

## Refining Petroleum and Releasing Creativity

by Ann and John Epps

*This issue of Initiatives is built around the ICA West strategy "Developing Leadership for a Multicultural Society." As an opener, we asked ICA colleagues Ann and John Epps to report on the highly innovative work their team has been doing with companies and organizations in Southeast Asia, using ICA's Technology of Participation. The Epps work with a spin-off of the ICA known as **LENS** (Leadership Effectiveness and New Strategies), a registered consulting company in Malaysia and Singapore.*

**Q:** What does it take to make working at a 30+ year old petroleum refinery invigorating for all 300 staff?

**A:** One turned-on supervisor, one superior support system, two years . . . and LENS.

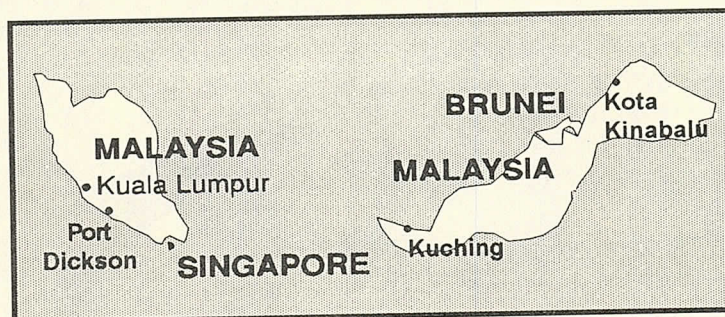
**I**t used to be just another place to work. You went there, spent eight or more hours, often in the blazing tropical sun, obeyed all the rules, followed the safety precautions, sweated a lot and went home. And you turned out exceptional, high-quality petroleum products.

This was the Shell refinery at Port Dickson, Malaysia, on the Straits of Malacca. The refinery runs as a highly procedural, hierarchical operation with

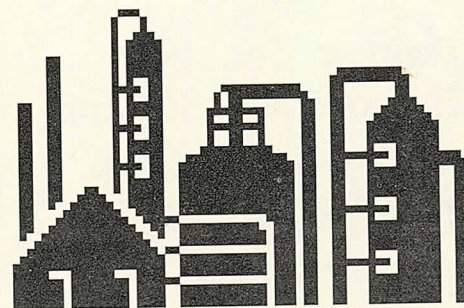
people referred to by their functional designation instead of by name. Relations between union and management have been confrontational and continue to erupt from time to time. Compli-

cating matters is the fact that the staff are Chinese, Malay and Indian, the three cultures that comprise Malaysia.

Most people were content to have it this way but a few saw it as a waste of human energy. Encouraged by the refinery manager, the personnel department designed PACT (Participative Approach to Communication and Teamwork), a program in which problems relating to the working environment could be handled by the people affected by them. It seemed a simple solution, but in a culture dominated by procedures and



layers of control, it very nearly died, strangled by its own red tape. The one thing missing was the key element the program was out to catalyze — people improving their own workplace.



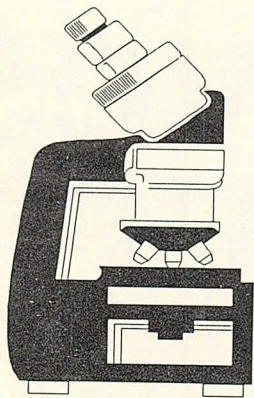
When the refinery engaged LENS to hold participative planning sessions with groups of 30 staff at a time, things began to change. Each session came up with several action plans and teams committed to carrying them out through the PACT structure. Since that began in 1990, it's been lively work at the plant. And a lot more fun.

LENS conducted a series of three-day seminars called "Effective Teamwork" that initiated the PACT projects. Each program included several team building exercises and featured the LENS strategic planning process.

Prior to the initial seminar, extensive briefings were held with the company Training Manager who stressed that these people were quite likely to be shy around facilitators. When he returned at the closing, he was flabbergasted by the boisterous creativity of the group. The participative process had released some safety valve of stored-up passion — passion for making improvements.

*Continued on page 3*





## Denver Teachers Explore New Images

"You've helped me stretch my mind!" said one participant. "Keep doing this workshop; our District needs it," said another. This is how some of the forty math and science teachers from the Denver Public Schools responded to ICA's Imaginal Education course this spring. The course was promoted by the DPS Staff Academy and funded by a Title II Science and Math grant.

The teachers explored Kenneth Boulding's insight that behavior and knowledge are related to people's images of themselves and their world, and that images can be changed. They investigated practical implications of this concept for the classroom and discovered new ways of overcoming students' negative images of math.

The training team included OliveAnn Slotta, Mathematics Coordinator of the Fred N. Thomas Career Education Center; Burna Dunn of The Spring Institute, and James D. Slotta of the University of Pittsburgh. Together they built a learning environment that encouraged participation, creativity and sharing of insights.

ICA Denver anticipates another grant this fall to continue the training and initiate a Teachers' Guild.

## Russia — USA Exchanges Develop

An opportunity for short-term volunteer service in Russia is coming up August 13-28, 1993. The ICA will help lead a week-long consultation in the Siberian city of Nefteyugansk. Anyone who is interested in education, especially teachers or school principals, are invited to join their Russian counterparts for the event. The interchange is out to catalyze a process of transformation in Nefteyugansk schools.

This exciting happening follows a strategic planning consultation which Denver colleague David Dunn led with Ministry officials from the Republic of Tuva, and a management training seminar for members of the Russian Association of Social Service Managers, facilitated by Sheryl-Nordin Caruso, of Columbus, OH.

Anyone interested in the Education Consultation should contact David Dunn at ICA Denver, 1741 Gaylord Street, Denver CO 80206. Phone (303) 333-1984 or Fax (303) 277-1806.

ICA West welcomes back Angelica Rodriguez and Raul Jorquera from Chile and bids farewell to Jesusa Aburto who is off to Australia. Marie Halvorson, has become the new Phoenix Office Manager and Trish Ryan has come on board as an intern.

## Tecnologia de la Participacion comes to Oregon

The demand for ICA West's *Technology of Participation* methods by Spanish speakers continues to grow. Bill Taylor and Jesusa Aburto led the two-day Basic Group Facilitation Methods course set up by Sandra True of the Salem Field Office. The twelve participants came from the Bilingual Parents Program, La Familia Sana project to prevent alcohol and drug abuse and the local Police Department. All were keen to do the Basic Strategic Planning course and at least one wants to become a ToP methods trainer.

## Global Demand for ICA West Materials

With an increasing demand for training in ICA's *Technology of Participation* methods around the world, ICA West is receiving a growing number of requests for its Participant and Instructor Manuals.

Phoenix ICA West staffer Marilyn Oyler says orders have come in from Australia, Austria, Belgium, Brazil, India, Malaysia and Russia. Vienna colleague, Hannerl Golda, who was a guest of ICA West earlier this year, has

requested a hundred manuals for training women from several southern African countries in October.



At the same time, Susan Wegner of the Houston Field Office, reports that copies of the Machakos Village Development

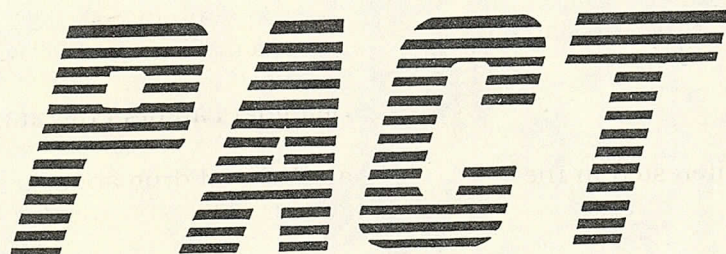
Simulation Game have been sold to organizations in Norway and South Africa, both as a result of an international social work conference she attended in July 1992.



Continued from page 1

Over the next two years, all 300 staff including top management went through the program. Much to the amazement of senior managers, the workers, technicians and supervisors were as concerned as they were for high quality, productivity and profitability. They were also keenly aware of the human factors in the organization that were demoralizing staff and blocking achievements.

Three months after each seminar, LENS staff conducted a half-day follow-up session. The results of the plans were examined, lessons learned were shared and efforts were celebrated. Participants who were ready to have another go then developed new plans.



PARTICIPATIVE APPROACH TO COMMUNICATIONS & TEAMWORK

A key factor in the success of the PACT program has been the assignment of a full-time person to coordinate it. The PACT "Focal Point" was an inventor of the program and has a high commitment to seeing it produce results.

Management has approved a competition among project teams for the "best project." A four-day vacation to a nearby Indonesian resort was the prize won by a seven-person team whose "Good Neighbors" project conducted an open house and safety briefing for residents living near the refinery.

Managers are also not hesitant to critique plans. Some have withheld approval in order to see how committed the presenter was to his or her plan. Over 65

projects have been implemented. They include a new canteen, a courtesy campaign for staff, a new roof for the loading shed, and a program for wives of refinery staff, most of whom had never visited the plant.

In a survey conducted after PACT had been in operation for some time, 93% of staff regarded this refinery as an excellent place to work.

In the course of doing the PACT program, several insights about organizational change emerged:

- A full-time support person makes implementation of decisions more likely to be successful if (s)he does not try to take over the team's work.

- Not every team can or should continue after completing its project, lest it inadvertently turns a voluntary program into a mandatory addition to the job.
- Visible management support for the program and the teams is more important than management control of the procedures. Managers needn't regard their authority diminished when staff undertake to improve their own working conditions.
- Projects must be designed for team members to carry out themselves, not requests or recommendations for someone else, i.e. managers, to change their ways. ☉

## A Question of Etiquette



The LENS team happened to be in Port Dickson when one of the PACT Teams initiated its week-long "Courtesy Campaign" among staff. They had designed programs to encourage staff to be more courteous to each other on the job and decrease the number of unintentional offenses that occurred.

The initiating event was a guest speaker, a newspaper etiquette columnist, who was to make a half-hour presentation after work. To suggest that macho refinery staff might travel across town after a full day's work and listen to a talk on etiquette seemed most unlikely. As we arrived, the set-up team was on site and nobody else. We began to voice our doubts.

To our utter amazement, 150 people showed up, the speaker was bombarded with questions and the event went on for an hour and a half. Tea was served, courtesy buttons were handed out, and the event kicked off the campaign in high style.

Ann and John Epps are long-standing ICA colleagues who offer ToP methods throughout South-East Asia. The story of their work with the Great Eastern Life Assurance Company is a chapter in the upcoming ICA book *Participation Works*.



## Walking A Mile in Another's Moccasins by Susan Goldsmith

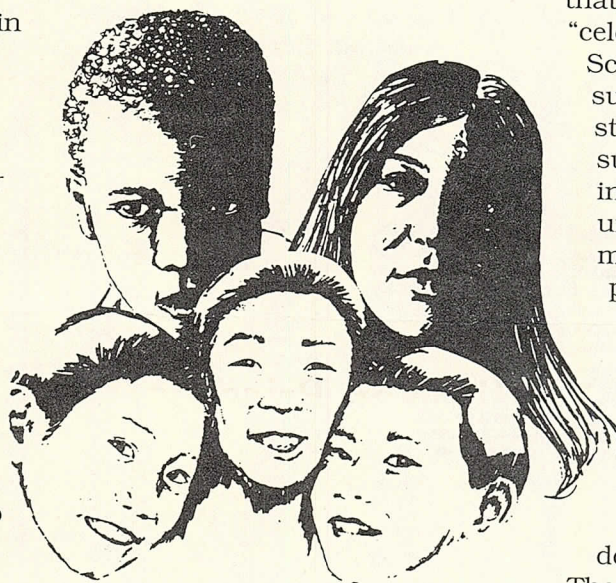
**W**e entered the room that November morning in 1990 with a mixture of caution, anxiety, curiosity, anger suspicion, and uncertainty. Would the next two days bring any positive results to this group of thirty people from the Scottsdale School District?

In the months prior to our meeting, accusations of insensitivity and prejudice in our schools had flown. The newspaper wrote of the turmoil in one school's community. There had been several investigations and a principal had been replaced. Through all this, that old admonition "to walk a mile in another's moccasins" had been forgotten.

To ensure the celebration of diversity throughout the school the Scottsdale School District created a Cultural Diversity Task Force. Bringing their anxieties that morning were parents, community members, administrators, teachers and two school board members. We were diverse in age, gender, ethnicity, education, profession and abilities, as well as in our ideas of what we thought was happening in the schools.

I'd been extremely distressed by the accusations and lack of understanding in our community in previous months. In one way or another I'd been walking in another's moccasins all my life — a different school every year until seventh grade, Peace Corps experiences, dating people of different ethnic and religious backgrounds and marrying into a wonderful Jewish family. Now, as a school board member, I was confronted by members of the community who had been doing the accusing and who thought I was part of the problem.

From the start it was clear that this was not to be just another two days of grim faces talking at each other. There was upbeat, lively music, there was color and there were toys. The tables were set in an open arrangement that didn't allow for confrontation. Jim Wiegel and Kim Epley from ICA West facilitated a process which created the foundation for some outstanding accomplishments in the next two years.



The ICA process enabled us to begin the long and difficult work of trying on each others' moccasins. A careful formulation of the focus question kept us concentrated on the positive and brought us back to our purpose. In both small and large groups, everyone was able to be heard and a sizable area of common ground began to emerge.

Through the varied opportunities for expression, people with different learning styles were able to participate. The discipline of putting only three essential words on the cards to go on the wall helped us to speak effectively and respectfully and ensured we heard what others said.

The tangible result of our work was a plan of action and the identification of several people to lead key parts of the plan. The more important result was reflected when one of the participants said to me: "Susan, I was told I wasn't going to like you, that you were part of the problem. But I really do like you and you are part of the solution."

In the ensuing two and a half years, much of what we laid out that day has been done — two "celebrate diversity weeks" in Scottsdale, two newspaper supplements displaying our students' work on diversity, support for projects that increase the students' understanding of all people, mini-grants to teachers for projects celebrating diversity and expansion of school library materials to help us understand more about diversity.

We've struggled with the blisters and twisted ankles of walking in moccasins that don't always fit comfortably. The ICA has continued to help us to reorganize our energies and refocus our efforts. The ability of the ICA facilitators and their process to work with diversity, to accept non-traditional outcomes, to understand that the work is always in progress and not finished — all these have helped us fit into each other's moccasins and allowed us to walk a little further, with a little more comfort, with each wearing. ☯



A "full-time community builder," Susan Goldsmith is on the Scottsdale School Board and Phoenix Education Commission.



## Escondido Revisited: An Empowered Community by John Burbidge

**I**n 1991, the California city of Escondido registered five gang-related killings. In 1992, the figure was down to two. So far this year, it is zero. While we all know that statistics are not the whole picture, these figures are impressive. They can be attributed in large part to the initiation and development of a unique community-wide effort to respond to the rising tide of gang violence. It's called the Escondido Gang Project.

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***We're asking people in the community what needs to be done because finally they are the only ones who can solve the problem.***

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Built on earlier efforts to stem the tide of gang activity in Escondido, the project has sought to prevent criminal gang membership, provide positive alternatives to existing gang members and give them a sense of being a valued part of the community. A key to the project has been its insistence on broad-based community participation.

According to Manuel Medrano, the director of Cross-Cultural Services of the Escondido Youth Encounter and one of the driving forces behind the project: "We're not a bunch of social workers sitting around and trying to decide how to handle the gang problem. We're asking people in the community what needs to be done because finally they are the only ones who can solve the problem."

To ensure their participation, the project invited ICA West to train

people in its *Technology of Participation* so that they could facilitate community events. The training led to six Town Meetings in English and Spanish and a community-wide strategic planning meeting.

Two years later, much of the talking and writing of those meetings has translated itself into an impressive array of activities. Neighborhood Watch groups have increased within the Latino community; City Council meetings have been held at the neighborhood level; 150 parents of Hispanic school dropouts have come together to decide what they can do to help their children; "NO MAS," a property owner/manager/renter association has been formed; a boxing club which also helps youth to read and write is operating; the Understanding Culture Club is putting an average of 48 hours a month into community service . . . the list is long and growing.

While not all these activities are a direct result of the Escondido Gang Project, it is clear that the project provides a strong impetus for them to happen and continues to play a key role in networking among the people involved. The project's monthly newsletter and regular coordination meetings involving many of the 29 participating organizations are important aspects of this collaboration.

A turning point for the project happened mid way through 1992 when staff were looking at funding the project beyond its initial two-year federal grant. They turned to the City Council which, although an active partner in the project, was reluctant to finance it further. When a hundred people wearing T-shirts proclaiming "Empowering Youth: The Escondido Gang Project" showed up at a council

meeting and reported on their progress, the Council changed its mind. The result was a \$46,000 grant and strong endorsement of the project. Other grants have been applied for, including one from the California Wellness Foundation.

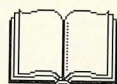
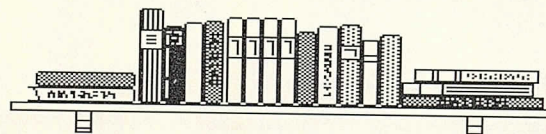
While Escondido has been busy dealing with its gang problems, other nearby communities have begun to take note. Manny Medrano has shared Escondido's experience with the cities of Hemet and Oceanside and assisted them to launch their own programs. Carlsbad resident, Judith Belanger, has made a video about gang issues, involving some youth who have participated in the Escondido Gang Project. Targeted to children aged 10-19, the video is a talk-show format mingled with music, dance and rap. It encourages self-esteem and social responsibility.

The success of the Escondido Gang Project is hard to gauge. Two years is a short time to turn around patterns of community behavior. But as Escondido Police Department Detective Martin Silva points out, the project has already made a significant contribution. "The Escondido Gang Project was intended to help the community take responsibility for the gangs in its midst, through education and designing solutions. It has brought together a wide range of people, officials and citizens alike, to work on the problem. This is a major achievement in itself." ⊕

John Burbidge is Publications Director for ICA West. He has documented the Escondido Gang Project over three years.







**The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer and Visionary** by Angeles Arrien Harper San Francisco 1993 \$17.00

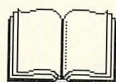
Two years ago, I spent a year working with anthropologist Angeles Arrien in her Four-Fold Way training. In this recent book, she brings the essence and spirit of that training to the world. Having accessed the perennial wisdom of many indigenous peoples, Angeles guides us through the archetypal ways of the Warrior, Teacher, Healer and Visionary, revealing the relevance of cross-cultural sacred teachings in contemporary times.

Angeles has drawn her archetypal images from shamanic traditions around the world. The following principles comprise the Four-Fold Way:

- Show up, or choose to be present — allows us to access the human resources of power, presence and communication (Warrior)
- Pay attention to what has heart and meaning — opens us to the human resources of love, gratitude, acknowledgement and validation (Healer)
- Tell the truth without blame or judgment — maintains our authenticity and develops our inner vision and intuition (Visionary)
- Be open to, but not attached to, outcome — helps us recover wisdom and objectivity (Teacher)

Angeles introduces us to the Guiding Principles, Tools for Empowerment, the Use of Nature as a Connection and the Negative Aspects of the Four Archetypes. Each part of the book has a practice section and questions to pursue. It offers an opportunity for more self-conscious journeying and adventure.

Beret Griffith San Carlos, CA



**The New Paradigm in Business** Michael Ray & Alan Rinzler (Eds.) for the World Business Academy. Jeremy P. Tarcher/Perigee Books New York 1993 \$13.95

In this collection, editors Ray and Rinzler take a comprehensive look at the business of the future. Beginning with a basic picture of the new paradigm in various sciences, this book discusses the roots of change as that paradigm impacts business today. One manifestation of this change is the shift from the way business serves the culture of materialism to a new system valuing quality of products and services and employee development.

The book addresses forms of leadership, key factors in organizational transformation, how business can serve the community and how it can become an instrument of sustainable development. Profiles of exemplar "new paradigm companies" provide solid grounding. Several articles are noteworthy — George Land and Beth Jarman's examination of the challenges of moving to a "third phase" organization and Peter Senge's appetite-whetting capsule of his book *The Fifth Discipline*.

Of the entire collection of over thirty articles, only a couple are not up to par. There is also some unclarity where pieces are excerpted. These comments notwithstanding, the book makes fine reading and leaves you wanting to explore further many of its ideas.

Alan Gammel Seattle, WA



**Making A Difference College Guide: Education for a Better World** Miriam Weinstein (Ed.) Sage Press San Anselmo, CA 1993 \$12.95

When I was looking for colleges four years ago, I had little clue what was available. I was not seeking a place to obtain a degree. I was wanting to learn the skills needed to make sense of the world, to survive in it and to change it.

Fortunately, I happened across Hampshire, a small, liberal arts college which offers learner-directed education, community service and involvement with Third World issues. Others may not be so lucky. But with Miriam Weinstein's *Making A Difference College Guide*, no other learner needs to chance it as I did.

The book challenges learners to look for more and different skills from an educational institution and gives a glimpse of career opportunities beyond the narrow business-doctor-lawyer track. It details over 70 of the most socially active, globally oriented and environmentally concerned public and private colleges, universities and programs in the United States today. It includes class titles, descriptions and faculty biographies and will be updated annually. It highlights the values and approach of each institution and answers the question: "How is it concerned with making a difference?"

Many of the institutions in this book have existed for years, hidden between the cracks or on the margins. Now they have been brought into the open, under one convenient cover. For all learners concerned with making a difference in their lives, this guide is a necessary first step.

Jenny Wiegel Amherst, MA



**"I** f I were to do my Ph.D., I'd do it on the social psychology of 'military brats,'" says Seattle member Abel Hewitt. "We often get labeled as superficial but when you move around a lot, you learn to make friends fast and say goodbye quickly." Abel should know, having a father who spent 20 years in the U.S. Army.

Born in Cottonplant, Arkansas, Abel spent much of his early life outside the United States. It was in Japan where he had his first taste of racial discrimination, not from the Japanese but from his fellow Americans. His was the only African American family in the officers' quarters. "I remember being told I couldn't swim because it was a 'whites only' day at the pool," he recounts.

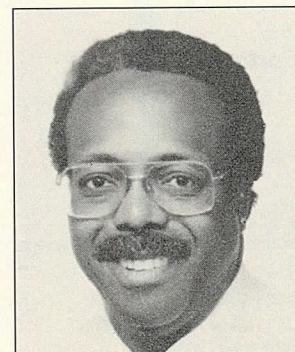
After graduating from high school, Abel worked in printing and electronic communications before earning an anthropology degree and a masters in social work at the University of Washington. Add a nine-month tour of duty with the Marine Corps in Vietnam and he has a rich CV.

In addition to his three "half-time" jobs involving licensing with Washington's Children and Family Services Division of DSHS, he offers his own workshops on how to "Energize Your Presentations" and is actively involved in the improvisational theater group *Just Say Yes*.

Abel first crossed paths with ICA three years ago when he helped train volunteer facilitators in Seattle's Education Summit. He

has since taken both facilitation methods courses and participated in the Seattle Facilitator Guild. He has used his ICA skills to plan a statewide conference on Childcare Licensing and convinced a number of his colleagues to take the training.

What does he like about ICA's approach? "It's very concrete," he says. "I find it a great framework to work with. I can take stuff and plug it in. But," he adds with a grin, "I try to keep it pure." ☎



## A member-driven organization

### Membership in ICA West brings:

- The quarterly newsletter, *Initiatives*, with reports on ICA activities locally and abroad, liftout pages for your files, and more
- Discounts on ICA programs and publications
- Linkages to a vast network of people and organizations around the world, committed to serving the needs of the planet

### Members have opportunities to:

- Assist with marketing and facilitating ICA West programs and promoting publications
- Contribute financially and in other ways to the work of the ICA
- Shape the future directions of the organization and help design new programs, such as the Earthwise Learning Series

Member fees provide general support of ICA West activities. Other contributions can be designated for particular programs. Current funding needs include the Native American program, the Earthwise Learning Series, Rites of Passage and development projects in other countries. Donations to the Institute of Cultural Affairs are tax deductible.

### Membership Application Form

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# Bulletin Board

## Winning Through Participation: ICA West's Facilitation Methods Courses

### I: Basic Group Facilitation Methods

Phoenix, AZ	July	6 - 7
Denver, CO	July	15 - 16
Seattle, WA	July	22 - 23
Sacramento, CA	July	27 - 28
Phoenix, AZ	August	5 - 6
Seattle, WA	August	11 - 12
San Francisco, CA	August	18 - 19
San Diego, CA	August	24 - 25
Denver, CO	September	9 - 10
Yakima, WA	September	9 - 10
Albuquerque, NM	September	16 - 17
New Orleans, LA	September	28 - 29

### II: Basic Strategic Planning Process

Denver, CO	July	8 - 9
Phoenix, AZ	September	7 - 8
San Diego, CA	September	14 - 15
Seattle, WA	September	15 - 16

### III: Philosophy of Participation

Phoenix, AZ	September	22 - 23
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## Earthwise Learning Series: Making Sense of the World

Phoenix, AZ	September	14 - 15
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## Members' Meeting

September 24-26, Phoenix

## ToP Trainers' Meeting

September 27-29, Phoenix



## The ICA

The Institute of Cultural Affairs (ICA) is a private, not-for-profit organization concerned with the human factor in community and organization development. Its global network spans 31 countries, with an international secretariat in Brussels, Belgium. ICA programs build motivated and sustained leadership. Its methods are highly participatory and honor the cultural traditions of those involved. They include strategic planning, problem solving, consensus-based decision making and team building.

*Initiatives* is a quarterly publication of the ICA serving the western United States. Editor/Publisher: John Burbidge, Seattle.

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