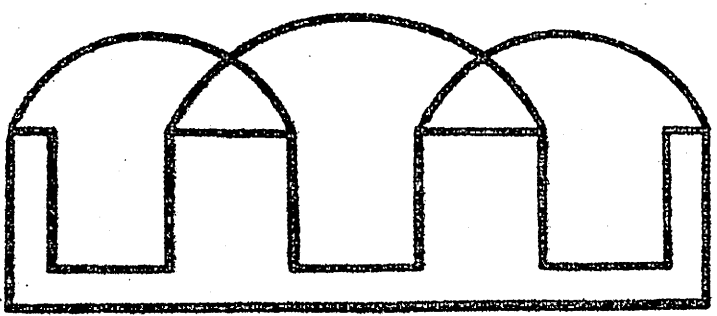
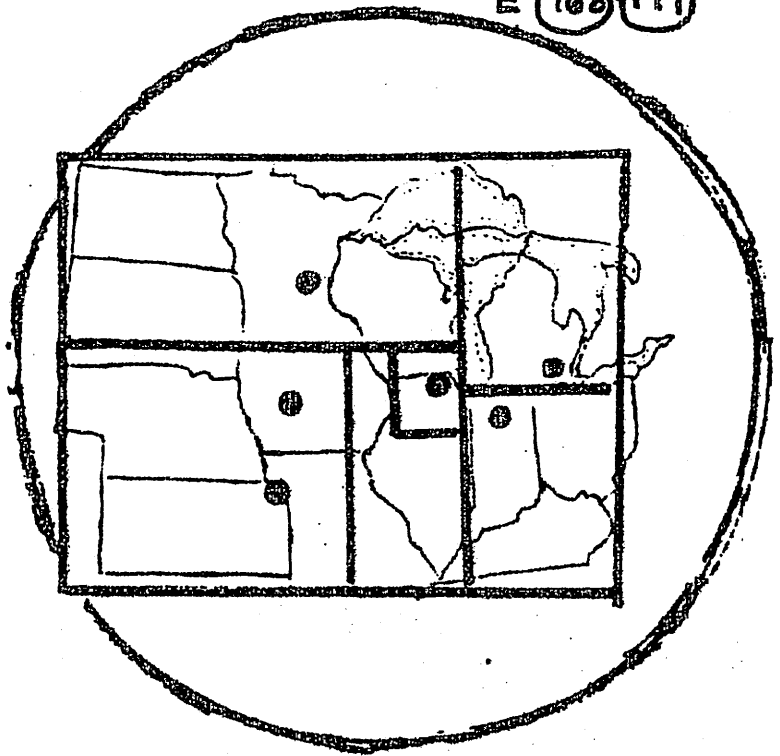
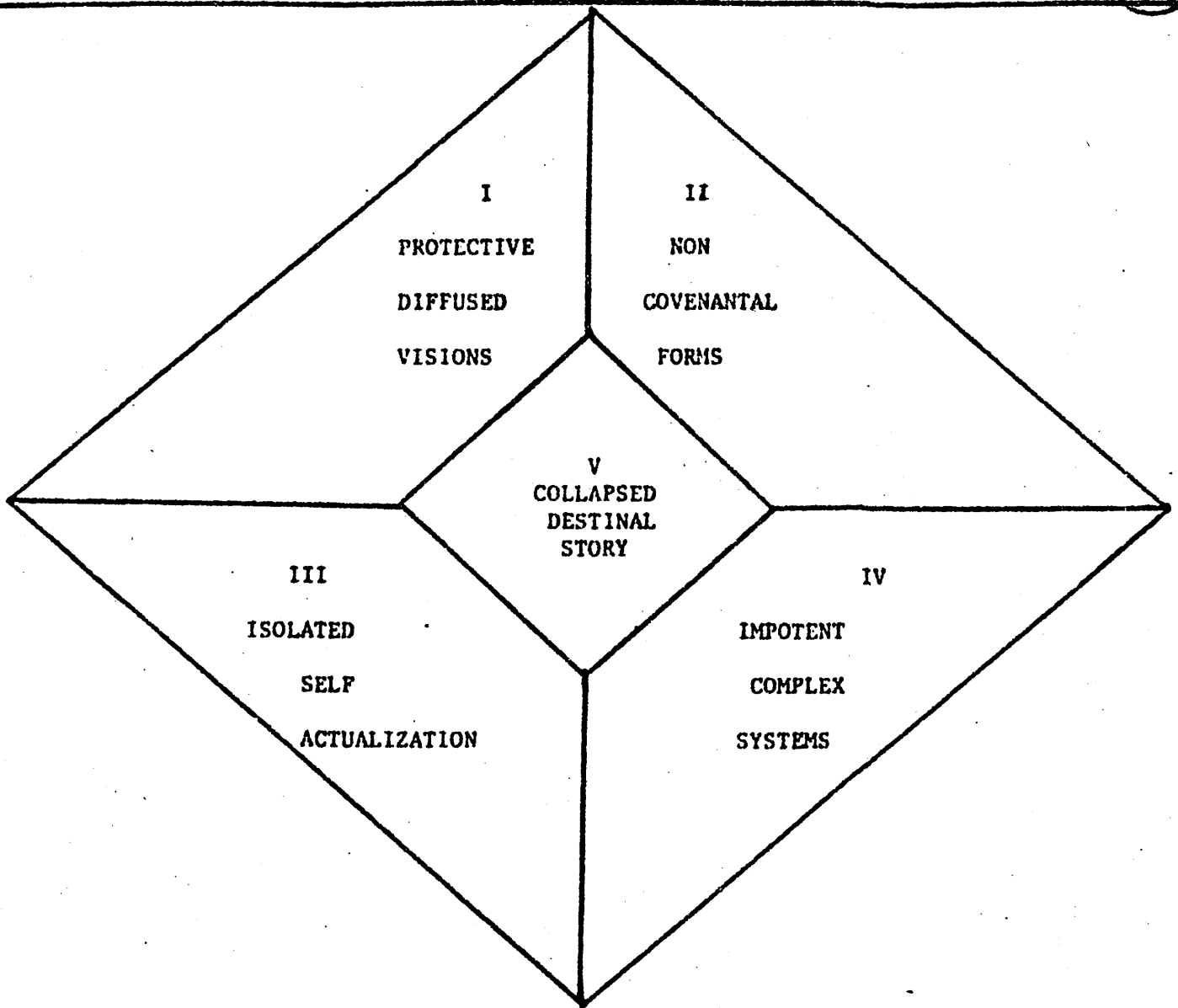


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AREA CHICAGO
COLLOQUY
REPORTS



January 1984



STRUCTURAL SIGNS OF INNOCENT SUFFERING

IN AREA CHICAGO.

LIMITED RETRAIN'G
OPPORTUNITIES
FOR NEW ECONOMIC
VENTURES.

INEFFECTIVE
SELF-SERVING
BUREAUCRACY.

COLLAPSE OF
CARE-ENABLEMENT
STRUCTURES.

INEFFECTIVE
CONSENSUS
AND PLANNING
MECHANISMS.

ADVERSARIAL
TOP-DOWN
SYSTEMS.

The following 5 images came from gestalting examples of innocent suffering into statements of the corresponding structural blocks, then a brainstorm and gestalt of the depth spirit issues exposed by the whole discussion.

PROTECTIVE DIFFUSED VISION

The depth spirit issue of protective diffused visions on our continent shows up as groups projecting their own special interests with no common vision. This manifests itself as hanging onto old American dreams such as "we are the protectors of all the free world," to such reduced dogma as "this is the way we've always done it." There are so many diversified visions that we have lost our focus on a comprehensive global mission.

UNSYMBOLIZED COVENANTAL FORMS

Although people participate in many social forms which imply covenants, these covenants have no common and/or effective self-conscious symbols which would point to the life significance of being in them. This is manifest by people flocking to organizations and / or churches looking for a group that demands more than every Tuesday night. Peace organizations illustrate the groups which have symbols that do not adequately point to an "on behalf of" or "history-long, world-wide task." The short-term commitments that people are willing to make are also a social reflection of this spirit issue.

ISOLATED SELF-ACTUALIZATION

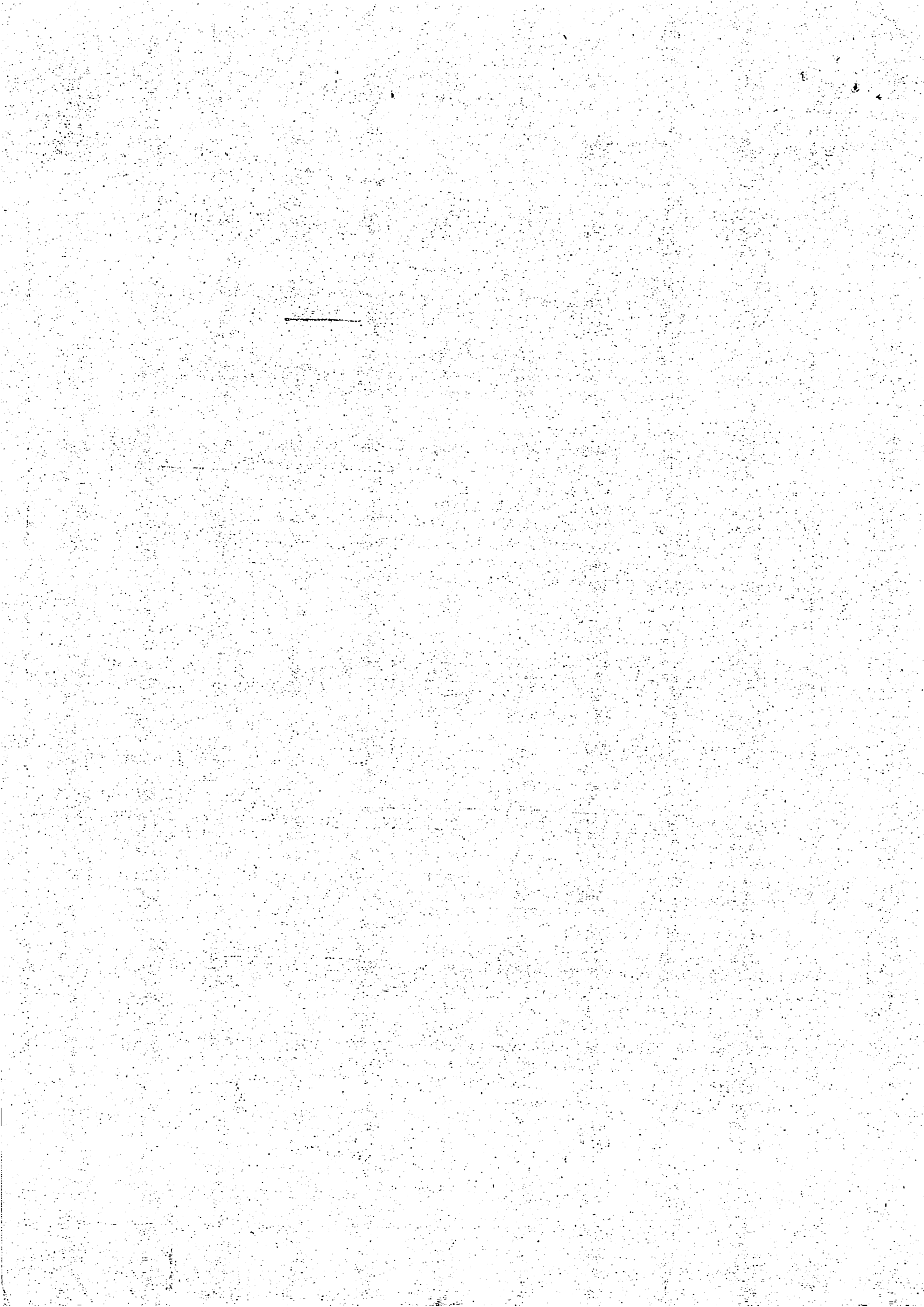
THE DEPTH SPIRIT ISSUE is the way in which individuals and groups seek to actualize their mission in relative isolation, which makes depth vocation decisions impossible and leadership style individualistic. This is manifest in the uncoordinated repetition of programs and the difficulty in forming coalitions among groups with similar missions.

IMPOTENT COMPLEX SYSTEMS

The depth spirit issue, Impotent Complex Systems, can be seen in economic, political and cultural structures which have become ineffective due to their over-concern for their own infra-structure at the expense of their mission, because of external direction or internal protection. Sociologically, this can be illustrated by political agencies hobbled by red-tape or political maneuvering or in neighborhood associations which dealt with the issue which gave them birth and seek to prolong their life through no other *raison d'etre* than bake sales and socials.

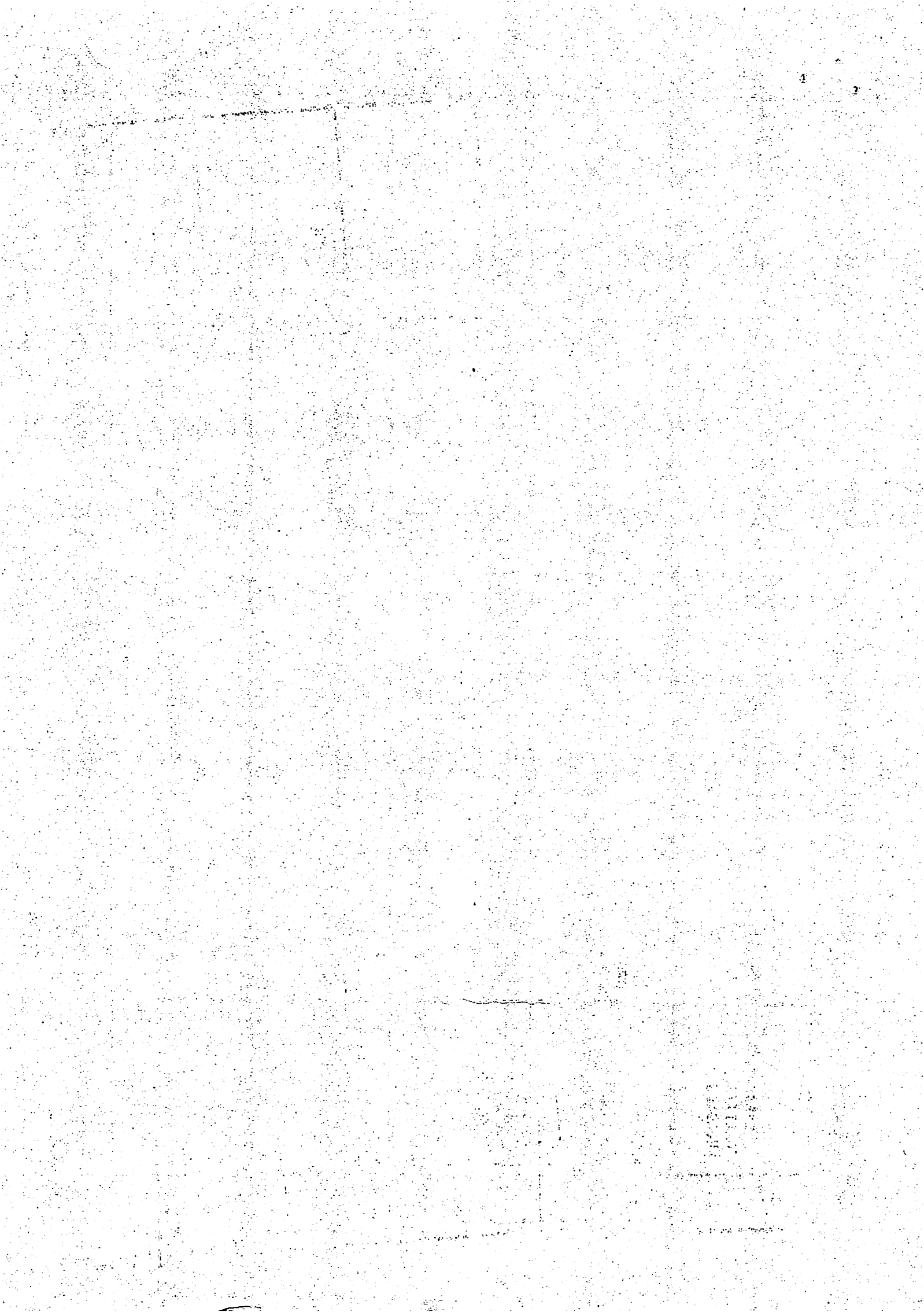
COLLAPSED DESTINAL STORY

The depth spirit issue is revealed in the crumbling image of North America as the "Land of Unlimited Opportunity and Progress." Therefore, we have no story that articulates our present and future mission in the globe. We have no sense of a history-long process which would account for the ups and downs of our history. Sociologically this is seen in the rejection of N.A. by the globe as the protective big brother, and in the refusal of the globe to tolerate exploitation of resources even if we can pay for them. In addition, the ranks of the unemployed remain high as 2nd wave industries continue to decline and disappear.



C L E	COMPREHENSIVE COALITION BUILDING 1	MISSIONAL FAMILY CLUSTER 2	PLURIFORM MYTHOLOGY 3	PILOT ZONES 4	MASS TRAINING 5
D E T	REGIONAL STORY CREATION (REGL ODESSEY) 6	STRATEGIC GEOGRAPHIC CARE 7	GUILD FORMATION 8	EDUCATION/ HEALTH SYSTEMS 9	SPACIAL URBAN SIGN 10
M P L S	STATEWIDE EDUCATION PERMEATION 11	STRUCTURAL REFORMULATION PIONEERS 12	METHODS TRANSFER TRAINING 13	PROGRAM SWAPS 14	SPACIAL URBAN SIGN 15
I O W A	PARTICIPATORY MANAGEMENTY PROGRAMMING 16	SUSTAINABLE FORMING MOVEMENT 17	SHOWCASE FORUMS 18	IOWA DEMONSTRATIONS (CENTER FOR HUMAN DEVELOPMENT) 19	COALITIONS OF CARE 20
K C	CITY WIDE CHANGEMASTERS GUILD 21	YOUTH HOUSE 22	LONG RANGE STRUCTURAL PERMEATION 23	EXTENDED ORDER EXPERIMENTATION 24	WESTPORT CLUSTER DEMONSTRATION 25
C H I	FORMATION FORMS 26	NW COMMUNITIES HDZ 27	WESTSIDE HDZ 28	URBAN RESEARCH 29	EFFECTIVE STRUCTURAL PERMEATION 30

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1. Comprehensive Coalition Building

Comprehensive coalition building is having all four sectors represented in a common task to build community. It is also engaging a wide spectrum of new-age movements in Pilot Zone actuation.

2. The Missional Family Cluster

The missional family cluster is a configuration proposal for the troops necessary to do a Pilot Zone. The Cluster would involve 5-7 families living within 30 minutes driving time of each other within the Zone. They would participate in an economic, political and cultural covenant. Cleveland Region intends to have two Zones with two missional family clusters by July.

3. Pluriform Mythology

Pluriform mythology has to do with the creation of a multi-cultural, motivating story and with telling the IERD story to give global significance to local inventiveness, and historic profundity to daily engagement.

4. Pilot Zones

Pilot zones are seen as 10-county areas bringing together both rural and urban projects. Foundational to its form is an eight point initial six month Zone Launch utilizing such programs as LENS, VJL, etc.

5. Mass Training

Realizing the necessity for rapid transfer of methods, mass training has taken on a new face as a result of models like the seven hour Westside Leadership Institutes and the Organization Facilitators' Training in Chicago, as well as training trainers in Imaginal Education methods in Cleveland.

6. Regional Story Creation

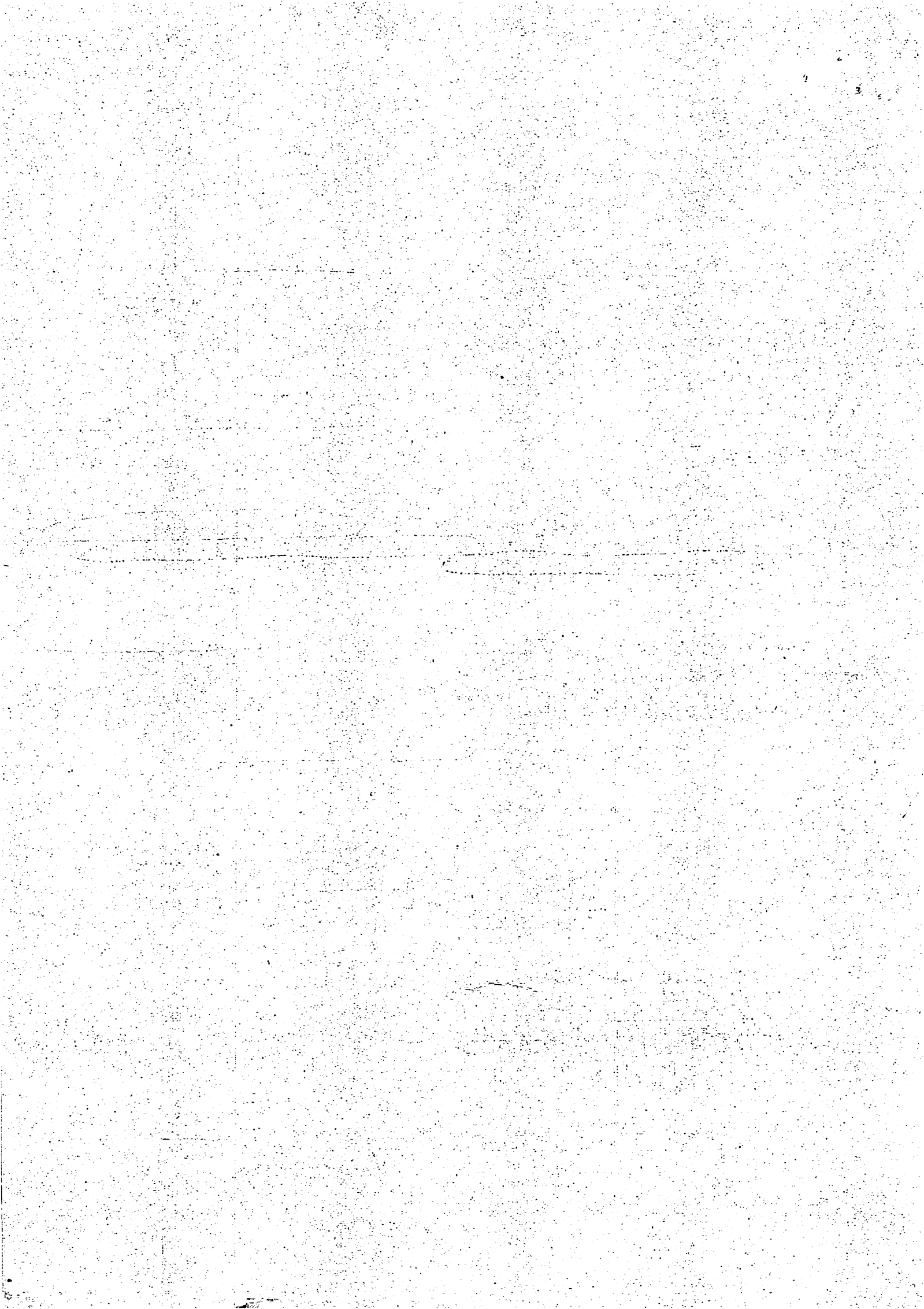
The regional story creation has to do with an initial model created in Detroit for a Regional Odyssey to experiment with how to give people, groups, and corporations the ways to create the Revolutionary Story that provides a new perspective and a new relationship to the situation.

7. Strategic Geographic Coverage

This is a mode of operating that analyses the geography, creates a grid that reflects the operating patterns, designs programmatic activity that covers the geography, and then tells the story of care for the geography. Detroit has operated out of outstate, metroplex, etc. rather than by metros.

8. Guild Formation

This is the formal and informal sustaining of networks of concerned people in similar occupations who gather for the purpose of doing methods training and planning focused action.



9. Education/Health Systems

This arena addresses the question of how to impact the education and health systems with the use of LENS International, forums, the Fifth City Pre-school model, and the formation of education and of health guilds.

10. Spatial Urban Signs

Spatial urban signs is related to the intentionality of our House Style, which has taken on a new seriousness in Detroit as they begin dealing seriously with the House's responsibility in its location - what it communicates with its appearance and relationships with the community, as well as how it cares for those who enter the House.

11. Statewide Education Permeation

Statewide education permeation is happening through continued methods transfer in St. Paul's school system, primarily with the student council. A demonstration has been created that has the potential and provides the possibility of transferring this success to the statewide level.

12. Structural Reformulation Pioneers

Structural reformulation is transformation of the objective forms of a total environment by the community of people who inhabit it, moving toward social forms which are comprehensive in releasing the human potential of all its people.

13. Methods Transfer Training

Methods transfer training is a push to package training methods for rapid transfer using videos, simulation games and other appropriate technology and to design ways of breaking through the inefficiency of having to transfer particular people when a particular skill is needed. The simulation game in Minneapolis is one example of the Imaginal Training (as distinguished from Imaginal Education).

14. Program Swaps

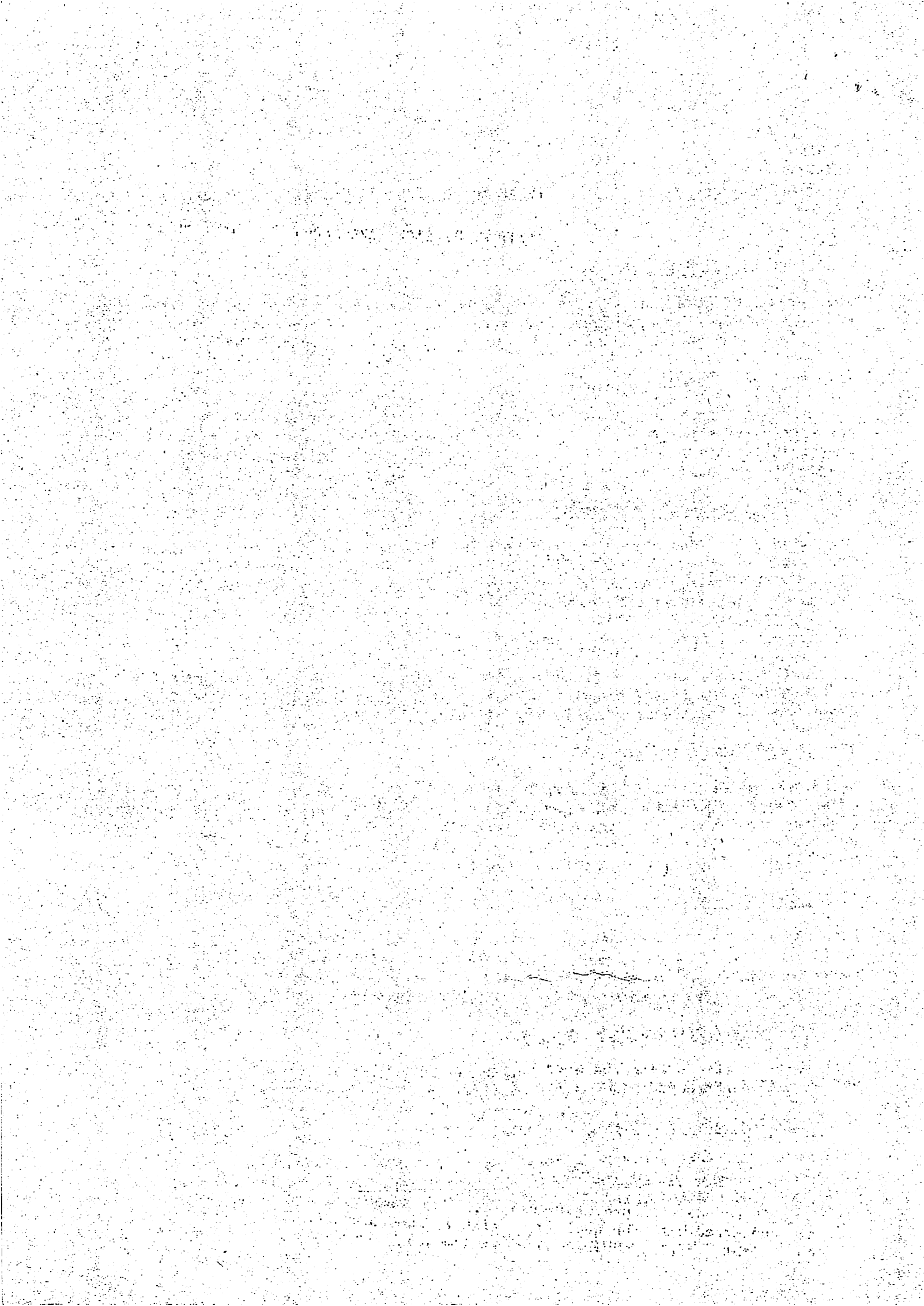
Program swaps is the actualization of collegial coalitions with organizations that have similar vocational intent, resulting in maximized learnings and sharings from Roundtable gatherings and exchange planning sessions with such organizations as Innovative Educators and the Wilson Learning Lab, and from methods sharing events.

15. Movemental/Extended Order Vehicles

This arena has to do with the need to find the vehicles which will economically support our Movemental/Extended Order staff in effectively doing the mission.

16. Participatory Management

This is a model for providing consultations with public, private and local groups who are concerned with the quality of life in the workplace, resulting in strengthened commitment and the acquisition of implementation tools.



17. Sustainable Farming Movement

This arena represents a mid-western farming approach that works at the Delhi Plenary. It has successfully revitalized the medium-sized farm through natural farming methods. Lorimor intends to build on that advantage to transfer methods. Farmer Showcase Forums are projected.

18. Showcase Forums

Showcase forums give local people a chance to dialogue with state agencies, see how they can help one another, and break loose dialogue in sharing approaches that work. In Iowa, we are working with six Congressional Districts and the Lt. Governor's Council.

19. The Iowa Demonstration

This is the experiment of a statewide HDZ which includes the culmination of numerous Showcase Forums, participatory consultation and community cluster programs, and includes the exploration of a Center for Human Development located at Simpson College.

20. Coalitions of Care

Coalitions of care have arisen as the result of the necessity of doing HDZ Probes as individuals and organizations are creating new structural forms and approaches to engagement over issues or geography as in the IOWA: Tomorrow Steering Committee and the Westside Methods Auxiliary in Chicago.

21. City-wide Changemasters Guild

The education coalition centered in Westport School in Kansas City is an indication of the need of groups and individuals to join together to share effective methods and sustain each other in their efforts.

22. The Youth House

The youth house is an experiment for the High School-age Phase I of the Order: Ecumenical in discovering ways of training future leaders by providing an opportunity for corporate living, missional engagement, and academic excellence.

23. Long Range Structural Permeation

This is an effort to intentionalize the effort to permeate the structures with effective methods. This effort would be monitored for a designated period of time with leadership training events that sustain those in the vital role of management.

24. Extended Order Experimentation

This involves the actuation of vehicles that will allow the Extended Order to sense itself in direct colleagueship with the Symbolic and Movemental Order. Through such vehicles, active and on-going interchange will address both the felt need for recapturing old forms, as well as the real need for the leap required to create the new forms called for in the 21st Century dialogue now emerging.

25. The Westport Cluster

This is a sub-district of the Kansas City School District, designated by the district as a pilot. The ICA has been employed to facilitate the Cluster Council (parents/community/staff/students) and has worked over the last two years as facilitators to the principals. In the next six months PMT, community workshops and student training will take place.

26. Formation Forms

This involves the on-going struggle to provide structure and form for awakened movement colleagues who desire ways to be more effective in their engagement. This issue is being addressed by the development of the Wisconsin Core of the Extended Order dynamic, and by the Westside Methods Auxiliary, the new colleagues in the Westside Zone.

27. Northwest Communities

The Northwest Communities is the proliferation of 30 Strategic Planning Consultations, primarily within the private sector, within a delimited area of Chicago's northwest suburbs. Sponsored by Harper College, it has resulted in the creation of a long-range model of impact, training, and demonstration, the next major focus of which will be the OFT - Organizational Facilitator's Training - to be conducted over three week-ends before July.

28. The Westside HDZ

This is the current form of the Chicago Human Development Zone which involves 12 neighborhoods, with a population of 500,000. They have formalized themselves as an entity through for formation of the Westside Methods Auxiliary.

29. Urban Research

This involves the intentional probing of the Human Development Zone on the Westside of Chicago and the Northwest Communities, along with the continued pursuit of city-wide programs. Its forms have been the Westside Leadership Institute, Strategy Planning Workshops, and events within the Chicago Association of Neighborhood Development Organizations.

30. Effective Structural Permeation

This has occurred and the meaning has been recovered in Chicago as Fifth City Business Careers and Training, Inc. have demonstrated the impact that can be made on agencies and structures as they work with the four sectors and develop a four-sector Advisory Board to affect the whole HDZ Zone.

AREA CHICAGO
 GLOBAL ACTION RESEARCH
 FOR YOC JAN-JUNE 1984.

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I
 HDZ PROBES
 .CLEVELAND REGION PILOT ZONES
 .KC EDUCATION ZONE
 .CHICAGO ZONE LAB(3 in 1)
 .IOWA STATE ZONE
 (Centre for human development)
 .URBAN RESEARCH(CHI)

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III
 FOCUSED IMPACT SYSTEM
 .PHASE III FORUMS
 .WESTSIDE LEADERSHIP INSTITUTE(CHI)
 .ORGANISATIONAL FACILITATORS
 TRAINING(CHI)
 .STRATEGIC PLANNING CONSULTATIONS
 (CHI)
 .PROGRAMME SWAPS (MPLS)
 .IMAGINAL TRAINING(MPLS)
 (KENYAN SIMULATION GAME)

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II
 COVENANTAL FORMATION
 .MISSIONAL FAMILY CLUSTER (CLV)
 .REGIONAL STORY ODYSSEY (DET)
 .DISTANCING EVENTS
 .WESTSIDE METHODS AUXILLIARY
 RETREAT(CHI)

(174)

IV
 EDUCATION PROBES
 .YOUTH HOUSE(KC)
 .WESTPORT CLUSTER(KC)
 .MINN STATEWIDE EDUCATION
 .CHICAGO SCHOOL DISTRICTS

(175)

V
 PERMEATION VENTURES
 .LENS, INTERNATIONAL
 .TRAINING INC./
 FIFTH CITY BUSINESS CAREERS
 (CHI/CLV)
 .KC COMPUTERS
 .CONSULTANCY CONTRACTS

AREA
CHICAGO

PROBES LEARNINGS, AND BREAKTHROUGHS
QTR II, 1983

JAN 13-15, 1984.

PROBES	BREAKTHROUGHS	LEARNINGS
<p>1. IA Human Development Centre. 2. IA Cluster System. 3. Missional Family Cluster. 4. NWHDZ Lab (CHI) 5. Westside HDZ Lab. 6. Wisconsin HDZ Probe. 7. Fortune 1300 Companies (LENS I) 8. Statewide Ed. Permeation (MPLS) 9. Regional Odyssey. 10. Westport Cluster (KC) 11. Guilds; -Corp./Clergy (DET) -Ed./Govt (MPLS) 12. Imaginal Training (MPLS) 13. E. Waterloo Cmty. Demo. (IA) 14. "Iowa Tomorrow" (IA) 15. Blueprint for Success (KC) 16. Kansas City Metro Team Form.</p>	<p>1. Transfer Human Development technology (MPLS) (Imaginal Training) 2. Business Guild openings (IA) 3. IERD Patron dev (MPLS) \$100,000 in 1983. 4. LENS, Inc (6 LENS, \$185,000, 50% yr) 5. 6 hr. Planning Consultation (CHI) 6. Ed. pilots to communities, districts and into schools (KC/MPLS) 7. Use students for training & appts MPLS/KC) 8. Inventing movemental forms of Missional Family (CLEV/KC) 9. People are calling on us-established, recognised. 10. Particular method in technology training. 11. Developing phasing systems to impart programme (IA, CHI, LENS inc.) 12. Regional Odessey, form to break through our own approach to identifying depth human needs. (DET) 13. Westside Leadership Institute (chi) 14. Westside Methods Auxillary (CHI)</p>	<p>1. HDZ to goeography includes networks ready to move on social contradictions. 2. HDZ requires non- Ica local structures for legitamacyie: Harper Co. College. 3. Coalitions are tight (ORG), broad (geog), deep (TWC) and need strong context. 4. Replication models for any Education system. 5. PDL's reflection creates reconcilliation as gap. 6. The more intensive the strategy, the more extensive the impact. 7. We need to operate by leaps, exposing some previous efforts as Excessive BAGGAGE. 8. Action Research done through programs , being on the turf and intentional reflections. 9. Only operate where there is passion to move. 10. HDZ will happen by synergy and connections of bits and pieces of our own efforts in de-limited geography . 11. Formation happens in the impact training/system 12. A quick track record in the urban is possible (CHI) 13. For anything to happen-one person to pour life into it. 14. Covenantal need dealing seriously with economic support (CLEV)</p>

1. Do we proceed on the opportunity of an Iowa State Demo Zone?
2. How do we symbolize the number and locations of zone probes?
3. Do we hold a 1st World HDZ GRA in Nov. '84?
4. How do we best report back the insights of IERD Plenary?
5. How do we "pull the curtain on IERN" neatly, or do we?
6. What is the future of the IERD frame?
7. How do we respond to the big media issues of our time, ie, hunger, peace, global ecology, etc?
8. What is the strategic size of a RH?
9. How do we effectively cover geography where there is no RH?
10. How do we use new forms of "liquid space" through computer connections?
11. What is the identity, vocenant, task of the extended order or other movemental forms, ie Missional Family Cluster?
12. How do we create an authentic experiment in extended Order forms with ending dates and evaluation?
13. Are we trying to give structure to the extended Order covenant before we have clarified its task?
14. Do we designate certain Houses as Continental Journey Centers for interns?
15. Do we expand the Youth House Experiment, ie broaden its mission, other non-order youth, etc?
16. Do we create more particularized youth journey models?
17. What are the futuric forms of rituals given our pluriform make-up?
18. What does our pluriformity say about the make up of the Panchayat?
19. What global care structures are essential for all Order members around globe?
20. Do we emphasize wine press ventures at the expense of mobility?
21. What is the future of the Kemper Building?

COMMITMENT QUESTIONS / FACTORS

Y.O.C. Colloquy

This report is a gestalt of responses made by 40 individuals to the question of "How do you decide what is worthy of your life" relative to missional expenditure.

A. Address Innocent Suffering

1. What can I do about the innocent suffering going on around me?
2. Is reconciling individuals, groups and nations at the heart of what I'm doing?
3. Will it be relevant for the 2 Million villages?
4. How does this relate to the North American geo/social analysis and your regional analysis?
5. How can what I am doing release the goods and resources of the 1st world for the rest of the world?
6. Will it allow the poor, minorities, disenfranchised to get their great vitality and gifts into history?
7. What is it that I need to do that informs me about what people need?
8. How is this related to the poorest of the poor?
9. How will this release people who are trapped by societies' break downs? (Give new possibility those who are suffering).
10. Will this empower all participants to be internally enlightened by Lens and onwards?
11. How do these care for the last fat lady?
12. How will this bring about a new marriage between possessed and dispossessed of this nation and the world?
13. How does this empower a new vision to emerge in North America.
14. How will this alter the political mode of this nation's participation in global affairs.
15. Is there really any other authentic response to innocent suffering?
16. Will this strategic direction save the plight of youth vocation today?
17. How will this empower the releasing of the gifts of minorities in this nation?
18. Will this strategic direction unite all the people of Westside?
19. Will it improve the quality of food in North America?

B. Strategic Action

1. What are the most critical places in society and O:E where story needs re-vitalization?
2. Can I reasonably expect to win with this assignment?
3. What is the residue/follow-up to showcase forums?
4. How does this address the social contradictions we are facing?
5. Does this address a major social contradiction?
6. What will be the result of this strategic implementation?
7. What real need will my contribution meet?
8. Are demonstration, impact, interchange and training going on systematically? What is missing?
9. Which of the HDZ dynamics needs to be empowered (by me) for human development to happen here?
10. What difference will be made in the civilizing journey of the globe?
11. How will my doing this help ensure that there will be a planet Earth next year?
12. What is the indicative to this strategy?
13. Where is going to be the biggest impact within the smallest hunk of turf that might start an avalanche?
14. How does the grid/analysis/story empower or fail to empower this situation? What process to create new story?
15. How is this holding tension of geographic base and social organization impact?
16. How does this relate to the IERD?
17. Is this the real contradiction to deal with?
18. How do these answer the global priorities?
19. Do we commit ourselves to "state education permeation" without a connection to a HDZ?
20. Is this an edge experiment taken from the broadest possible frame of reference?
21. Does this strengthen and enhance these great historic trends of our time?

C. My life Thrust

1. What questions does this raise for my personal style?
2. Why do I need to spend my life this way?
3. How does this fit with my future life's Thrust?
4. Is this in line with my life direction and purpose?
5. If I were to accept this assignment, what final meanings would my life be serving during and after that period?
6. How is what I am doing (today or whenever) prepare me for my vocation?
7. Are these tools applicable to my teaching situations?
8. What is my time-line for the 4th phase of my life?
9. How will I be different 10 years from now?
10. I am already committed, why should I change turf or jobs?
11. What is the four phase time-line (where coming from and where going)?
12. Why would I accept this assignment? Not accept this assignment?
13. If I do these things for 6 mos., what would I do on the other side of that period of time?
14. What is the opportunity for Flexibility within the organization? (i.e. further training).
15. How does this fit into what I have been doing for the last three years?

D. Catalytic Action

1. How can we radicalize the space in every Regional House?
2. How will this generate broad internal development across this nation?
3. Will this strategic direction catalyze mass soc-spirit training?
4. How does this (what I am doing) serve as a step which is replicable toward World Peace?
5. How can we comprehensively effect all levels of society in a large geography?
6. Would it be forever dependent upon the ICA (or my) presence?
7. How will this activity be a stimulatory impulse to the spiritual life of an individual or group?
8. Could impact, training and demonstration go on all at once?
9. Will this strategic direction build a local/global spirit movement that empowers the planet?
10. How can I assure my expenditure is catalytic and not just perpetuating old forms?

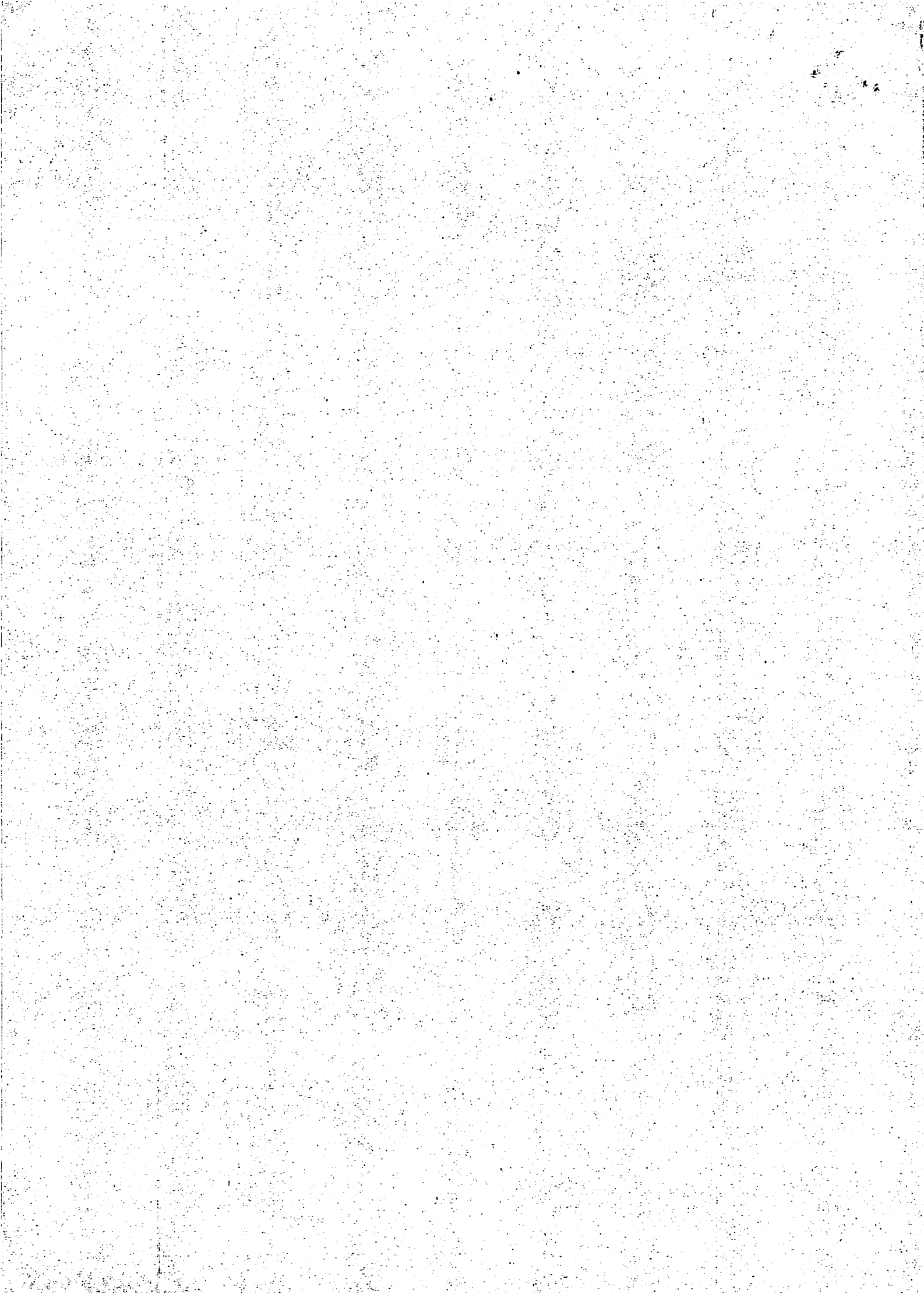
11. Will this be catalytic?
12. Will this effect a critical mass of grass-roots action?
13. How is this catalytic rather than "doing it"?
14. How does this maintain the facilitator image rather than the "boss" image?
15. How will these enable effective action?

E. Make a Difference (Personally effective)

1. What are the gifts and weaknesses we bring to this situation?
2. Is this where my particular gifts can best be used?
3. Will this be an arena which I can make an authentic contribution of my gifts - or will it just be busy work?
4. What will this enable in my local situation in doing these passion points?
5. Can what I am doing continue on its own or who can replace me?
6. Will this strategic direction allow me to push and spill out my spirit prowess?
7. How long to commit to a structure to reformulate it?
8. What is my catalytic role in this situation?
9. How do we assure rapid methods transfer without transferring people?
10. How long do I need to be doing the same thing?
11. How much time is really enough time?
12. What are my gifts to this situation?
13. Am I really willing to die for this?

F. Make A Difference (Activity in History)

1. Will this produce enduring (i.e. structural) change?
2. Is this something that can be accomplished in 1st, 2nd and 3rd worlds?
3. Will it make a difference in the public education system?
4. What will be accomplished if the assignment is done?
5. What will be the effect if the assignment is not done?
6. Could I use the skills I learn to transform my local situation?
7. If something were to happen, would it make an impact beyond itself?
8. If I don't do this, does it make any difference?



G. Sustaining Spirit Methods

1. How am I going to be trained for this job?
2. What are the spirit tools which will sustain individuals in these coalitions of care?
3. What are the new spirit tools for sustained engagement and vocational commitment?
4. At what level and age does the educational process deal with meaning and vocation?
5. How can we enable every regional team and Order member think through their life purpose?
6. What is the curriculum which radicalizes the consciousness and journey of care for the cores and guilds?
7. What is a spirit method?
8. By doing these strategic directions, can we bend the trend of non-historical engagement and deal with vocational burn-out?
9. What would sustain me if I was doing "something else"?
10. What are the covenantal forms required to empower this situation?

H. Style Needed

1. What is the role of Those Who Care relative to this assignment/program/strategy?
2. What is the "style of the call" to missional commitment needed today?
3. How much time will be required for training, tools and economic support?
4. What are the styles that I need to portray in this situation?
5. How do we maintain a revolutionary stance and style?
6. How does this embody the word?
7. How do we helpfully infuse the "Platonic" dynamic into participatory planning?
8. Do I commit myself to training people in methods when I know we ourselves have difficulty with them?
9. Does it produce a directional consciousness toward the whole - humanity?

I. Family Consideration

1. What is the future I'm planning for my family if I commit myself to this?
2. What is the financial obligation?
How will this form of commitment care for me or my family if in need?
How do I be economically responsible for my aging parents and my children's education, if I leave my job?

3. How can my child learn to live on B $\frac{1}{2}$ of?
4. What symbols will need to be created for my family's blessing?
5. How do I make usable the community/family/structure coalition?
6. What is my story of the engagement of the family in preparation for retirement from my profession?
7. How will this enable my friends, family, community to be impacted with more serious engagement?
8. Does this expand and deepen my family's journey?

J. Sustaining Story

1. Will this direction compel me after it ceases to be exciting and new?
2. How can we make our "revolutionary story" into our public story rather than being trapped by the reverse?
3. What is the transrational symbol we embody?
4. What story will this create?
5. Will this strategic direction give people a new hopefilled story?
6. Can I create a sotyr of this is a revolutionary deed?
7. What else is more important than this?
8. What is the story I tell out there and what materials do I carry along to support that story?

K. Religious Vocation

1. Is this a religious vocation/task?
2. How do we stand in relation to the "One in the One" in our mission (or how do we maintain the covenant with the Mystery as Key)?
3. Is this how I can best be the church? (see the judgement-turn back on-repent on behalf of all)
4. What is the manifest destiny of which we need to be apart?
5. What are the symbols which we will stand before as a Global Order?
6. Is this group really serious, or do they just talk a good game?
7. Will this keep in being the wisdom of the Christian faith?
8. If I do this assignment, will I be responding to the call of my spirit to serve humankind?

How do I feel economically responsible for my aging parents and my children's education. If I leave my job?

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10. How do I feel economically responsible for my aging parents and my children's education. If I leave my job?

11. How do I feel economically responsible for my aging parents and my children's education. If I leave my job?

12. How do I feel economically responsible for my aging parents and my children's education. If I leave my job?

L. Build an Order

1. Will it bring interns?
2. How do we create Day I troops?
3. How do we journey the extended order?
4. Isn't it true that forms of the extended order must be created foremost by the extended order themselves?
5. Will this new direction bring a new, essential dimension to the extended order?
6. How does it enable new colleague engagement?
7. Does it strengthen the work of the league?
8. What story will allow my colleagues to say, "Yes" to new involvement?

M. Beckon Engagement

1. Does it engage Phase I?
2. Who are the other groups who are my colleagues in this effort? How do we work together?
3. How does what I'm doing assist people to make their own long range commitments?
4. How does Phase IV get engaged?
5. Will this direction in some way actualize all the gifts belong to all?
6. How will this engage local people?
7. Can all the phases (ages) and all the cultures participate in this?

N. Coalition Building

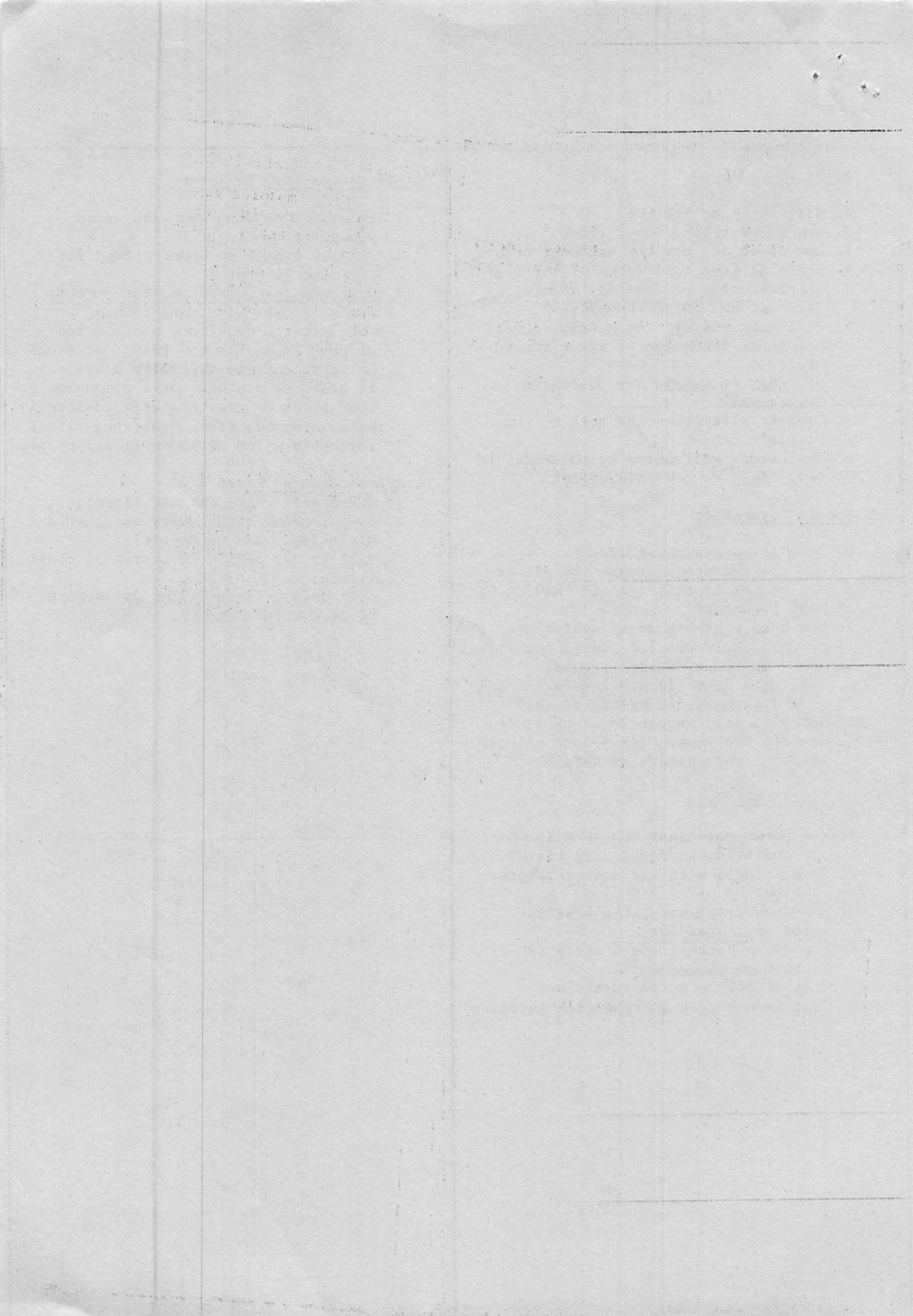
1. How do we get clear on the MISSION of any coalition we might help build?
2. Does it deal with structural reformulation?
3. How does doing work at a 4 sector level get cared for?
4. How do we journey the 4 sectors? Is it through engagement?
5. Will it enable guild formation?
6. What is our role in coalition building?

O. Directions for the Future

1. Is what I'm doing what the world needs for the future?
2. Will it create an Order anchor for the next 16 years?
3. What are the new forms that society needs to deal with this issues?
4. What are the new forms of "configurations" to enable the global mission?
5. Do we radicalize the major religions in order to dialogue at a common watershed or do we create a universal religion, symbols, time, space and ritual rationale which encompasses all people?

P. Affect Changed Lives

1. Where will I see changed lives?
2. I want methods that work and change attitudes. (old parapsysis)
3. Will it put people in charge of their future?
4. Will this release Juliet Jayasekara to be a world leader?



INTRODUCTION
CHICAGO HDZ LAB REPORT

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During Summer '82, Chicago was designated as one of three HDZ Labs, along with Kenya and Maharashtra. That HDZ Lab assignment has guided the last 18 months of the Chicago House and Region.

There have been many PSU's, initiation plans, comprehensive charts. For the most part these types of theoretics were not releasing, though we continued to hack at it. The inordinate doubt that has been occasioned by the HDZ dialogue within us globally has been a phenomenon within itself. The most asked question for a couple of years was "what is an HDZ?"

Yet, the image of HDZ has been compelling. The three dynamics triangle of communities, structures and forces within delimited space has been internalized.

As we were struggling to even draw geographic boundaries on the Westside, a colleague at Harper College had taken its constituency in the Northwest Communities geography and dubbed it an HDZ probe. He then had the audacity to draw his "crystal" strategy and asked us to help him to initiate implementation. As the NW Communities HDZ probe points out, he is very serious. This is a clue to how an HDZ begins, with audacity rather than doubt.

As we in the House continued to struggle to make sense of the overwhelming Westside, "the Developing Nation in Chicago," we were blow-torched by Kenya's audacity as Bergdall reported the Nairobi GRA. Starting June '81 we got resolved somehow. Since then the theoretical research has given way to rather frenetic picking-'um-up and putting-'um-down mode of action research. Maybe enough has happened during the last 6 months for us to stop and at least pull together a report of our action.

At the heart of our journey is the imaginal education axiom that images can be changed. During the last 18 months our images have been transformed to the degree that we even think we can do an HDZ in the urban. Learning: victims can change and make an historical difference in the regional/metro log-jam.

OTHER LEARNINGS: 1. Fifth City leadership is remotivated and weekly core tripled. 2. Formation invitation is built into the impact system as well as follow-up programming. 3. All Chicago House adults are directly engaged in the HDZ through the impact programs and permeation (e.g. Fifth City Business Careers). 4. The depth understanding of permeation is given back anew. 5. A quick track record is possible in the urban. 6. A primary structural vehicle catalyst in the geography is crucial (e.g. Harper College). 7. The interchange between two HDZ's in the same urban Metro accelerates both. 8. The HDZ was made for the guild. 9. "100th Monkey" dynamic is easily imagined. 10. The HDZ is a match for our training: we can give it all away here. Within 15 minutes drive from the farthest point, "they" demand more of it. 11. House role as a research, training and demo center is immediately authenticated, especially if you live in Fifth City. 12. The HDZ is a real engagement center for all dynamics of the Order, especially the House. The passion factor takes a quantum leap. 13. One House can deal with more than one HDZ. 14. Every dynamic of IERD can be fired in an HDZ and is all the more combustible.

		THE INFORMING ANALYSTS			THE FUTURIC MODELS				THE STRATEGY LEAD								
THE E H R E E M O B E S	MANIFESTATION towards shaping global strategy	The Launch	The Local Mission	The Continent/ Area Research Colloquies	The Exposition Plenary	The National Symposia	The Preparat'n Taskforce	The Global Research assembly & the Global Council Plenary	Strategy	The Pilgrimage	MANIFESTATION towards shaping global strategy	THE H T					
	DECLARATION towards researching geo- socio- spirit milieu		The ILRD Prep			The Manifestation Taskforces			Implementation				DECLARATION towards researching geo- socio- spirit milieu				
	FORMATION towards designing undergirding Order forms		Resurgence Research Projects			Talking Papers Creation			Resurgence Tools								
			Talking Papers Study			The Declaration Taskforces			Order Forms								
			Order Forms Collegiums			Order Model-Building Units											
	The Panchayat Trek	The Formation Taskforces															
THE COUNCIL CONTINER													M O D E S				
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