

Imaginal Education 1981

## MEAL CONSTRUCT V

**PROFOUND VOCATION**

MEAL	RATIONAL OBJECTIVE	EXISTENTIAL AIM
OBJECTIVE	To look at the necessity of the role for our times and reflect on our place in this.	To experience the cruciality of being a trainer for the sake of the globe's future.
CONTEXT	There are many ways to symbolize the journey of a group. A song created by a group in the midst of a task is one exciting way to symbolize their journey. Let's sing which was created by community.	
SONG		
RITUAL	ACTION REMOVES THE DOUBT...THAT THEORY CANNOT SOLVE.	
MEAL	Let us eat this meal in gratitude for those people across the world who see possibility for greater understanding between all the peoples of the world and who act out an awareness of the future global village in their everyday lives	
CONVER	We all find ourselves in situations as trainers/educators.	
SATION		
objective	1. Name a situation this last year where your skills as a trainer were stretched. (Get an answer from everyone)	
reflective	2. What was your response in this situation?	
	3. How do you talk about the historic gift of the assignment you have in society?	
	4. What do you say to yourself when the questionarises: "Is this	
	task worth it?"	
interpretive	5. Why is your training role necessary to history? (Why is that role important?) What are the new forms	
	that are called for in your arena of training?	
ANNOUNCE		
MENTS		
SEND OUT	ACTION REMOVES THE DOUBT....THAT THEORY CANNOT SOLVE.	

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THE PRACTICAL IMPLICATIONS

THE RADICAL COMMITMENT

THE IMAGINAL INTERCHANGE

THE OPERATING MODES

THE STYLE

Objectify Life Experience

Decision to be Solitary

Self-conscious Journey

Stake in Future

Motivating Story

Interior Space/Time

Beyond Immediate

Creating the Future

Symbols

Style

Decor

Journal

Consciousness of Images

Listen with Third Ear

Raise Life Questions

Power of Demonstration

SIGNIFICANT ENGAGEMENT

HISTORY LONG/ WORLD WIDE

SUSTAINING VISION

DECISION TO BE IMAGINAL EDUCATOR

Sustained Decision

The Long Paul

Significating the Mundane

Information Pool

Objectify Experience

Absolving Accountability

Mid-Course Corrections

Future is Open

Setting Context

Extending Time

Expanding Space

Significating Relationships

The Time

Global Context

Technical Update

Enrich Imagination

MAINTAINING CORPORATE EFFORT

REPORTING METHODS

EXCLANCE SYSTEMS

STUDY LIFE

Team Formation

Task Forces/PSUs

Assignment Rotation

Leadership Development

New Action Plan

Structural Changes

Change Patterns

Sense of Honour

Visible Sign

Signal of Hope

Practical Feedback

Point to the Future

Broader Representation

Professional Pride

Upgrade Standards

Catalytic Force

ORGANIZATIONAL FORMS

RELEASE CREATIVITY

PRACTICAL DEMONSTRATION

GUILD DYNAMIC

Formal Training

Informal Training

Professional Example

Reactive Confidence

Intentional Image

Massimal Decor

Non-trivial Care

Enabling Spirit

Work Base

Corporate Model

Participatory Code

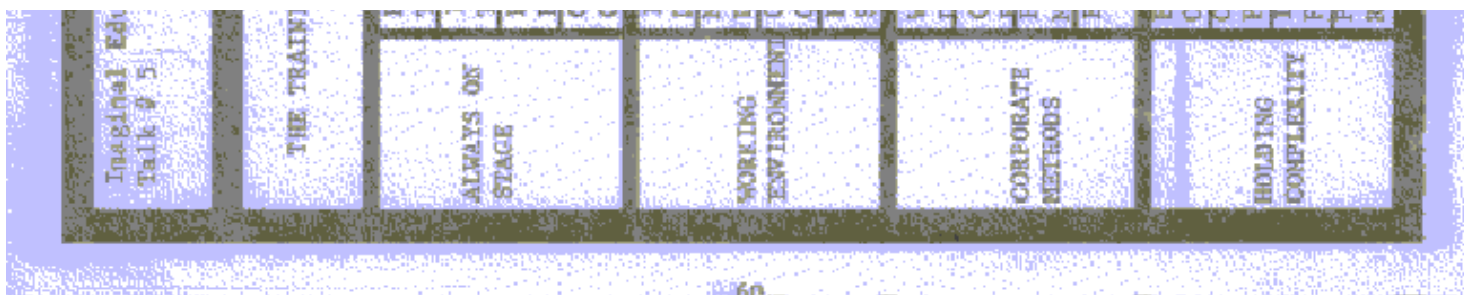
Clits

Experience of Overload

Working Priorities

Intentional Focus

Forging new relationships



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#### 4 TALK SUMMARY # 5

### THE PRACTICAL IMPLICATIONS

#### A. TRAINING STYLE

Training is more than teaching designated sessions. The team will look at the trainer not only for effectivity but for the ability to continue to relate to all situations with creative confidence. The trainer is always on stage, wearing the environment of intentionality. As soon as the trainer goes off stage the team assumes that learning is something you only have to know about or memorize rather than the style of facing whatever comes. This means this working environment of the trainer reinforces the images that are helpful to learning: intentional design, missional decor, and practical care. This style reflects the corporate methods which the trainer uses, not as a gimmick, but in order to always include the group as part of the consensus building. No one in our times can hold the complexity of the world without reducing values and priorities down until they can operate as a corporate team building new relationships as the occasions arise.

#### B. OPERATING MODES

It is easier to talk about corporateness in a single event than it is to create an environment or atmosphere of corporate activity. All the organizational forms have to be about the formation of the team. This involves assignment rotation to have everyone have a working knowledge of the different fields of activities. It involves different groups of people in specialized task forces and PSU's. This not only releases creativity to find yourself with fresh blood and new ideas, it is a practical demonstration that a team works together because of their task and not by personality or long familiarity. The Guild dynamic, on the other hand, is the deliberate focusing of your team's specialty into a professional pattern. Every member of the team sees itself as part of a guild who keeps up its own standards (intentionality), protects its members (corporate care) and is proud of its products (celebrations). The guild is not for the purpose of making achievement its goal but of forming the team around its decisions to intensely (with quality) and intentionally do its assigned task.

#### C. IMAGINAL INTERCHANGE

To maintain this environment of corporateness, a system of interchange within the department is necessary. People who are not "in power" feel left out of the information pool of the "executive" level. Interchange thus becomes necessary for the whole team to see how they participate in consensus. This involves reporting methods and an exchange system. To bring intentionality into the interchange, it is also helpful to have an intentional study life where each member of the team keep ~ updated professionally, culturally, and contextually.

#### D. RADICAL COMMITMENT

Finally, no team is formed or learning attained without the commitment of each individual. Without an understanding of the engagement as significant and longer lasting than the individual task, the team cannot sustain the vision. This is not something that has to be talked about frequently but there has to be a

consistent effort to coordinate the symbols, style, and decor to remind everyone of the fulfillment of this task. Finally, it is the one who decides to take this role of the Imaginal Educator who will determine if the team is to be formed as a corporate entity, if the task is to be seen as meaningful, if the working conditions are conducive to creativity. This is done primarily as the educators demonstrated style that she or he is broadcasting images that encourage the team to continue to see that it is not the withdrawing but the expenditure of your total being that brings you fulfillment.

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#### READING WITH TALK # 5

#### JOURNEY TO IXTLAN

by Carlos Castenada

"Why are you doing all this for me, Don Juan?" I asked.

He took off his hat and scratched his temples in feigned bafflement. "I'm having a gesture with you," he said softly. "Other people have had a similar gesture with you; someday you yourself will have the same gesture with others. Let's say that it is my turn. One day I found out that if I wanted to be a hunter worthy of self-respect I had to change my way of life. I used to whine and complain a great deal. I had good reasons to feel shortchanged. I am an Indian and Indians are treated like dogs. There was nothing I could do to remedy that, so all I was left with was my sorrow. But then my good fortune spared me and someone taught me to hunt. And I realized that the way I lived was not worth living...so I changed it."

"But I am happy with my life, Don Juan. Why should I have to change it?"

He began to sing a Mexican song, very softly, and then hummed the tune. His head bobbed up and down as he followed the beat of the song.

"Do you think that you and I are equals?" he asked in a sharp voice.

His question caught me off guard. I experienced a peculiar buzzing in my ears as though he actually shouted his words, which he had not done; however, there had been a metallic sound in his voice that was reverberating in my ears.

I scratched the inside of my left ear with the small finger of my left hand. My ears itched all the time and I had developed a rhythmical nervous way of rubbing the inside of them with the small finger of either hand. The movement was more properly a shake of my whole arm.

Don Juan watched my movements with apparent fascination. "Well...are we equals?" he asked.

"Of course we're equals," I said.

I was, naturally, being condescending. I felt very warm towards him even though at times I did not know what to do with him; yet I still held in the back of my mind, although I would never voice it, the belief that I, being a university student, a man of the sophisticated Western world, was superior to an Indian.

"No," he said calmly, "we are not."

"Why, certainly we are," I protested.

"No," he said in a soft voice. "We are not equals, I am a hunter and a warrior, and you are a pimp."

My mouth fell open. I could not believe that Don Juan had actually said that. I dropped my notebook and stared at him dumbfoundedly and then, of course, I became furious.

He looked at me with calm and collected eyes. I avoided his gaze. And then he began to talk. He enunciated his words clearly. They poured out smoothly and deadly. He said that I was pimping for someone else. That I was not fighting my own battles but the battles of some unknown people. That I did not want to learn about plants or about hunting or about anything. And that his world of precise acts and feelings and decisions was infinitely more effective than the blundering idiocy I called "my life."

After he finished talking I was numb. He had spoken without belligerence or conceit but with such power, and yet such calmness, that I was not even angry any more.

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4~ Journey to Ixtlan pg. 2

We remained silent. I felt embarrassed and could not think of anything appropriate to say. I waited for him to break the silence. Hours went by. Don Juan became motionless by degrees, until his body had acquired a strange, "almost frightening rigidity; his silhouette became difficult to make out as it got dark, and finally when it was pitch black around us he seemed to have merged into the blackness of the stones. His state of motionlessness was so total that it was as if he did not exist any longer.

It was midnight when I finally realized that he could and would stay motionless there in that wilderness, in those rocks, perhaps forever if he had to. His world of precise acts and feelings and decisions was indeed superior.

I quietly touched his arm and tears flooded me.

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## WORKSHOP # 5

### INTERCHANGE FORMS

RATIONAL OBJECTIVE: To create the tools for communicating image changing messages

EXISTENTIAL AIM: To experience the excitement of returning to .the job with image changing tools

STEP

PROCEDURES

CONTEXT

We want to examine the question of Interchange. Communication is more than letting people know information, although it is that also. An Imaginal Educator beams new messages that alter operating images.

CORPORATE

1. What types of interchange currently take place in your situation?

CONVERSATION

2. How are these helpful not helpful?

3. What has occurred to you these last two days as more creative/ imaginal modes of interchange?

Let us look at the data we created during the first session re the new behavior we anticipate/the new images that would require/and the new messages that would release those images. (hand out sheet with session 1 workshop data just the second line of "new behavior")

1. What strikes you about what we said.

2. What excites you seems on target seems to need something different.

3. What would you add that we didn't think of then.

4. What are the tools means of communication that you might use to communicate these messages. (List on the

board) Short Course: The issue of motivity is central to the question of "communication". People are motivated to do a task when their sense of time is extended, their space has been expanded and intentionalized, and relationships are expanded. Therefore, we want to look at tools that will do the job.

Brainstorm all of the possible tools of communication that can be used in their situation. Time: plan an event workday, celebration, lunch time happening, etc. Space: decor, space arrangement, etc. Relationship: corporate writing of a memo, etc.

TEAM

Divide group into 3 or 4 teams and assign each team one of the tools to create: Decor plan, space arrangement plan, writing a memo, planning an event, etc. Remind teams that they are working with the messages that they created to create new images that will release new behavior.

WORK

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STEP

PROCEDURES

As teams return sing a song.

Teams present their tool creations, with questions of clarity until all have been presented.

TEAM

1. What do you remember from these presentations.

PRESENTA

2. What excited you?

TION

3. What seemed to be an effective tool in beaming new images.

4. What tools do you want to use in your office (class room) starting next week why?

5. What else occurred to you that you want to use.

Every word we speak or write, every visual image we put up for

others to see communicates images that reinforce or change

behavior.

REFLECTION

1. What image stands out in your mind that you heard during this workshop during the whole course.

2. When did you discover yourself saying, "aha".

3. When did you feel uncomfortable.

4. What does it take to be an imaginal educator?

5. How will you talk to yourself about being a trainer now what will be different what will be the same.

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THE PRACTICAL IMPLICATIONS

THE TRAINING STYLE		THE OPERATING MODES		THE IMAGINAL INTERCHANGE		THE RADICAL COMMITMENT	
ALWAYS ON STAGE	Formal Training	ORGANIZATIONAL FORMS	Team Formation	MAINTAINING CORPORATE EFFORT	Sustained Decision	SIGNIFICANT ENGAGEMENT	Objectify Life Experience
	Informal Training		Task Forces/ PSUs		The Long Haul		Decision to be Solitary
	Professional Example		Assignment Rotation		Significating the Mundane		Self-conscious Journey
	Creative Confidence		Leadership Development		Information Pool		Stake in Future
WORKING ENVIRONMENT	Intentional Design	RELEASE CREATIVITY	New Action Plan	REPORTING METHODS	Objectify Experience	HISTORY LONG/ WORLD WIDE	Motivating Story
	Missional Decor		Structural Changes		Absolving Accountability		Interior Space/Time
	Continual Care		Change Patterns		Mid-Course Corrections		Beyond Immediate
	Enabling Spirit		Sense of Humour		Future is Open		Creating the Future
CORPORATE METHODS	Work Days	PRACTICAL DEMONSTRATION	Visible Sign	EXCHANGE SYSTEMS	Setting Context	SUSTAINING VISION	Symbols
	Corporate Planning		Signal of Hope		Extending Time		Style
	Participatory Mode		Practical Feedback		Expanding Space		Decor
	Blitz		Point to the Future		Significating Relationships		Journal
HOLDING COMPLEXITY	Experience of Overload	GUILD DYNAMIC	Broader Representation	STUDY LIFE	The Times	DECISION TO BE IMAGINAL EDUCATOR	Consciousness of Images
	Choosing Priorities		Professional Pride		Global Context		Listen with Third Ear
	Intentional Focus		Upgrade Standards		Technical Update		Raise Life Questions
	Picturing new Relationships		Catalytic Forces		Enrich Imagination		Power of Demonstration