

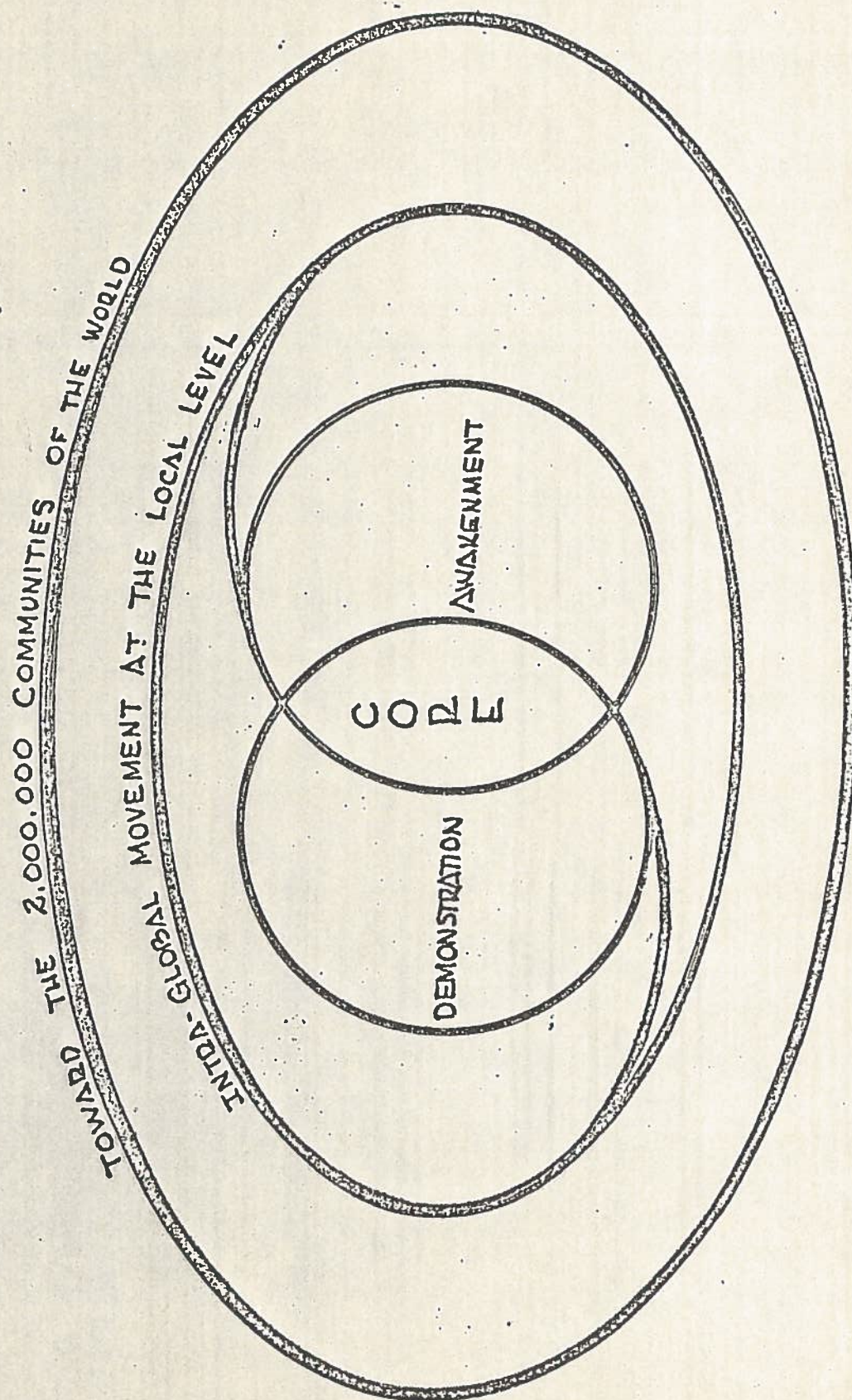
KEYSTONE EXTENSION WORKSHOP

MANUAL

GLOBAL OPERATIONS CENTRUM

JANUARY 1980

BILL BONNELL



Global Operations
Centrum: Chicago

KEYSTONE EXTENSION WORKSHOP

N. A. Continent
January, 1980

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
GLOBAL CATCHUP	<div>33</div>	THE EXTENSION FUNCTION	REPORTS	Brief REPORTS Way conversation		
VICTORY WORKSHOP	<div>DELIVERY</div> <div>1. Keystone</div> <div>2. Frame calls</div> <div>3. Media relations</div> <div>4. Set up site visit</div>			Final Maneuver	TRAVEL & REFLECTION	
TACTICS ACCOMPLIMAT				HDP Site Visit		
KEYSTONE WORKSHOP	FRAMING WORKSHOP	IMPLEMENTATION PLANNING	ECCLESIOLA & CECEBRATION			

GLOBAL CATCH-UP SPIN
Notes for a spin on the state of the global movement

A: Operations Band Meeting

1. The Operations band meeting spun us into a whole new orbit of strategic possibility, as the image of the Movement we now have across the world took shape.
2. The Religious Houses and Projects were seen to be an extraordinary advantage we have attained in the work of the past few years.
3. Signs that we are in the midst of turning towards the formation of a mass movement crystallised in the symbol of the awakening and engagement campaigns converging in a core that is catalysing a mass movement on the global level.
4. As the year's programmatic activities took shape it became clear that we have already entered the third campaign.

B: Awakening: the emergence of a System

1. Zambia breaks loose with 500 Forums this year - 2 teams out 2 weeks at a time do 10 each, splitting each day but coming together each evening and covering one district with 20.
2. The Tokyo house is in the midst of a training programme for 50 Japanese Forum leaders.
3. LENS is finally coming into its own, with extensive global coverage and comprehensive penetration of Seibu, Macdonalds and Hughs Tool.
4. GWF pedagogy guilds meet regularly in Denver, Chicago and South America.

C: Engagement: power of the 24

1. The urban projects are revealing signs of profound social change - the crime rate is down in Ivy City, Kreuzberg Ost has become an environment of human community.
2. Spectacular effects of trickle irrigation in Conacaste and Sol de Septiembre.
3. Murrin Bridge going wild, motivity soaring, 2/3 off unemployment benefit, Hai Ou's income is estimated not only to have double but to have multiplied by 9 as a result of the prawn farming projects.
4. Each of the 24 illustrates a unique possibility in human development and constitute an advantage in staging a global movement of local people the like of which has never been seen before.

D: Formation: the emergence of training

1. The HDTs, most notably those held in 5th City and Bubun, has become a powerful catalyst in creating and sustaining the radical call to global service.
2. Maharastra's Global Methods School - a 6 weeks priorship training course for experienced village project directors - was hailed as a signal success by all involved. The Voyage, still in the process of refinement, was held in five houses this quarter.
3. 10 more HDTs are scheduled for the next 6 months.
4. Both the Research band meeting and the Operations band meeting came up with the model of an Extension Trek for the band of 24 HDPs, to celebrate the new phase of their existence and to bring new consciousness and strategy to their catalytic function as a single global social demonstration.

(These notes are intended as some general indication of how the movement has been thrown into a new orbit. Update, other illustration and information and deep brooding are required, ofcourse, on the part of the person doing it.)

Global Operations
Centrum: Chicago

VICTORY WORKSHOP

N. A. Continent
January, 1980

1. Write down 5 key accomplishments from the project's perspective.
2. Write down 5 key accomplishments we would want to tell the world.
3. List on the board the major accomplishments.
4. Get out the significant detail and aspects of each accomplishment, e.g., number of participants, income, significant events, new facilities, etc.
5. Reflect on the significance of each accomplishment.
6. Divide into groups and write paragraphs on each.
7. Assign someone to type the paragraphs.

Rational Objective: Briefly document the victories of the project.

Existential Aim: Have the auxiliary experience the significance of their work.

Product: Series of paragraphs for interchange

SUBTACTICS PROCEDURES			Continent Europe Nov 1979	
GOC/GRC	I	II	III	OFF-STAGE
ON-STAGE	SUBTACTICS PLOT INTO PROG.s		REFLECTION	
<p>SINGING</p> <p>CONTEXT</p> <p>1. Empiricism key to strategy</p> <p>2. 2 tasks of w/sh -plot sub-tactics -status of subtactics</p>	<p>1. Divide group into teams w/ about equal no. of subtactics per team (about 3-5 pple/team)</p> <p>2. Give team instructions:</p> <ul style="list-style-type: none"> - number sentences in paragraph acc. to sub-tactics no.s. Check against subt. chart & use chart no.5 - read sentence - write card w/ 2 word title and number - plot into programme <p>3. Have each team place their cards in appropri. programmes</p> <p>4. Assign scribe</p>	<p>* 1. Define terms of criteria implemented : come into full flower</p> <p>2. initiated : blooming</p> <p>3. handled : done indirect</p> <p>5. untouched : to be done</p> <p>4. Just initiated</p> <p>2. Have team that plotted the subtactic read sentence. Begin w/ 1st prog. & work across entire chart. Read sentence then decide category (tally each programme)</p> <p>3. Sing between each cluster of programmes</p> <p>4. Have final tallies and % read</p> <p>* Valence</p> <p>1. 8-10</p> <p>2. 5-8</p> <p>3. 4-7</p> <p>4. 1-4</p> <p>5. 0</p>	<p>1. What have you learned? What came to you as surprising?</p> <p>2. Where do you find yourself - pleased? - excited?</p> <p>3. What clues does this give to directions that must be moved on? What are three or four broad moves?</p> <p>4. What intuitively would you say would be the key to a new breakloose with the HDP?</p>	SING A SONG
<p>Tools: cards; Document</p> <p>Tactics pages</p> <p>Program "</p>	<p><u>Rational Objective:</u> Objective review of original tactics of project</p> <p><u>Existential Aim:</u> Objective and releasing accountability</p> <p><u>Product:</u> Data to assist strategic use of operations delivery treks.</p>			

ACCOMPLIMAT

(Alternate Methods)

London Model (To use when programmatic activity is limited)

Write paragraphs on how the major contradictions have been addressed:

1. Look over the list of sub-points.
2. Brainstorm what the project has done in relation to sub-points list.

Project Program Model (Ref. Document plate 5A)

What has happened in each program? (Use big categories)

1. Brainstorm boxes on the chart
2. Write, edit and print paragraphs on accomplishments in each box

Programmatic Chart Model 1

Same as Project Program Model except use programmatic chart.

Programmatic Chart Model 2

1. List accomplishments in each category.
2. Draw picture of programmatic chart in scale relative to future advantage.

(15 Minutes) Spin on document of the project in relation to placing it in Position of advantage as a strategic launching pad for a dramatic impact on this geo-social turf.

1. Look at the contradictions in the document. Artform them.
2. What are the present manifestations of these?
 - (a) List 5 individually.
 - (b) Get out corporately on board.
 - (c) Gestalt and list under identified categories.
3. Which are the most burdensome?
 - (a) Valence from 1 to 10.
 - (b) Reflect.
4. What do we need to do by July 1st? (Strategic proposals)
 - (a) List five things individually.
 - (b) Check the most critical.
 - (c) Corporately list and gestalt to 10 or less.
5. Hold over against the tactics chart.
 - (a) Which tactics are dealt with?
 - (b) Which are left out?
6. Where would this leave us vulnerable?
7. What are our ten priorities in relation to the document of this project as a demonstration to the globe?
8. What are our FIVE priorities?
9. What is the keystone:
 - (a) Standing in the completed keystone, what would have happened?
 - (b) What would you expect to see?
 - (c) What would be the effect on the auxiliary? the core? the community? the state? private frame? public frame? Impact campaign? continent?
10. Assign three people to write a paragraph containing an accurate description of the keystone.

Rational Objective: Identify the keystone in relation to the next six months.

Existential Aim: Deciding the document of this project as an advantage for the intraglobal/local movement.

FRAMING SPIN

A) THE INCLUSIVENESS OF A FRAME

More than Protection - when it is ineffective it is missionally retarding.

Promotes Programmes - inextricably bound up with programme. "Beyond coverage" in TM requires it. Public goods and services to projects requires it.

Accelerates Development - with substantial authorisation leaps, development always increases.

Catalyzes 3rd Campaign - service forces will hear of us through our frame.

B) THE STATE OF OUR FRAME

We are Public - no longer have luxury of anonymity

We will be Criticized - not just for religion but for the radically new.

We are Prepared - a frame for us is always a "papier-maché". Our nobody-ness is our integrity.

Our Frame is Broad - Needs Depth - sponsors who know all about us.

C) THE 10 LEVERS - TO DEEPEN A FRAME

- | | |
|----------------------------|-------------------------|
| 1. depth events | 6. public grants |
| 2. site visits | 7. church adoption |
| 3. use of hyenas | 8. story and pitch |
| 4. PR materials | 9. documentary material |
| 5. corporation sponsorship | 10. utilize global web |

D) THE BURNING ISSUES

The Story, Presentation of the Order:Ecumenical - what does "going to Rome look like for us?"

The Public Materials, Relations, Image and Story - no longer can public image be inadvertent or reactive

The Public Ventures - speakers' bureaux, symposia, short-term contracts are now being asked of us.

The Public Modes - do we do a global Board of Advice and Review (BAR) or a series of national ones?

FRAMING WORKSHOP

Context-- Framing is a continuous activity in order to open up new possibilities. It is imaged as an offensive maneuver in campaigning.

In this workshop we will objectify our operating frame and anticipate its future use, we will build tactics to keep it expanding and active.

REVIEW CURRENT
AUTHORIZATION
BASE

1. Take the framing chart and talk through it.
2. Place a ☒ by the names of people you can deliver on. "Deliever on" means the person knows the ICA, that if someone called him/her you could guarantee an affirmative response. or that the person will respond to a reasonable request with "yes".
3. Go column by column and push for memory.

NEW
AUTHORIZATION
TARGETS

1. Place on the chart names of people you know now that it is critical to gain access to.
2. Put these names on the chart with () around the letters.

TARGET
THE KEY
TEN

1. Everyone write on another piece of paper the key 10 people on the framing chart. (They may include the ☒ or () names.
2. Compare lists. Art form the similiarities and the surprises. Why?
3. Consense on the 10. Where are obvious and unobvious relations?

BATTLEPLAN
THE TEN
KEY PEOPLE

1. Review the Framing Workup Chart
2. For each of the 10 work through a detailed plan push for the key "gimmick" to leverage these into a new orbit of support.
3. Ask how deepen our frame? Events, site visits, PR material, company sponsors, public grants, church relations
- 4, Who are the hyenas? What story and pitch? Documentary materials? Global webb?

BOARD OF
ADVISORS

1. Spin on cruciality of boards for doment and continuity in the projects.
2. Select 10 members of symbolic board. (clout)
3. Select 10 members of working board. (delivery)
4. Examine existing boards for holes relative to functional competence.
5. Decide what additions are required.

City:	Contact	Date
I. REASON FOR CALL		
II BOTTOMLINE OR REQUEST		
III BACKGROUND		
IV INTRODUCTION	(1) Who makes the appointment? (2) Who writes the letter of introduction? (3) Who calls on the phone?	
V ANCHOR	Who on the frame goes with you on the call?	
VI STORY		
VII LEAD	Who from the ICA goes on the call?	
VIII ORCHESTRATION OF CALL/ROLES		
IX. ANTICIPATED QUESTIONS/ ANSWERS		
X REFLECTIONS		

Operations Centrum		NORTH AMERICAN HUMAN DEVELOPMENT TRAINING SCHOOL SCHEDULE				Week 1, II, 1979-80	
Chicago						January 11, 1980	
IVY CITY	LORIMOR	LORNE	CANNON BALL	VOGAR			
	Confirmed Community Decision	Confirmed	Confirmed Community Decision	Confirmed			
	GIBSON	RICHGROVE	TIOGA-NICETOWN	DELTA PACE			
	Confirmed Community Decision	Considering	Confirmed Agency Decision	Confirmed			
Confirmed Community Decision	Weeks 8 - 10	Weeks 11 - 13	Weeks 2 - 4	Weeks 6 - 8	Weeks 10 - 12		
Quarter III		Quarter IV					

GOC.CHICAGO

1979-80

NORTH AMERICA - H.D.P. PHASING

JAN '80

	A PROJECTS MARKED FOR EXTENSION	B PROJECTS POSITIONING FOR EXTENSION	C DOMESTIC PROJECTS
	READY TO CROSS OVER TO NEW ROLE OF SERVICE	PREPARE ANALYSIS TO COMPLETE PROJECT	MAJOR PACKAGES TO BE SET IN PLACE. OPS ASSIGN.
	LORIMORE GIBSON VOGAR PISHOMO STARKS CANNON BALL	CUSICK RICHGROVE KINNEY DELTA PACE MILL SHOAL CHARLOTTEVILLE INDIANHOMA	IVY CITY 5 TH CITY WIDEN ASHERTON MINTO LORNE
COMMUNITY EXTENSION CONSULT	VOGAR CANNON BALL	5 TH CITY DELTA PACE	IVY CITY LORNE
KEY STONE EXTENSION CONSULT. WORKSHOP	LORIMORE STARKS. INDIANHOMA PISHOMO	CUSICK RICHGROVE KENNEY MILL SHOAL	ASHERTON LORNE
DELIVERY TASK FORCE		5 TH CITY	ASHERTON LORNE IVY CITY WIDEN, MINTO
H.D.T.S	VOGAR CANNON BALL GIBSON LORIMORE	DELTA PACE RICHGROVE	IVY CITY LORNE

161

HDP MONITORING

Questions when visiting an HDP

A. GOING NATIVE

1. Is the auxiliary in intentional dress?
2. Is the Religious House/Program Office kept clean?
3. Is there a disciplined style maintained?
 - a. Is the auxiliary on time?
 - b. Do they wear the blue?
 - c. Do they take notes?
 - d. Do they raise questions with residents, put issues in perspective, & elicit responses?

B. STRUCTURAL COLLAPSE

1. Foundational Consistency
 - a. Are the meetings surrounded with context, rituals, and songs?
 - b. Are the tactics reviewed weekly/daily?
 - c. Is the consult book the bible of the project?
 - d. Is there a regular symbolic life?
 - e. Is there a weekly intellectual push?
 - f. Are issues raised in terms of contradictions and catalytic possibilities?
2. Leadership Growth
 - a. Is the auxiliary selecting only the young and most willing residents or are they intentionally choosing the aged symbolic to push as leaders?
 - b. Is each auxiliary intentionally training one resident in an area of expertise as a shadow?
 - c. Are leaders being exposed thru interchange, pedagogy, and leadership roles?
 - d. Are the leaders being backed up in public so they always come off as winners?

C. PROGRAMMATIC BLINDNESS

1. Undergirding Tactics
 - a. Do the auxiliary make a point to talk to the establishment and successful businessmen in the area?
 - b. Are long range tactics being neglected for immediate success?
 - c. Is there a calender of events every month that shows the consistency of the programs, e.g. stake meetings on same night every month?
 - d. Is the newspaper/bulletin board kept comprehensive and up to date?
 - e. Are consistent methods, songs, rituals, and stories used to create common memory throughout the project?
 - f. Are stakes, workdays, and celebrations on a regular basis?

2. Community Identity Shifts

- a. Do the auxiliary say hello to residents when they pass them on the street?
- b. Are residents aware in some degree of stake area and programs when they are mentioned?
- c. Are grids visible in the community?
- d. Is the community motto visible in the community?
- e. Is there a project community center or node where residents know they can get information or ask questions?
- f. Do the children know and sing several project songs by memory?
- g. Are there several residents who can tell the story of the project when asked?
- h. Are uniforms recognized as being a part of the project?
- i. Do the residents who come to meetings have the words "consensus, brainstorm, and tactics" in their vocabulary?

3. Face of the Community

- a. Is the community entrance clean and decored?
- b. Is the main street kept clean?
- c. Is there an outdoor place to sit?
- d. Is there an indoor place to meet?
- e. Is there a play area for children and youth?
- f. Are there signs up of promised or accomplished victories?
- g. Has something new been painted (e.g. door, bench, house, window frame)?
- h. Do the auxiliary walk around in all the stakes wearing the blue?

4. Programmatic Backup

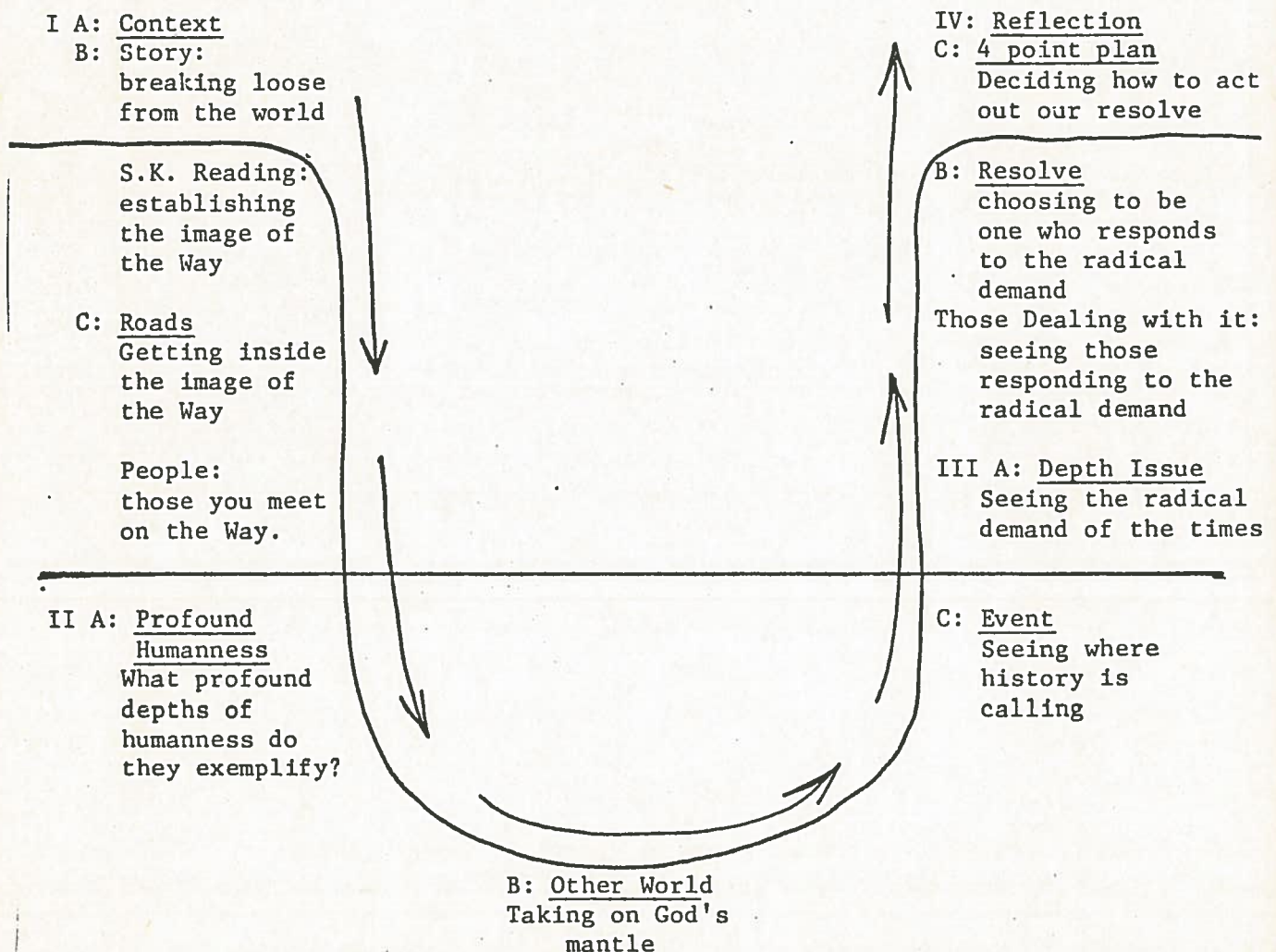
- a. Has a comprehensive survey been done or up-dated?
- b. Is framing up to date?
- c. After 6 months in the project, have inkind products and services begun to come from the residents themselves?
- d. Is there a training dynamic in every program?
- e. Are residential leaders enabled to dress as intentionally as the auxiliary for development and authorization calls?

THE WAY REFLECTION EXERCISE

GUIDELINES FOR THE GUIDE

1. The guide needs to understand fully the structure and function of the whole exercise before embarking on it. The key to doing this is to get inside Kierkegaard's reflections on the Road to Jericho.
2. A brief overview of the whole exercise should be given, so that the group's expectations do not run counter to the flow of the exercise. It is not a conversation, and it is not a workshop, but more akin to a "guided solitary", though it is not a "guided solitary" either.

IMAGE OF THE EXERCISE



THE WAY REFLECTION EXERCISE

- I: IMAGERY OF THE WAY
- A: Context (The 16 points)
Guidelines for participating in the exercise.
 - B: Readings (One narrative and one discursive, With brief artform)
An imaginal and theoretical introduction to the Way
 - C: Roads (Questions 4 - 7)
Actualising the Way image in the participant's own life.
- II: THE WORLD OF SPIRIT
- A: Profound Humanness (Question 8)
Disclosure of the Mystery as it occurs in others
 - B: Other World (Questions 9 and 10)
Disclosure of the Mystery as it occurs in states of being
 - C: Event (Questions 11 and 12a)
Turning to the external occasion of this internal state
- III: THE PRACTICAL IMPLICATIONS
- A: Issue (Question 12b)
Discerning the depth human issue.
 - B: Resolve (Questions 13 and 14)
Bringing selfconsciousness to the response to this event
 - C: Fourpoint Plan (Question 15)
Responding to the concrete demand implied by this resolve
- IV: REFLECTION Brief focus on what has been learnt in this exercise.

THE WAY REFLECTION EXERCISE QUESTIONS

I: IMAGERY OF THE WAY

A: Context

1. This is going to be a conversation about people as they are on the Way of Service
2. We worked last summer on the image of the Way as a description of the life of service.
3. The Way is an image of Profound Humanness in every culture - the Eightfold Path, the Straight Way, the True Way, the Tao etc.
4. The Way is rich in imagery.
5. In a time of doing we need a wealth of spirit tools that serve as guides.
6. This conversation is a guide in profound living, as the Way itself is also a guide.
7. The guide does not live your life for you, but since he has been over this terrain himself before, he is trustworthy.
8. The guide discerns where people are, and points ahead to the next step.
9. As leader of this conversation I am a kind of guide; the guide accompanies the guided along the same pathway.
10. Like the Voyage, this is an experiment in another dimension of the Ignatian Spiritual Exercises - training athletes of the spirit, or soldiers in the battle of humanness.
11. We have journeyed before into the Other World; we can do so more adroitly now than earlier. Perhaps the times themselves enable us to grasp the spirit dimension more readily, or perhaps we have grown up a little, interiorly.
12. Now we have to take the double journey - not just into the Other World but in and out again, bringing transparency into the action of our lives.
13. For a long time we have wondered about these visits to and from the other world in the midst of this world; this does so corporately and intentionally.
14. You must be prepared to change your mind completely as you go into this, to alter your whole way of thinking about something - not that I can change it: you will change it.
15. The Profound Humanness chart is the fruit of 20 years work on profound humanness by being secular spirit people.
16. The Other World charts are the best work we have ever done on the spirituality of the secular world.

B: Readings

1. Let's first of all get on the road.
(Narrative reading - not romantic, not rebellious, mundane but some deep human experience - e.g. Is Paris Burning?)
2. Now imagine you meet someone and he has this to tell you, about the Way.
(Discursive reading. If this is the group's first experience of the exercise, use the S.K. Road to Jericho reading.)
3. Artform: what did you hear from these readings?
Words?
Phrases?
Images of the Way?

THE WAY REFLECTION EXERCISE QUESTIONS continued

I: IMAGERY
OF THE
WAY
(CONT.)

C: Roads

4. What are some roads you have been on?
(Get out everybody's road; suggest pathways, walkways, streets, highways)
5. Who are some people or groups you have met on that road?
6. Who did you meet on that road that has become an exemplar (Or a call to humanness or a symbolically significant person) to you?
Any groups?
7. Describe him/ her/ them.
What did they look like?
How did they act?
What did they do?
What thinking were they doing?

II: THE
WORLD
OF
SPIRIT

A: Profound Humanness

Transition: we need a framework for the work on the Way

8. Look at the Profound Humanness chart. What categories light up that describe your exemplar? External? Internal?

B: Other World

9. Through that category, look at the Other World chart. Scan across. What categories light up? (Get out enough of these to see where the mind of the group is converging)
10. Now let's choose one of these lines.
(At this point the Guide states clearly which state of being is to be focused on. He bases his selection on the frequency of categories named in that line. He reads, or gets someone else to read, all the categories in that line, clearly.)
Now get into that state of being, as if it were a bullet-proof plastic bubble or a colosseum or a bell jar.

C: Event

11. What event recently produced that state of being in you?
(Get out enough so the right one can be chosen, but not so many that a fog arises)
12. Name the event the group needs to focus on. It needs to be concrete, sociological (not psychological) and of enough specific significance to involve the whole group. The guide must clearly name it.
12a. How did you respond to that event? Ruminations.
What did you do?

III: THE
PRACTICAL
IMPLICATIONS

A: Issue

- 12b. What is the depth universally human issue involved here?
What have you seen others doing about that human issue?
Describe them a bit. What do they look like? How are they exemplars?
Now what really is the depth human issue here?
(At this point the issue has to be specifically stated and the Guide needs to make it clear, by repeating it, that it is this issue he is talking about in the subsequent questions.

THE WAY REFLECTION EXERCISE QUESTIONS continued

III: THE
PRACTICAL
IMPLICATIONS
(CONT.)

B: Resolve

13. Imagine yourself setting out to deal with the depth human issue here; what tends to distract you from dealing with it? How are you tempted to betray your own resolve about this issue? Objectively?

14. Now that we have reviewed this event in our lives, what are our new resolves?

What acts need to be invented by history to deal with this phenomenon?

Trust intuitions - raw intuition, sheer creativity, are called for. What spurred your awareness?

What inklings do you see out of the corner of your eye that are clues to the necessary deed?

Take those spurs or inklings and look more closely. What do you see? Think out loud. Write out your intuition, and its implications for all of life.

C: Fourpoint plan

15. Now let's do it: go back to the event: what now is your four-point plan for catalysing profound humanness in the world in relation to the depth human issue we have been looking at? What shall we do? Today. Write your four points. Share.

IV: REFLECTION What have we discovered about the Way, in doing this exercise?