion which inevita

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bly led
to an
argume
nt
as to
who
had the
proper
view
of the
new
animal.

THE VIEW FROM MY MOUSE HOLE
       (Cont.)

"I think," said the rafter mouse, "that we had better continue our discussion somewhere else as I can see the cat staring at us from the top of the grain bin."

"Run to my mouse hole -- quick -- ,"

said
south
mouse,
"you
will
have
protect
ion
there."

This
they
did
with
much
haste.
The cat
narrow
ly
missed
the
slower
rafter
mouse.

"That
was
close,"
said
the
rafter
mouse.
"It's a
good
thing
we saw
the cat
when
we
did."

"Hum..
m!"

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said the west mouse thoughtfully. "Why is it that we all recognized the cat?"

"Could it be," said the wise north mouse "that what we have been arguing about is really the same animal?"

"Look," said the east mouse excitedly,

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"we
can see
the
view
of
the
animal
from
the
south
mouse'
s hole
and it
is
exactly
as
describ
ed
by
south
mouse!
"

THE VIEW FROM MY MOUSE HOLE
        (Cont.)

"I wonder if the view would be the same from each mouse hole?" asked the rafter mouse.

"If we really want to know what the new animal looks like," said the earth mouse, "perhaps we need to see the

animal from everyone's mouse hole."

"Surely," said the rafter mouse, "if south mouse can trust us in this mouse hole, we would be willing to allow everyone to visit the other mouse holes."

And so -- that is what they did.

And

they
saw
that the
view
from
the
east
mouse
hole
was
exactly
as
the
east
mouse
describ
ed it.

And
the
view
from
the
west
mouse
hole
was
exactly
as
the
west
mouse
describ
ed it.

The
views
from
the
north
and the
earth
mouse

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holes
were
exactly
as
they
describ
ed
them.

And,
finally,
they
had a
view
from
the
rafter
mouse
hole
where
they
saw
not
only
the
animal
but
also
**THE
VIEW
FRO
M MY
MOU
SE
HOLE**
        (Cont.)

each of
the
mouse
holes
along

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each of the walls and in the floor.

They became very excited with this new view of the barn.

"What does it all mean?" asked the south mouse, innocently.

"It means that each of us saw a different view of the animal from

our mouse hole," said the east mouse.

The west mouse thought for a moment, and then said, "Is it possible that all of these views put together would give us a description of the animal?"

The north mouse said, "If we really want to

know
what
the
animal
looks
like,
I think
it
would
be
wise
to do
exactly
that."

**THE
VIEW
FRO
M MY
MOU
SE
HOLE**
  (Cont.)

"Yes,"
said
the
earth
mouse.
"I
think it
is
import
ant
to
know
the
truth
about
this
animal.
"

"We
would
then
have a
comple
te view
of this
animal,
"
said
the
rafter
mouse,
"rather
than

single
views."

With
that,
the
mice
began
to put
togethe
r the
differe
nt
views
that
they
had
of the
new
animal.

What
they
came
up
with
was
an
animal
that
had 4
legs, a
head
and a
tail,
with 2
horns
on the
head,
black
in back
and
white

in
front,
with a
black
side,
and
white
spots
to the
west
side,
and a
white
side
with
black
spots
to the
east
side,
and a
soft,
white
underb
elly.

Just to
be
sure,
the
east
mouse
volunte
ered to
venture
to the
floor
of the
barn
and
look at
the
animal

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from
all
directi
ons.

THE VIEW FRO M MY MOU SE HOLE
          (Cont.)

This he did very careful ly, and runnin g back to his comrad es, stated that, "Not only was their descrip tion correct , but he found out from the animal that it was a cow."

With happy hearts,

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the mice returned to the grain bin.

"Perhaps," said the north mouse, "the reason we know what the cat looks like is because we have all seen it from different viewpoints."

"Why, that's right!" said the south mouse, "We have all

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seen
the cat
from
every
side!"

"Not
exactly
," said
the
rafter
mouse.
"You
don't
have a
view
of
the cat
from
the
inside.
"

"And
we can
all be
happy
about
that!"
said
the
earth
mouse.