

HDTs: 5TH CITY LOCAL ENGAGEMENT LAB OVERVIEW GLOBAL RESEARCH CENTRUM: CHICAGO			CULTURAL CYCLE  FEBRUARY, 1979
THURSDAY	FRIDAY	SATURDAY	
Breakfast Conversation: BOULDING	Breakfast Conversation: DR. SEUSS	Breakfast Conversation: DR. LAO	
Imaginal Leadership Course: LECTURE: The Times & Imaginal Ldrshp.  WORKSHOP: Images of Blocks to 5th City Guild Work	Imaginal Leadership Course: LECTURE: Imaginal Methods  WORKSHOP: Conversation/Workshop/Lecture Building (in separate guild groups, related to promoting task of each guild)	Imaginal Leadership Course: LECTURE: The Style of Leadership  GUILD TASK FORCE WORK	
Corporate Lunch: GUILDS ORIENTATION	Commission Lunch Conversatn: CLAIMING THE VICTORY	Buffet Lunch	
GUILD TASK FORCE WORK (in 5th City)	GUILD TASK FORCE WORK (including initiation of maneuver building)	GUILD TASK FORCE WORK (& maneuver writing completn.)	
Commission Suppers (E/C/S) THE DAY	Commission Suppers THE DAY	Corporate Supper GUILD VICTORY REPORTS	
Spin: EVENT CREATION  Workshops (in commissions): GUILDS EVENT CREATION	Spin: MANEUVER BUILDING  Reflection on Maneuver Building in the Guilds	5TH CITY VALENTINES BALL	

HDTs: 5th City

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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

Conversation #1, Images (Boulding)

Global Research Centrum: Chicago

December, 1978

Opening	<ol style="list-style-type: none"><li>1. song</li><li>2. Socrates - Questions create leadership</li><li>3. accountability/ absolution</li><li>4. ritual/song</li></ol>	
	I	<ol style="list-style-type: none"><li>1. Boulding reading.</li><li>2. Brief art-form conversation.</li></ol>
	II	<ol style="list-style-type: none"><li>1. where have you seen signs of an alteration in interior life?</li></ol>
	III	<ol style="list-style-type: none"><li>1. where have you seen signs of a shift in your own life?</li></ol>
Closing		

READING: THE IMAGE  
Kenneth E. Boulding

GLOBAL RESEARCH CENTRUM: CHICAGO

1979

As I sit at my desk, I know where I am.

I am not only located in space, I am located in time.

I am not only located in space and time, I am located in a field of personal relations.

I am not only located in space and in time and in personal relationships, I am also located in the world of nature, in a world of how things operate.

Finally, I am located in the midst of a world of subtle intimations and emotions.

What I have been talking about is my image of the world. It is this image that largely governs my behavior. The first proposition of this work, therefore, is that behavior depends on the image.

What, however, determines the image? The image is built up as a result of all past experience of the possessor of the image. From the moment of birth if not before, there is a constant stream of messages entering the organism from the senses. Every time a message reaches him his image is likely to be changed in some degree by it, and as his image is changed his behavior patterns will be changed likewise.

The meaning of a message is the change which it produces in the image.

When a message hits an image one of three things can happen. In the first place, the image may remain unaffected. The second possible effect or impact of a message on an image is that it may change the image in some rather regular and well-defined way that might be described as simple addition.

There is, however, a third type of change of the image which might be described as a revolutionary change. Sometimes a message hits some sort of nucleus or supporting structure in the image, and the whole thing changes in a quite radical way.

The sudden and dramatic nature of these reorganizations is perhaps a result of the fact that our image is in itself resistant to change. When it receives messages which conflict with it, its first impulse is to reject them as in some sense untrue.

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Global Research Centrum: Chicago

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Lecture # 1, Times & Imaginal Leadership

December, 1978

TIMES OF CHANGE		TIMES REQUIRE IMAGINAL LEADERSHIP		PRESUPPOSITIONS OF IMAGINAL LEADERSHIP		4 ARENAS OF CRUCIAL IMAGE CHANGE	
Cultural Revolution		Boss rel. Comprhnsve Care		Everyman has Images		Our World	
Scientific Revolution		Training of Local		Images Determine		Hopeful Community	
Urban Revolution		Cares For Deeps		Images Can Be Shifted		Vital Self	
Secular Revolution		Cares for Authent'cty		Messages Decisions Change Images		Open Future	

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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Workshop #1, Model for Image Change

Global Research Centrum: Chicago

December, 1978

Pre

Prelim  
Images

1. song
2. lecture review
3. 9 arenas
4. procedural overview

M  
O  
V  
E  
M  
E  
N  
T  
S

I.  
Brainstm  
Block'g  
Images

1. indiv. list 1 blocking image in each of the 9 groups
2. corporately get out on the board
3. group across the board
4. discern 5 key images

II.  
Teams  
Tools  
Events

1. Divide into 5 groups
2. Brainstorm helpful images
3. " events that portray those images
4. Choose 5 best

III.  
T/Ls

1. group reports
2. plot on timeline
3. resolve conflicts
4. chart quarter

Post

Reflec'n

1. workshop reflection
2. song
3. announcements
4. send out



GUIDES	ECONOMIC			CULTURAL			SOCIAL			
	INDUSTRY CENTER	NEIGHBORHOOD ENVIRONMENT CORPS	SALES PROMOTION	5th CITY SURVEY	ENVIRONMENTAL CONSTRUCTION		5th CITY VOICE	COMMUNITY HEALTH	5th CITY PRE-SCHOOL	5th CITY ELDERS
					COMMUNITY CENTER	MANAGEMENT REPAIRS				
TASKS	1. Obtain materials 2. Repair roof 3. Restore building to function.	1. Set up Company 2. Snow Removal Blitz 3. Promotion Blitz	1. Promotion Brochures 2. Sales Company Plan 3. Initial Testing	1. Survey Design 2. Forms & materials 3. Survey logistics	1. Community Cen. Repairs 2. Health Center Renovation	1. Management Co. Housing Repairs 2. Advertising Network 3. Production System	1. Distribution System 2. Advertising Network 3. Production System	1. Inventory Supplies 2. Organize Records 3. Proposal Writing	1. Teacher Assistance 2. Decor & Materials 3. Recruitment	1. Rehab Grant 2. Elders Corps 3. Com. Cen. Program
LOC	Industry Center	Industry Center	Economic Meeting Room	Environment Meeting Room	Community Center	Community Center	South Hall	Community Center	Building C	Community Center
ASSIGNMENTS	*Ed M. *Russell W. Steve C. Andrew C. Sophie S.	*George B. *Verdell T. Margaret E. Ruben E. Luther H. David H. Alfred M.	*Lois M. *Cynthia V. Philipe K. Joe T.B. Hazel W.	*Sarah A. *James H. Paul C. David E. Ellen R. Willie S.	*Edward G. *Theo M. Rochmat D. Bob H. Sharon R. Ron S.	*Jose G. *John R. Cliff A. Mr. Glover Brian J.	*Kathy B. *Susan J. Audrey A. Austin B. Marjorie S. Mattie S.	*Jelawai A. *Lela M. Kathy L. Jailu V. Ruth W.	*Robert D. *Deborah O. Anthony A. Ruth C. Lois L.B. Naomi L.	*Allan L. *Bob Vance Dorothy D. Mary Jane E. Amal M. Malana P.
SPECIAL	Curriculum Development & Support: Steve A. Ruth L. Anne S. Mimi S. Bill G. Mary M. Ed S.									

THURSDAY. SUPPER CONVERSATION: THE DAY

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

1. What one thing stands out for you today? (Go around table)
2. What other important things happened today?
  - Where were you most excited?
  - Where did you get confused?
  - Where did you want to give up?
  - Where were you overwhelmed?
3. Where did you experience a breakthrough?
4. Where did you find yourself blocked?
5. How did you deal with the block?
6. How did you keep yourself going when you ran into difficulty?
7. What did you learn today?
8. What did you discover about working corporately?
9. How was this day significant, important?
10. What name would you give this day?
11. What needs to happen tomorrow to make it a great day?



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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Workshop #2, Events Orchestration

Global Research Centrum: Chicago

December, 1978

Pre

Aux &  
Events

1. song
2. lay out 5 steps of orchestration
3. brief conversation, illustrate these steps
4. lay out morning flow

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O  
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T  
S

Brainstorm  
Elements

T/F

1. context 4 arenas
2. brainstorm elements
3. anything left out?
4. assign to 4 teams

Event  
Design

(team)

1. as team, decide intent of event
2. select key elements
3. order elements into 5 steps
4. state intent of 5 steps

Detail  
Refinement

(team)

1. list detail for each step
2. organize into rational procedures
3. talk thru whole event and refine
4. prepare report

Refl'n  
Sharing

1. group reports
2. reflection
3. announcement
4. sendout



EVENT CREATION WORKSHOP PROCEDURES

1. BRAINSTORM possible occasions and elements of an event arising out of the arena that your guild is dealing with and your intuitions about the maneuvers you will be building.
2. DECIDE the intent of an event. Look at the contradiction(s) your guild's work is dealing with (you may wish to consult your Fifth City document), and name the intent of the event over against those contradictions. Decide the appropriate occasion and elements of the event.
3. DELINEATE the time flow of the event. Order the major elements of the event, plan the time design and the use of space, name the roles that will be required. Think through the bridges between the major elements.
4. PLAN the details to ensure the success of the event. What preparations will need to be made? What materials and equipment will be required? What people need to be contacted? How will the event be recruited?
5. TALK THROUGH the whole event. Refine the plans as needed.

Prepare to report to your whole strike force.

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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Conversation #2, Happy Birthday

Cycle

Global Research Centrum: Chicago

December, 1978

Opening	<ol style="list-style-type: none"><li>1. song</li><li>2. founding fathers -- education relation to new society</li><li>3. accountability/ absolution</li><li>4. ritual/ let us feast</li></ol>	
	I Happening	<ol style="list-style-type: none"><li>1. shocking costume read Happy Birthday, Dr. Seuss, walk off</li></ol>
	II Artform	<ol style="list-style-type: none"><li>1. what happened? -group -you</li><li>2. what emotions?</li><li>3. what would you call what you saw?</li></ol>
	III Inter.	<ol style="list-style-type: none"><li>1. What did you learn about leadership? How describe style?</li><li>2. Why would a crazy person like you or me do something like this?</li><li>3. (Where would you use these events?)</li></ol>
Closing		

A Selection  
from

FIFTH CITY

HAPPY BIRTHDAY TO YOU!  
by Dr. Seuss

1979

Today is your birthday! Today you are you!  
If we didn't have birthdays, you wouldn't be you.  
If you'd never been born, well then what would you do?  
If you'd never been born, well then what would you be?  
You might be a fish! Or a toad in a tree!  
You might be a doorknob! Or three baked potatoes!  
You might be a bag full of hard green tomatoes.  
Or worse than all that...Why you might be a WASN'T  
A wasn't has no fun at all. No, he doesn't  
A Wasn't just isn't. He just isn't present.  
But YOU...YOU ARE YOU! And, now isn't that pleasant!  
So we'll go to the top of the toppest blue space,  
The Official Katroo Birthday Sounding-Off Place!  
Come on! Open your mouth and sound off at the sky!  
Shout loud at the top of your voice, "I AM I!"  
ME!  
I AM I !  
And I may not know why  
But I know that I like it.  
Three cheers! I AM I!"



HDTs: 5th City

Global Research Centrum: Chicago

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Lecture #3, Imaginal Methods

Cycle

December, 1978

REVIEW OF IMAGES		WORKSHOP METHOD		LECTURE METHOD		CONVERSATION METHOD	
Man Lives out of Images		Gets out Everyone's Wisdom		Broad Brush not Details		Purpose: Expanding Conscious- ness	
Images Determine Man's Behavior		Enables Model to Emerge		Structural Framework		Corporate Method	
Images Can Be Changed		Way That Local Man Creates History		Drama		Persons Tell Life Experience	leader not tchg anything
New Images Change History		Steps of Workshop	Context Brainstorm Gestalt Reflection/ Consensus	Missional Style		Particular Questions Ordered Fashion	Objective Reflective Interpretive Decisional

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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

Workshop #3, Conversation, Spin, W/S Building

Global Research Centrum: Chicago

December, 1978

Methods  
Context

1. convey images
2. allow group input
3. create context of new decision
4. stand inside methods and understand use

M  
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V  
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E  
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S

I.

Topics

Assignts

(team)

1. lay out 4 topics
2. discuss formats of spin, w/s, conversation
3. questions?
4. divide into small groups to create conversations, workshops, and spins

II.

Individ.  
Lesson  
Plan

1. pass out forms for individual work
2. be available for questions
3. individual preparation
4. check on progress

III.

Meet,  
See  
Who's  
Ready

(team)

1. meet as teams - song
2. choose person to do lesson plan before the group
3. review questions
4. break to task force

Post

T/F  
Report

1. meet as task force
2. report on preparation
3. review next day
4. closing ritual

LOCAL ENGAGEMENT LAB  
MANEUVERING PRACTICUM: SESSION #3: GUILD MEETING  
QUARTER MANEUVERS

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

- PRE  
VICTORY
1. Guild opening
  2. Lay out afternoon time
  3. What recall
  4. This guild's victories

M  
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- Actual  
Situation
1. Quarter's do's
  2. Vulnerabilities
  3. Advantages
  4. Surprises

- Maneuver  
Arenas
1. What are key areas need to push?
  2. Relationships between
  3. Build chart
  4. Talk thru: how/timing/assignments

- Produc-  
tion
1. Team write up maneuvers
  2. Share with guild
  3. Produce copies for plenary
  4. Reflection on afternoon

- POST  
CLOSING  
PLENARY
1. Spin (see lecture #3)
  2. Guild reports/ reception
  3. Reflection on lab
  4. Send out





# CAMPAIGN MANEUVER—BUILDING

July, 1978

STEPS	PROCEDURES	ILLUSTRATIONS	GUIDELINES
I NAMING THE VICTORY	1. Standing in the winners' circle, discuss the victory. 2. Tell the tale of the contradiction and how you rode it out until it broke into a triumph. 3. State the victorious resolve.	1. Four reticent authorization figures pave the way for TM saturation. 2. Found a way around an obstructionist through old movement colleagues. 3. Turn Area Houston blue by quarter II.	Informal conversation on the miraculous achievement effected by the maneuver. Remain in the victory's perspective throughout all steps.
II DISCERNING THE SITUATION	4. Describe issues of haze. 5. List on the board points of advantage. 6. List points of vulnerability.	4. Where will finances come from? 5. Positive image of TM in the state. 6. Only have political entrees.	Use board to gain objectivity on the task. Vulnerabilities are internal and external.
III LISTING THE DO'S	7. Individually list 15-20 things to do. 8. Star your best 5 things. 9. Brainstorm do's on the board; get 50 to 100.	Prepare slide shows, visit key colleagues in every metro and enlist them for saturation tasks, print brochure, build logistics model.	Accept everything, making marginal notation of fears, unknowns, issues, etc. as they come out.
IV THE INTUITIVE GESTALT	10. One person reads aloud rapidly while the rest individually write down 3 arenas of action. 11. Have a couple sample lists read and allow quietness. 12. Get up 4 complete lists of arenas and consense on final list of 5-14 arenas.	Arena examples: materials, funding, set-up, training, logistics, etc.	Trust intuitions. Get up entire sets on board. At the end, ask if any crucial arena is missing. Allow silent time for pondering.
V THE REFLECTIVE CHART	13. Build rational chart that holds all arenas in dynamic relationship. 14. Give poetic names to each arena and create maneuver diagram according to direct assault, flanking thrust, diversionary feint, etc. 15. List the four components under each arena.	See sample chart on following page.	Divide into three groups to do these three steps. Chart is a gimmick to give pause time and a device for the talk-thru. Gather back and report.
VI THE CORPORATE TALK-THRU	16. Assign a different scribe for each maneuver talk-thru. 17. Select one person to talk through the specifics of how to do the maneuver, including its intent, troop use, timing, etc. 18. Group respond to capture key insight to each maneuver.	Sample key insight: follow the geographical time line at all costs and don't image an over-time mop-up operation.	Dare to risk intuitions. Leader watch for break-loose insight that transforms a listing of do's into a strike, eliciting the "a-ha".
VII THE MANEUVER WRITE-UP	19. Assign group to write each maneuver, centered on respective scribes. 20. Decide time period for each maneuver. 21. Write the maneuver and place it on a time line.	First sentence states why the maneuver; second states the victory and advantages; third is an orchestration of the do's as "We will..."	Write quickly, print and distribute. These paragraphs become your symbol of "death ground". Phase maneuvers for the whole campaign.

DO THE MANEUVERS

Global Development Centrum		THE NINE GLOBAL MANEUVERS			1977-1978
WINNING ALL THEATERS OF THE CAMPAIGN					
MASTERING THE TERRAIN	HOISTING THE SIGNALS	CONQUERING THE BATTLEFIELD		RECRUITING THE ARMIES	EFFECTING BATTER / SUPPORT
CIRCUITS OF DR. LAO MANEUVER   1. Global circuits schedule 2. Broadened support base 3. Everyman developer co-ord. 4. Local events constructs	THE 232 SUPPORT MANEUVER  1. Indian company adoptees 2. World Bank loan 3. Church village adoption 4. Public international agencies	THE MULTI-NATIONAL CONQUEST MANEUVER  1. 200 corporation turnkey 2. Local national webbing 3. The big one 4. Proposals and visits	TAKING THE COUNTIES MANEUVER  1. Local corporation levers 2. Co-ordinated field maneuvers 3. The flank attacks 4. The frontal assault	SYSTEMS COBRA STRIKE MANEUVER   1. Band interchange schedule 2. Global master index 3. Reports and mailings 4. Troop assignment rationales	
	24 CAPITAL KEYSTONES MANEUVER  1. Securing the advantage 2. International agencies focus 3. Local government support 4. Common proposal images	SELF-SUPPORT ASSISTANCE MANEUVER  1. Service volunteer data 2. National service corps 3. Farmers and pharmaceuticals 4. The private wealth	THE MAGNIFICENT SEVEN MANEUVER  1. Targeting new sources 2. Key womens groups 3. Patron site encounters 4. Order youth engagement		
		THE EVANGELICAL ENGAGEMENT MANEUVER  1. Global mission boards 2. National mission councils 3. Engaging religious groups 4. Calling local oirgregations			

### SAMPLE CAMPAIGN MANEUVER PARAGRAPH: THE SIX SHOWCASE MANEUVER

The intent of the six showcase maneuver is to create, with the completion of the six present projects, a dramatic demonstration of what is possible in such a way that we will move to launch the 12 with the strength of a credible record. This involves primarily stating and exacting the definitudes of completion. First, we will create an image of phases toward completion. Each project will study the document epilogue and plan how to realize this vision in social and economic substance by June 30. This will involve putting objective content on our presupposition related to tripling the income of these six communities, transforming the physical space and transferring the leadership from the auxiliary to an iron core of trained people. In addition, we will create a design to powerfully dramatize the shift to completion, including looking at the role and function of acceleration treks over the next four months.

### BATTLEFIELD MANEUVER-BUILDING

The following steps are recommended for maneuvering or re-maneuvering for short strikes on the battlefield. This planning can be done in 30 minutes:

1. Rehearse the decision to win, remembering the cruciality of the victory and its projected effects.
2. Weigh up the current situation including advantages, vulnerabilities, point of blockage, timing, terrain and troop issues.
3. List the do's, including surprise actions, indirect thrusts, sneak attacks, troop shifts, geographical re-configurations.
4. Talk through the maneuver with team colleague until the breakthrough action is discerned. Take a break if necessary to get the "a-ha".
5. Do brief write-up and a poetic title to hold the maneuver.
6. Move out immediately to accomplish the maneuver.



# THE WISDOM OF MANEUVERS AS LIFE METHOD

July, 1978

## IMPOSED FINALITY

A maneuver functions over against an imposed finality. The image of death ground is maintained as a quantified and identifiable reality that makes every maneuver decision a matter of life or death.

## INSTANT COMPOSITION

A maneuver is written quickly rather than composed as a complicated sequencing of components or a rational gestalting of implementaries. It names the victory and intuitively captures the actional strokes that will guarantee success.

## EMPIRICAL BASIS

A maneuver is constructed out of empirical data rather than from idealized objectives. This involves thoroughgoing consideration of the real advantages, the actual obstacles and the available logistics.



## MAINTAINING MOMENTUM

A maneuver is an engine of momentum. It is a device for maintaining the direction and power of a campaign by constantly recovering the advantage in the face of lost ground. One experiences the action like "stones rolling down a hill."

## SELF-CONTAINED

A maneuver is self-contained. It is a self-sufficient, independent action that is short in duration, circumscribed in geography and focused in intent.

## HUMAN RISK

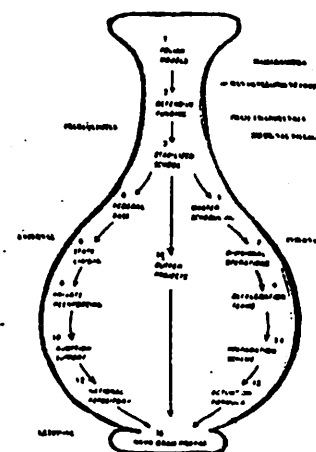
To be a self is to execute maneuvers. Selfhood and maneuvering are corresponding aspects of the reality of the risk of humanness.

## CREATES ADVANTAGE

A maneuver is the art of turning misfortune into advantage. It rides the back of a contradiction into a projected victory rather than battles the counter-currents to eliminate the opposition.

## SYMBOLIC FORMATION

A maneuver is sustained more on the basis of its symbolic representation than on the strength of its technical description. This includes its poetic title, visual image and accompanying slogan.



## IMPOSSIBLE TASK

A maneuver is employed to do an impossible undertaking, not to carry out ordinary tasks. For this purpose a maneuver breaks routine and overcomes failure mentality.

## CORPORATE DEED

A maneuver is a corporate deed. It is executed by a disciplined team and represents the outward mark of that body on history.

## RE-MANEUVERING

A maneuver is a montage of re-maneuvers. Implementing a maneuver means constantly grasping the given situation, rehearsing the victory, regaining the advantage and refocusing the action.

## INTERNAL DECISION

A maneuver is an interior decision to win before it is enacted as an external set of motions. It is the constant internal tautness that holds victory off from pending defeat. It is glorious living.



HDTS: 5TH CITY

ENGAGEMENT LAB

MANEUVER WORKSHEET

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY 1979

FRAME	STRATEGIC OBJECTIVE	ENEMY
TIMING	DO-MENT LIST	VICTORY
TERRAIN		VOID
TROOPS		VULNERABILITY
TOOLS		ADVANTAGES
FLANKS	SURPRISE	FUTURE VANTAGE

FRIDAY SUPPER CONVERSATION: THE DAY

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

1. What one thing stands out for you today? (Go around table)
2. What other important things happened today?
  - Where were you most excited?
  - Where did you get confused?
  - Where did you want to give up?
  - Where were you overwhelmed?
3. Where did you experience a breakthrough?
4. Where did you find yourself blocked?
5. How did you deal with the block?
6. How did you keep yourself going when you ran into difficulty?
7. What did you learn today?
8. What did you discover about working corporately?
9. How was this day significant, important?
10. What name would you give this day?
11. What needs to happen tomorrow to make it a great day?

THE SPIN

EVERYMAN A MANEUVERER:

Getting a job  
Housewife shopping  
Student passing course  
running for office

GENERALSHIP AS INTENTIONAL MANEUVERING:

To actualize care  
To make revolutionary moves  
To take indirect action against blocks  
To mobilize troops for action

KEY MANEUVERING WISDOM:

Self-imposed death ground  
Winning resolve (standing in the victor's circle)  
Empirical situation (weighing up advantages, vulnerabilities,  
terrine, troops, tools, timing) enemy).  
Corporate writing (listing do's, building chart, poetic titles).

Some illustrative poetry from Sun Tzu:

when campaigning be as SWIFT as the wind;  
when marching be as MAJESTIC as the forest;  
when raiding be as CONSUMING as the fire;  
when standing (in defense) be as FIRM as the mountains;  
when moving (into action) be as UNFATHOMABLE as the clouds;  
be as OVERPOWERING as the thunderbolt.

MANEUVER BUILDING METHODS: (Pass out I-VI steps of maneuvering)

Naming the Victory (I) What were some of the victories you  
named? What did your victor's circle look like?  
What do you have your life on the line for?)

DISCERNING The Situation (II) What were some of your advan-  
tages you named? What were the vulnerabilities you  
exposed? Remember that maneuvering depends on  
moving from the empirical data you have. What is  
in the situation that could stall or destroy you?

The Do's (III, IV, V) How many of you got a list of do's?  
Who had the longest list?! What process did you  
use to turn these lists into manageable arenas of  
action? What happened to your intuition as you worked?  
What are some sets of maneuver arenas you came up with?  
What are your maneuver charts beginning to look like?  
Poetic titles?!!

The Maneuver Writing (VI, VII) A time of precise talking through  
of the maneuvers. How has your talk throughs gone?

(Put up the 12 session timeline to use as reference as you reflect on their talk-thrus.)  
Did you reach an "A HA!" What was it? Your write-up  
is the next step (explain how to do it)



The Introduction

Seeing through to the depth dimension of every situation is one of the characteristics of profound humanness. It is as though one wears X-ray eyeglasses which allows penetration of the obvious and discernment of the spirit deeps. We have called this "transparent knowing". It appears in the ferryman in Siddhartha where Vasudeva says to Siddhartha, "You have heard the river laugh, but you have not heard everything. Let us listen; you will hear more." Here is another fine story about a prince and a magician that points to something of the knowing which is a manifestation of profound humanness.

The Reading

Once upon a time there was a young prince, who believed in all but three things. He did not believe in princesses, he did not believe in islands, he did not believe in God. His father, the king, told him that such things did not exist. As there were no princesses or islands in the father's domains, and no sign of God, the young prince believed his father.

But then, one day, the prince ran away from his palace. He came to the next land. To his astonishment, from every coast he saw islands, and on these islands, strange and troubling creatures whom he dared not name. As he was searching for a boat, a man in full evening dress approached him along the shore.

"Are those real islands?" asked the young prince. "Of course, they are real islands," said the man in evening dress. "And those strange and troubling creatures?" "Why they are all genuine and authentic princesses." "Then God also must exist," cried the prince. "I am God," replied the man in full evening dress with a bow.

The young prince returned home as quickly as he could. "So you are back," said his father, the king. "I have seen islands, I have seen princesses, I have seen God," said the prince reproachfully. The king was unmoved. "Neither real islands, nor real princesses, nor a real God exist." "I saw them!" "Tell me how God was dressed." "Well, God was in full evening dress." "Were the sleeves of his coat rolled back?" The prince remembered that they had been. The king smiled. "That is the uniform of a magician. You have been deceived."

At this, the prince returned to the next land, and went to the same shore, where once again he came upon the man in full evening dress. "My father, the king, has told me who you are," said the young prince indignantly. "You deceived me last time, but not again. Now I know those are not real islands and real princesses, because you are a magician."

The man on the shore smiled. "It is you who are deceived, my boy. In your father's kingdom there are many islands, and many princesses. But you are under your father's spell, so you cannot see them."

The prince turned pensively home. When he saw his father, he looked him in the eyes. "Father, is it true that you are not a real king but only a magician?" The king smiled, and rolled back his sleeves. "Yes, my son, I am only a magician."

"Then the man on the shore was God."

"The man on the shore was another magician."

"I must know the real truth, the truth beyond magic."

"There is no truth beyond magic," said the king.

The prince was full of sadness. He said, "I will kill myself." The king caused death to appear by magic. Death stood in the door and beckoned to the prince. The prince shuddered. He remembered the beautiful but unreal islands and the unreal but beautiful princesses. "Very well," he said, "I can bear it." "You see, my son," said the king, "you too now begin to be a magician."

The Conversation Questions

1. What lines of the dialogue come back to you? What visual images come to mind? (Reconstruct the drama of the story.)
2. Where were you surprised in the story? Where did you identify with one of the characters (say, the anxieties of the Prince or the williness of the King)?
3. What did some parts of the story symbolize?
4. Using the category of "transparent knowing", what is the profound awareness of the king? (What is the underlying perception that guides him?) How is profound humanness disclosed in the wisdom of the king?
5. Where have you recently been in a situation where if profound humanness were to have been present this kind of "seeing through" to the deeps was needed? What practical difference does this transparent knowing make, that you would recognize it when it occurred?

<p>the Context</p> <p>(2 min.)</p>	<p>The importance of an external demand on the life of a local community is that which gives the community a sense of destiny and finally gives form to its internal life.</p> <p>"A major unifying factor in primal community is its sense of a task to fulfill or a contribution to make to history. This factor draws the attention of members away from the internal tensions always present in a group towards that which moves beyond them. And in working on the external task, the longed-for fraternal sense emerges as a by-product. This is probably the least understood factor in primal community; a land and people who lack a destiny are not capable of being a primal community, however close-knit they may appear to be." (Estimates II: Social Philosophy, Summer '77)</p> <p>The ability to discern the future enables a community to focus the needed task in the present.</p>
<p>the Procedures</p> <p>(12 min.)</p>	<ol style="list-style-type: none"> <li>1. <u>BEFORE</u> the ecclesiola, determine what the "birthday" of the house is however you decide to do this (e.g. its earliest inhabitation, its establishment as a religious house, etc.)</li> <li>2. <u>BEFORE</u> the ecclesiola obtain an astrology book (or a similar method of predicting the future) and look up the "birth date". Become familiar with the prediction of the future stated there.</li> <li>3. In the ecclesiola itself read the "fortune" of the house out loud to the group.</li> <li>4. Work with the group to make the "fortune" transparent by building from it a story of the <u>destiny</u> of the house: <ul style="list-style-type: none"> <li>-what struck you as this was being read? what images came to mind?</li> <li>-what came to you as a bit exciting? why?</li> <li>-what dimensions of our particular work as a house do you associate with any part of the "fortune"?</li> <li>-how would you begin to re-interpret the fortune in light of the future thrust we're about as a house?</li> </ul> </li> <li>5. Break into two groups. Have the first group re-write the fortune as a destinal story related to the conversation we've just had. Have the second group plan an event that will dramatize this destiny and enable it to come true.</li> </ol>
<p>the Reflection</p> <p>(5 min.)</p>	<ol style="list-style-type: none"> <li>1. Have each group present its work.</li> <li>2. What comes to you as refreshing from either of these reports?</li> <li>3. What new dimensions of our external task have been revealed to us?</li> <li>4. How does having a plan for the future unite a community? How might this process be renewed in local communities today? (i.e. the process of serious model-building for the future)</li> </ol>
<p>the Conclusion</p> <p>(1 min.)</p>	<p>A community's commitment to the future concretely shapes every dimension of its life as a human community.</p>

HDTs: 5th City  
Global Research Centrum: Chicago

THE STYLE OF LEADERSHIP

Cycle  
December, 1978

KNOWS HIS KNOWING		DOES HIS DOING		BE'S HIS BE-ING		WATCHES FOR TRAPS	
MODEL BUILDER	comprehensive view	PERPETUALLY MANEUVERS		SERVANT IMAGE	interior general	BEING "SOMEONE"	needing brownie points
	structural revolutionary						rejecting sweat
							pride in position
DETAIL CARER	covers all bases	PERPETUAL REVOLUTIONA RY	no rest	PRESENT TO SITUATN	Xavierism knows everyone	UNPREPARED HOMEWORK	un planned moves
	asks self "what if?"		task done? bk.at front				misplaced anxieties
					100% responsib		paralyzing fear
							crippling anger
(methods) TOOLKIT CARRIER	conversations	ELICITS PARTICIPA TION	indicative	SHADOW PRINCIPLE	catalytic	LIMITED FOCUS ON CARE	forgets comprehensive
	workshops						
	spins						
CONTINUAL CONTEXTER		IMAGINAL EDUCATES		MYSTERIOUS BLUE	transparent nobody	RIGID STANCE	inflexible models
					mystery in mundane		Pharaseeism