

THE
REGIONAL
CONSULT

AN ADDENDUM

Global Operations Centrum
The Institute of Cultural Affairs
4750 North Sheridan Road
Chicago, Illinois 60640
USA

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THE REGIONAL CONSULT MANUAL

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SPONSORSHIP REFLECTIONS:

The most effective approach to sponsorship seems to be through the utilization and extension of the existing frame which has been developed around HDP's and programs of EI and ICA.

The sponsorship should be structural wherever possible, i.e. agencies, organizations corporations, etc. with a working committee of individuals from those structures representing all four sectors.

EFFECTIVE
APPROACHES

The approach is to present the Regional Consult as designed by ICA for all of its regional locations around the world, stories and products from other RC's and the opportunity for people from across this Region to build their own plan for how to extend and amplify the progress and efforts in Human Development already begun.

The Sponsors and Cross-section Working Committee should further be challenged to assume bottom lines to deliver on participation and funding. Public acknowledge of sponsorship may generally be in the form of listing the structures along with the ICA/EI and, where appropriate, the HDP Corporate Organization. Then, a second list of the individuals who represent these structures as the Working Committee. This may be referred to as a Steering Committee or Host Committee.

THE TEAMS AND TEAM LEADERSHIP

TEAM
FOCUS

One of the primary intents of the Regional Consult is the creation of the Regional Team; the resolve to be the team responsible for the region. This resolve is obtained through the journey of the consult and the experience of working in team configurations which dramatise how small teams can work as a part of one large team and on behalf of the whole team.

The experience of the power of the team is that it is more than the sum of its parts.

TEAM
CONFIGURATION

Two basic configurations of teams are utilized during the consult. The first is the workshop teams. The workshop teams are as diverse as possible--all four sectors, all six metros, all men and women of all ages. These teams work on the Issues, Mandates, and Strategies which affect the whole region. These teams need to be 10-20 people in size.

The second configuration of team are the Metro teams. The Metro teams are six teams which represent the six metros of the region and are primarily comprised of people from the metros with some interchange among metros to symbolize one region. The Metro teams first meet together on the closing workshop of the Global Symposium to prepare for the Practicum Week, work together throughout the Metro Practicum, report their work in the opening of the Regional Assembly, and finally prepare four year and six month timelines in the end of the Assembly.

TEAM LEADERSHIP

The leadership of the teams intends to be predominantly from the region. Where possible, people who are asked to lead the teams should be selected from across the region as those familiar with workshop methods and process. Where not possible the selected team leaders should have a partner or back-up in their team to ensure their confidence and advise them if they need assistance in following the procedures.

TEAM
LEADERSHIP

The team leaders for the Global Symposium should be contacted prior to the Symposium and an orientation session held prior to the Symposium or after the first session. Likewise, the Metro Practicum team leaders should be selected in advance so they are prepared to go from the Symposium to the Metro where they will work during the Practicum and have ample time to prepare for that. The Regional Assembly team leaders should discontinue from the region's established leadership to ensure that some new leadership emerges. Their orientation likewise is often the first session of the Assembly. Orchestration of the workshops should be by personnel outside the region if possible.

SINGING AND SONGS

Many people who attend the Global Symposium will be participating in their first event with the ICA. Singing should be introduced gradually, in such a context, probably in the second session. If there are many new people, two or three songs sung several times until they become familiar would be preferable to singing entirely new songs every session.

GLOBAL
SYMPOSIUM
SINGING

Enclosed is a selecting of songs old and new and from several parts of the globe which might serve as the global song sheet. A second sheet should be prepared consisting of songs that reflect the nation, state, city and HDP of the region.

TOP OF THE WORLD

Such a feeling's coming over me;
There is wonder in most everything I see,
Not a cloud in the sky, got the sun in my eyes,
And I won't be surprised if it's a dream.

Everything I want the world to be
Is now coming true especially for me,
And the reason is clear, it's because you are here;
You're the nearest thing to heaven that I see.

Refrain:

I'm on the top of the world lookin' down on creation,
And the only explanation I can find,
Is the love that I've found ever since you've been around,
Your love's put me at the top of the world.

Something in the wind just learned my name,
And it's telling me that things are not the same,
In the leaves on the trees and the touch of the breeze,
There's a pleasing sense of happiness for me.

There is only one wish on my mind:
When this day is through I hope that I will find
That tomorrow will be just the same for you and me;
All I need will be mine if you are here.

Repeat chorus

CREATE THE NEW WAY

Tune: Find a Wheel

Winds of change are whirling round and round,
And a new world dawns; let everyone take heed.
Winds of change are whirling round and round,
And they call for all to risk a deed.

All the past is but a stepping stone on the trek into this present day,
But the future cries for something more, cries to all: create the new Way.

Winds of change are whirling round and round,
And I choose with those upon the Way.

What shall be, somehow depends on me;
What I am, have been and now decide to be;
And all those of Way, become my we,
And this we becomes the larger me.

We the Way, in time have ever been. With our now, we march toward yet to be.
Ever on, to forge the ever new, for Mankind in all history.
What shall be, somehow, depends on me,
And I'm one with those upon the Way.

Winds of change are whirling round and round,
And a new world dawns, let everyone take heed
Winds of change are whirling round and round
And they call for all to risk a deed.

All the past is but a stepping stone on the trek into this present day
But the future cries for something more, cries to all: create the new Way.
Winds of change are whirling round and round,
And I choose with those upon the Way.

RAGHUPATI RAGHAVA

Refrain:

Raghupati Raghava Rajaram,
Patita pavana Seetaram. (*Repeat couplet*)
Seetaram, Seetaram,
Sabhuko Sanmati de Bhagawan. (*Repeat verse*)
Raghupati Raghava Rajaram,
Patita pavana Seetaram. (*Repeat couplet*)

Ishwar, Allah tere naam,
Sabhuko sanmati de Bhagawan. (*Repeat verse*)

Refrain

Mandir masjid tere dhaam,
Sabhuko sanmati de Bhagawan. (*Repeat verse*)

Refrain

BLUE SKIES

Blue skies smiling at me, nothing but blue skies do I see
Blue birds singing a song, nothing but blue birds all day long.

Never saw the sun shining so bright,
Never saw things going so right.
Noticing the days hurrying by,
When you're in love, my, how they fly.

Blue days, all of them gone,
Nothing but blue skies from now on.

TIENDE PAMOZI (*a national song of Zambia*)

L: Tiende pamozi
Ndintima umo

C: Tiendi pamozi
Ndintima umo

Repeat

L: Kapini tiye

C: Tuli pamozi

L: Tiye

C: Tuli pamozi
Tiende pamozi
Ndintima umo

L: Tuwuluke Kayosha
Ndintima umo

C: Tuwuluki Kayosha
Ndintima umo

(Repeat)

L: Atata tiye

C: Tuli pamozi

L: Tiye

C: Tuli pamozi
Tiende pamozi
Ndintima umo

GIBSON TOWN LOVE SONG

Tune: Lyda Rose

Gibson Town, our small southern town,
What is the future that you hold?
Railroad town, once bustlin' around
With pioneers so bold.
What's in store,
For the world as you come alive,
And people see
You can make your dreams arrive.

Oh, Gibson Town, with new plans abound,
A vision grounded in the pain.
Stories told, and people made bold,
A leader once again.
We will build
A rural town for Mankind to see,
We will fill
A special role in history.

Oh, Gibson Town, we're making a pledge
To work together more and more.
To build you up, make you shine,
The future's open door.
So here is our love song,
And isn't it fine.
Imagine it!
Gibson, a sign.

*Tune: Sweet and Low
sung simultaneously with 2nd and 3rd verses*

Gibson Town, Gibson Town,
People are waiting.
The world around.
Are you ready?
Oh, yes we're ready
To build a new town
So all the world can see
A new tomorrow.

Gibson Town, Gibson Town,
People are watching.
The world around.
Are you ready?
Oh, yes we're ready
To build a new town
Right now!

KWANGYUNG IL

Sa rang hae Kwangyung Il
Jung mal ro sa rang hae
Kwangyung eun na ae chin gu
Kwangyung eun na ae hee mang
Na yae chin gu Kwangyung ri
Na nun no rul sa rang ha ri
Yae yae yae . . .

Sa rang hae Kwangyung Il
Jung mal ro sa rang hae.

NEW COMMUNITIES

Tune: A World of our Own

From an age of the dawn, a people journeyed on
Till a sail broke the skyline and a new age was born,
Then all those chained and bold, or fevered for the gold
Sought to struggle with a new community.

Refrain:

We're building new communities where everyone can share
All the gifts that belong to each one everywhere;
And we know you will find, that care is the sign
As we live in our new communities.

In a land vast and green with great new industries
Bringing folk from the old lands with their great diversity
You may sense you're alone when struggling on your own
But together we will build community.

There's a future open wide, with hope on every side
For a new day is dawning, it is soon to arrive
And together we will strive to keep that hope alive
As we live in a new community.

Refrain (Repeat last two lines)

WE

TUNE: TEL-STAR

Oh, we behold the wonder of our time:
A fragile planet hurled in space.
New worlds of wisdom,
Nations unfolding;
All the peoples of the earth
Join in the common march.

We have turned the universe within,
The vantage of the void our way.
New worlds converging,
Courage emerging;
Burst the barriers of time
With tools to build the earth.

We live our quest for peace and give our all;
That courage is the call to go
Into the searching,
Into the finding;
Now we stand with all at hand
To give our gifts for all.

We live the age when all of us engage
In life and death and care; and now
We are the Sunrise,
We are the Earthrise;

Sign of local man
Joined from land to land we rise.
To live a life, to share the gifts of all
That people may stand tall. New Earth
In every village
Burns the new vision
That the world may know the way:
The glory of the day.

CODA:

All the earth belongs to all of us,
And all of us belong.

SONG OF THE VOYAGE

Tune: Clouds

The people of this world can see
That they can plan their destiny,
The time has come for unity,
The future's in their hands.

The fear of fear we have denied,
Terror, war and want defied,
On local strength we have relied
One globe of many lands . . .

Chorus:

Knowing each one's got their chance.
Creation building, life enhance
To be the ones who care within
Our turning, spiraling, whirling world.

We've seen the earth from way out there.
It's filled us with the power to care.
This century calls to risk and share
To be the sign of love;

Now we see the earth as one
No limits block what has begun.
There's time to build for everyone
Create the earth anew . . .

Chorus

I. REGIONAL CONSULT RECRUITMENT

A. The Symposium

Regardless of the number (50,100, or 200) of persons participating in the Symposium, a significant percentage should be present from each sector across the region. It will probably be more difficult to recruit from the public and private sector, but the local and voluntary should not be neglected, as they are essential.

B. The Practicum

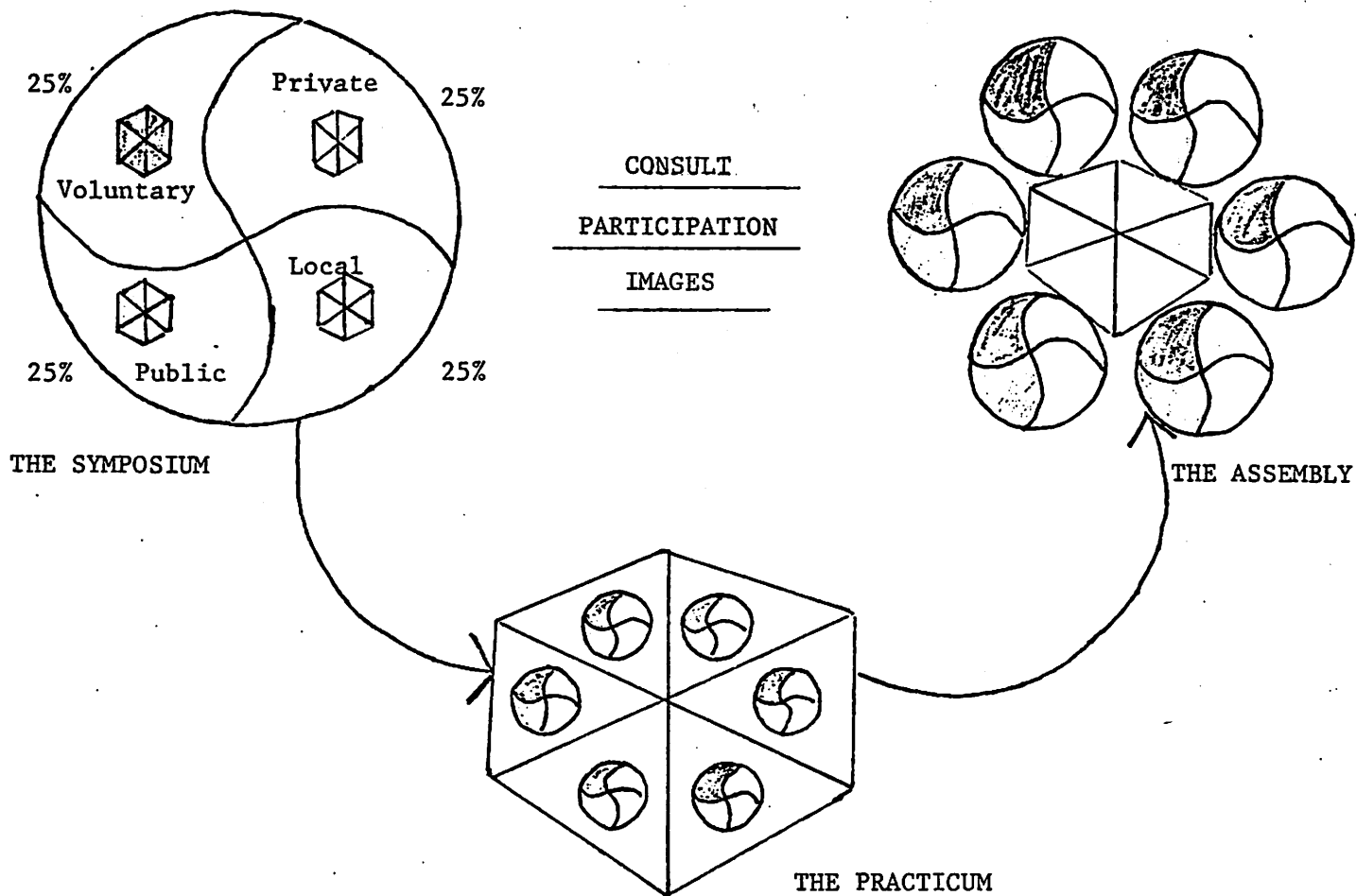
In recruiting people to be members of the Practicum visitation teams (which again should represent all sectors and metros if possible), there are several levels of participation, uses of decor, and forms and timing of communications that will help with this. For example, two ways to interest people is to have them set up appointments and to make sure they attend the Symposium. As appointments are set up, inform people through letters, updates, and decor of these to generate excitement. Adequate lead time is essential since we're asking for a week's time. Decor and images that tell the number of phone calls, appointments and visits per sector/metro/region are key to the recruitment process.

C. The Assembly

An image for participation in the Assembly would include one person for each of the four sectors per metro (24) plus the two (or more) people who were the Practicum visitation team for each metro (12). A functioning command post would also attend (which would consist of four people) for a minimal number of 40. One should keep in mind the ethnic and economic composition of the team and the metro in mind in its recruitment.

II. Four Sectors Descriptions

- A. The PUBLIC sector consists of federal, state, county, city, township and other governmental agencies and offices organized with whatever service network and administrative structure will provide the resources and expertise which most adequately meet a community's needs. The key to recognizing people representing the public sector is that they work FOR PAY but NOT-FOR-PROFIT and PROVIDE A PUBLIC SERVICE.
- B. The PRIVATE sector constitutes a community's businesses, industries and other providers of goods, services and employment within an area. The private sector is FOR PAY and FOR PROFIT and MEETS A MARKET DEMAND.
- C. The VOLUNTARY sector -- churches, civic groups, volunteer care organizations -- may or may not be part of a paid staff and PROVIDES SERVICES MEETING HUMAN NEEDS NOT BEING MET BY OTHER STRUCTURES OF SOCIETY.
- D. The LOCAL sector is made up of people who may wear any or all of the above hats BUT WHOSE PASSION OR PRIMARY INTEREST LIES IN THE NEIGHBORHOOD WHERE THEY LIVE rather than the office or factory where they work or the voluntary organizations they serve. They would be invited to attend the Consult as representing their local community and would see themselves (before the event) as the local sector.



Images Context:

The images above are a way to develop participation in a consult. The hexagon represents a regional grid to metroes. Each region might use their own grid in place of the hexagon. For the symposium, the object is to get all four sectors represented. The primary initial emphases would be placed on the local and voluntary. The practicum image represents having people from as many sectors as possible on the visiting teams in all the metroes. Ideally, four or multiples thereof, would make up the teams in each metro. As team members were obtained the "sectors" could be colored in as a tracking device. Each of the teams is then responsible for bringing four people (or multiples thereof) back to the assembly representing each of the four sectors in that metro. Again the coloring device would be an imaginal way of keeping track of this.

ON THE CONSULT JOURNEY

Regional Consult

February 1981

On the other side of Bristol, Berlin, and Paris, things seem to go better when . .

THE SYMPOSIUM

Since it is "our methods", don't wait for outside team to make assignments. Use local colleagues and people fluent in the language where that is an issue.

A decent looking symposium document prepared on Sunday is helpful for the practicum.

The Symposium can be held in one day, but Friday evening people all seem to return on Saturday.

THE PRACTICUM

It is vital to have enough people fluent with the local language to ensure breakthroughs.

One mode of effectivity is to assign particular research foci for each team; e.g., youth, urban, church, etc.

It is crucial that teams return by 2 p.m. on Friday in order to be rested and to prepare depth reports for the Assembly.

THE ASSEMBLY

The best approach seems to be to go after the few, simple products that constitute the four year vision and the immediate tactics of the six month launch,

If a full complement of the regional colleagues cannot be present, then ideally a Council should be scheduled in a few weeks to render the tactics into manoeuvres.

The task of the Assembly is best described as "Horton Hatches an Egg", or talking through in depth what are the real breakthroughs.

(GLOBAL DATA RETRIEVAL FORMAT COMPUTERIZED IN CHICAGO)

- 1. Region _____ 2. Date _____ 3. Days _____
- 4. Week _____ 5. Quarter _____ 6. Year _____
- 7. Regional Consult Coordinator _____

THE SYMPOSIUM

- 8. Metro Location _____ 9. City _____
- 10. State _____ 11. Nation _____
- 12. Number of Participants _____
- 13. Orchestrator One _____ 15. Orchestrator Two _____

THE PRACTICUM

- 17. Metro One _____ 18. Team One _____
- 20. Team Two _____ 22. Number of Interviews _____
- 23. Metro Two _____ 24. Team One _____
- 26. Team Two _____ 28. Number of Interviews _____
- 29. Metro Three _____ 30. Team One _____
- 32. Team Two _____ 34. Number of Interviews _____
- 35. Metro Four _____ 36. Team One _____
- 38. Team Two _____ 40. Number of Interviews _____
- 41. Metro Five _____ 42. Team One _____
- 44. Team Two _____ 46. Number of Interviews _____
- 47. Metro Six _____ 48. Team One _____
- 50. Team Two _____ 52. Number of Interviews _____

THE ASSEMBLY

- 53. Metro Location _____ 54. City _____
- 55. State _____ 56. Nation _____
- 57. Number of Participants _____
- 58. Orchestrator One _____ 60. Orchestrator Two _____

THE STAFFING

62. Orchestrator Trainee _____

64. Orchestrator Trainee _____

66. Editorial _____

68. Editorial _____

70. Logistics _____

72. Logistics _____

74. Logistics _____

76. Logistics _____

THE FINANCES

78. Total Nexus Costs _____

79. Total Fees Received by Nexus _____

80. Major Sponsorship (cost underwriting) _____

81. Consult Document on File in Chicago: Yes No

DENVER
REGION

REGIONAL CONSULT LIFT OFF
(ARENAS FOR BUILDING CHECK LISTS OF TO DO'S)

QTR. III
1981

| PREP WEEK | SYMPOSIUM | RESEARCH | ASSEMBLY | FOLLOW-UP WEEK |
|--|---------------------------------|-----------------------------------|-------------------|------------------------------------|
| Recruitment solidification and research set-up | Research team prep | Team coordination and interchange | Editorial dynamic | Document and files |
| Construct polish and leadership training | Leadership roles | Assembly construct | Leadership roles | Follow-up and evaluation |
| Practices and materials | Back-up systems | Assembly practices | Back-up systems | Immediate moves and program visits |
| Event finesse and decor | Celebration and Opening/closing | Research teams | Metro teams | Future steps and configurations |

"WE ARE LIKE THE WORLD WE SEE"

(Resource for Regional Consult Talk: "THE EMERGENT TIMES")

— Excerpts from an April, 1979 Analytical Report,
VALS (Values and Lifestyles Program),
Menlo Park, California.

7/15/79
The
WATER

It's all a question of story. We are in trouble just now because we do not have a good story. We are in between stories. The Old Story — the account of how the world came to be and how we fit into it — is not functioning properly, and we have not learned the New Story. The Old Story sustained us for a long period of time. It shaped our emotional attitudes, provided us with life purpose, energized action. It consecrated suffering, integrated knowledge, guided education. We awoke in the morning and knew where we were. We could answer the questions of our children. We could identify crime, punish criminals. Everything was taken care of because the story was there. It did not make men good, it did not take away the pains and stupidities of life, or make for unfailing warmth in human association. But it did provide a context in which life could function in a meaningful manner.

— Thomas Berry

In historical terms, until the seventeenth century the Aristotelian model of organic growth provided for Western civilization an internally consistent world view or paradigm. It finally began to crumble under the onslaught of new ideas, beginning with the publication of *On the Revolution of the Celestial Spheres* by Copernicus in 1640. Newton, Bacon, Descartes, Leibnitz, Voltaire, and others carried on into what became known as the "Century of Genius," the Enlightenment, or the Age of Reason — all signifying the triumph of the human intellect over the natural order.

To be sure, the development of the Enlightenment was far from a smoothly ordered process. It is doubtful, for example, whether Newton would have accepted what quickly came to be known as the Newtonian world view. But there was a broad pattern of change across the natural sciences and the humanities that radically altered the existing common understanding of the nature of things. The most familiar example is the change from considering the earth as the center of the universe to seeing it as one celestial body among many. Ultimately, those new understandings were reflected in the human, social, psychological, religious, political, and economic orders. That era shattered and reformulated Western civilization's shared pattern of beliefs.

This time, patterns of change have themselves changed. Among the greatest of the changes is the capacity to make just this kind of leap: from a series of thoughts about phenomena on one level to an entirely different level of thought about those thoughts on the first level. Not just more and different thoughts on the first level, but a meta-leap to meta-laws covering the laws on the first order of generality: thinking about thinking and knowing.

Further, we know that we know it. We know that we have accomplished a break from our previous paradigms. We know that there are such things as paradigms. Before our era, most people didn't think of themselves as caught within a paradigm. Having never consciously experienced a shift of paradigms, the very existence of paradigms could not be perceived. Now, however, not only do we appear to be on the edge of a new paradigm, but in addition, we know that there are paradigms. Precisely that awareness is part of the new paradigm, that meta-leap to a self-reflective stance on all of one's thoughts, and how it is, finally, that thought thinks about itself.

This appreciation of the importance of the stance or perspective of the knower or perceiver, this reflection on the reflector, is uniquely modern. Further, this reflective capacity evident in a kind of meta-awareness is intimately linked to the leaps in the conceptual content of scientific and intellectual disciplines, the discontinuities that are part of the new paradigm.

In our culture, there are three different sequential patterns: old, current, and emergent. The old pattern is the Newtonian paradigm that succeeded the Aristotelian world view. At the common level, the old pattern is still dominant. And, for many purposes, even in the formal disciplines the old paradigm is still valid but in a more limited way. In the formal disciplines, the current pattern is a fractured one, hardly a pattern at all — more appropriately, the fragments of a pattern. The emergent pattern is for the future; it is the underpinnings of future values and beliefs. Its outline is becoming visible; and, as the future paradigm begins to take shape in the years ahead, an understanding of that pattern should aid us in interpreting the meaning of various changes at a societal and individual level.

Revolution is a modern pattern of change. So is what Bateson calls deuterio-learning, that is, meta-learning, or learning to learn. Bateson's concept is an attempt to grasp the discontinuity of the "Aha! experience," the private "revolution" that takes place when one ceases to rote-learn more and more cases of a series of equations, for example, and suddenly makes a breakthrough to the pattern that not only binds together all that one has learned, but makes it possible to generate further members of the series. Although the series itself may be continuous, the mastery of the pattern of the series seems to involve a kind of discontinuity, a jump from one level to another — a different order of abstraction.

In this section we will summarize those fragments in the various disciplines that support the idea of a major shift in paradigm. We have selected these disciplines because the evidence seems strongest here; however we found nothing in our search that would contradict our thesis. Some of the theories we will cite are controversial and not universally accepted; some may prove to be wrong. This is the perpetual condition at the frontier of knowledge. However, it is the whole pattern we are seeking; and this does not seem to hang on any one idea in one field.

There are areas where we expected to find evidence and didn't. Chief among these was economics. No area of human concern seems more fraught with confusion and urgency. The theoretical models no longer lead to an ability to predict or control the economy. It

Patterns of Change

| | From | Toward |
|---------------|---|---|
| Physics | Atomistic Mechanical Absolute space and time Universality Objective | Quantum mechanical Holographic Relativistic Complementarity Indeterminacy |
| Chemistry | Equilibrium (static) Reductionist Entropy increasing | Non-equilibrium (dynamic) Morphogenetic Order increasing |
| Brain Theory | Localized "bits" of information Circuitry model | Distributed "tuning" of system Holographic metaphor |
| Ecology | Stable ideal Closed systems | Resilience Symbiotic relationship Open systems |
| Evolution | "Random" mutation Survival and conquest | Diversity Co-evolution Adaptability |
| Mathematics | Continuous functions Quantitative change | Mapping discontinuities Qualitative change |
| Philosophy | Universal truth Eternal essence | Relationships of resemblance Historical existence |
| Politics | Centralized hierarchy Authority Necessity | Pluralism Legitimacy Voluntary and inventive |
| Psychology | Identity Individual Conquest over the unconscious | Harmony Transactional Integration of the unconscious |
| Linguistics | Atomistic | Structural |
| Religion | Monotheistic Transcendence | Polytheistic Immanence |
| Consciousness | Hierarchical | Heterarchical |
| Arts | Representational Stable | Abstract Fluid |

- **Physics.** At the end of the nineteenth century, physics seemed to be headed toward a kind of closure. All the fundamental problems seemed solved or close to resolution. The advent of quantum and relativity theories in the first quarter of this century fractured that closure and opened vast new domains for experimentation and theorizing. Today physics is still very much a wide-open discipline, but it appears to be headed toward a radical new vision of physical reality. The old vision conceived of matter as tiny particles — like miniature billiard balls — pushed around by identifiable forces in the unchanging framework of space and counted out by fixed units of time. Particles were the fundamental level of the universe out of which everything else could be assembled. We as observers could stand outside and objectively study their behavior.

The twentieth century changed all that. First, we discovered that the nature of the observation process affects the results. Predictable outcomes were replaced by indeterminacy and probability. On the very small (subatomic) scale, one experiment found particles, another found waves; and ever more experiments seemed to “discover” ever more particles. We needed complementary wave and particle descriptions for this elusive fundamental level. On the very large scale, we found space and time no longer an absolute background. Instead, our measurements were determined by the relationship between the observer and the observed. Finally, this confusing picture appears to be headed toward a new order, which relies on an image of the complex interconnection of all things; indeed, all things are seen to arise from a dimension of the universe that has so far remained hidden in our theories. The relationship of this hidden dimension to our ordinary reality may be analogous to the relationship of real to imaginary (or complex) numbers. There is a shift in metaphor from the machine-like universe to the hologram-like universe,

- **Chemistry.** Chemistry has dealt largely with relatively simple and stable substances. They are defined well by equations describing closed systems that tended toward stability (equilibrium). The second law of thermodynamics says that, left to itself, a closed system tends to decay toward disorder (entropy). The problem is that closed systems rarely occur in the actual world; and new, more complex, more highly ordered substances are produced from less highly ordered, simpler substances. Ilya Prigogine won the Nobel Prize in Chemistry in 1977 for his theory of “dissipative structures.” That theory describes how complex systems evolve in an open environment from less order

to more order and from simpler toward more complex structures. Fluctuations in a system interact, affecting each other and causing wholly new structures to arise. The process is known as morphogenesis. Strict deterministic causality is replaced by unpredictable innovation arising morphogenetically through mutually causal interactions of fluctuations. To completely understand something then, requires knowing its history, which cannot be completely known from its present conditions.

- **Brain Theory.** The common metaphor for the brain has become the computer. Brain cells are like the circuits and memory core of a computer. There are bits of information stored at a particular location, retrieved and operated on by a network of brain circuitry. Research by Karl Pribram and others suggests that instead of the computer the appropriate metaphor ought to be the hologram as in physics. Brain functioning and memory are not localized but rather are distributed throughout the brain. Interaction takes place not like the flow of current through a circuit but like that of a wave through a medium. Thus, very complex structures (thought, rich memories, etc.) can arise through the very dense and complex wave interactions rather than statistical summing of information “bits.”

- **Mathematics.** The primary tool of mathematics has been differential calculus. It is useful in describing phenomena that change smoothly and continuously. However, the actual world involves many phenomena — such as the formation of crystals — that undergo discontinuous changes from one qualitative condition to another. Rene Thom, a French mathematician, has developed a new mathematics, which he calls “catastrophe theory.” The theory describes the process by which one form gives way to another. The shift in paradigm is the ability to transcend the limits of continuous, quantitative change to describe discontinuous and qualitative change.

- **Ecology.** The dominant image of an ecosystem is that it is stable because it is a closed system; i.e., it has no significant interactions with external forces. Perturbations in the system are damped back toward the stable ideal. Of course, there are no truly closed systems. All boundaries in actual ecosystems are arbitrary.

If an ecosystem is adequately diverse and there exist symbiotic (mutually supportive) relationships among the diverse species, then a system tends to be resilient. The system as a whole can survive major perturbations, evolving toward a new condition even though the numbers of any particular species may fluctuate a great deal.

- **Evolution.** The commonly held image of evolution is that it occurs because of two forces: random mutation and competition. New possibilities are introduced by random mutation; these are then "tested" and the fittest survive. Jacques Monod called the process "chance and necessity." The change in paradigm involves both aspects. The new view of evolution recognizes that evolution works on individuals with diverse genetic material. In this view, the diversity among individuals — rather than mutation — is the source of "richness" in the gene pool of a species. Mutation merely adds to the richness. But individuals can also change themselves and/or their environment. More important than the conquest of one variant over another or one species over another is their effect on each other — their ability to adapt to one another. Through mutual adaptation they evolve together.
- **Philosophy.** Philosophers since the time of Plato have searched for eternal truths. Their search was for universal ideas that lay behind the seeming confusion of the world. They searched for the essence that gave something its particular character and sought to identify the universal forms that unify our use of words and concepts. Contemporary philosophy has moved far from those ideals. Philosophy now must account for history and detail rather than the permanence of eternity and generality. The search for essence has been replaced by an attempt to understand the meaning and nature of existence. Finally, the universality of forms is replaced by Wittgenstein's "family resemblances": identity gives way to resemblance. Philosophy has become in a sense democratized, with analysis and specialization replacing synthesis and insight. Now that the many specialized areas of philosophy have begun to face up to the complexity and ever-changing nature of the actual world, the discipline is held together only by the loosest of family resemblances.
- **Psychology.** The movement in psychology has been astonishingly rapid. The focus in traditional psychology was on the singular self attempting to master the contrary components of the psyche, including the unconscious. The shift is toward a more complex interactive model. The new paradigm is focused on achieving a harmony of the many dimensions of the psyche, not the suppression of any dimension. The aim is wholeness rather than identity. The individual psyche, like the organism in an ecosystem, interacts with its psychological environment. These transactions are a part of its definition of self. Finally, rather than conquering the unconscious, there is an attempt to integrate unconscious processes into the larger self.
- **Politics.** The shift in political theory began with the breakdown of authoritarian and monarchic structures of power. They drew their authority from strength of arms or from the necessity of a higher authority, as in the "divine right" of kings. The shift is away from centralized hierarchy and toward pluralism. Authority is based on legitimacy given by the governed. Finally, the necessity imposed by a higher order is replaced by a voluntary and inventive character. We choose to participate, and part of our participation is creating institutions of politics such as modern bureaucracies.
- **Linguistics.** Our understanding of the nature of language has undergone a major change in this century, dating from the work of Saussure. Words in themselves no longer have any intrinsic meaning; rather, they are defined by their location in a context. Thus, words are no longer seen as "atoms" of meaning. To find meaning, one needs to focus on the complex inter-relationships that create a linguistic structure.
- **Religion.** The shift in the nature of spiritual belief and practice is likely to be among the most controversial aspects of our argument.

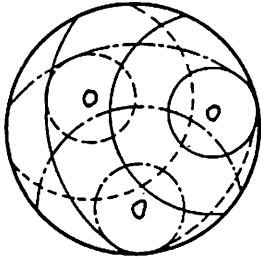
As the metaphysical role of science diminishes, it is not surprising to see religion returning to center stage. But we have learned some things along the way. As the physics we encounter is a function of our perspectives, so are our gods. The current emphasis on tolerance (e.g., Vatican II) is indicative of a new kind of polytheism. Along with that, then, comes a return of the idea of immanence; to know the spirit requires looking within.
- **Consciousness.** The initial focus on the nature of consciousness more than a century ago represents an important step. It was an acknowledgment of the fact that consciousness is not merely a blank slate, but that its nature affects our encounter with the world and ourselves. More recently, especially in split-brain research, we have discovered that there may be a pluralistic structure to human consciousness, with several quite different (but partial) systems in the brain. Thus, rather than a hierarchy of functions we find a "heterarchy" of guiding principles.
- **Arts.** Modern art is a mirror of contemporary consciousness. The fundamental shift is the rebellion against the concept of stable form. Thus, once the aim was to present reality in a style and form that would endure. Now art abstracts from reality its ever-changing nature. Rather than immortal works resisting the flow of time, the style is fluid, anticipating the ever-changing world and the evanescent moods of the artist.

| from DOMINANT PARADIGM | toward EMERGENT PARADIGM |
|--|---|
| <p><u>SIMPLE/PROBABILISTIC</u></p> <p>Knowledge reduced to simplistic relationships, fundamentals & basic laws. Larger, more complex entities result of adding up components. Differences handled by averaging</p> | <p><u>COMPLEX/DIVERSE</u></p> <p>Diverse, interact, can't separate something from its interactive environment. Not just sum of individual elements, but unique property.</p> |
| <p><u>HIERARCHY</u></p> <p>"Pecking" order, chain of command. Higher and lower order ruling by one over others.</p> | <p><u>HETERARCHY</u></p> <p>No one person, principle or object at top of everything. Systems of mutual restraints & influence; unpredictable movement rather than compromise or averaging of interests.</p> |
| <p><u>MECHANICAL</u></p> <p>"Lever" image. Simple process between actor and action. World consists of particles and fields of force whose behavior is mathematically describable.</p> | <p><u>HOLOGRAPHIC</u></p> <p>"Hologram" image. Dynamic process of interaction and differentiation. Everything is interconnected vast network of interference patterns, generated by same dynamic process & contain'ng the whole in part.</p> |
| <p><u>DETERMINATE</u></p> <p>Given sufficiently sophisticated computationalabilities, behavior of aggregations should be predictable, causal linkage of Past-Present-Future.</p> | <p><u>INDETERMINATE</u></p> <p>Linkage of P-P-F is there, but precise outcomes can't be predicted; only possibilities are known. Ambiguity about future is a condition of nature.</p> |
| <p><u>LINEARLY CAUSAL</u></p> <p>Simple action always leads to the same predictable result.</p> | <p><u>MUTUALLY CAUSAL</u></p> <p>Adds probabilities in causality with positive & negative feedback which can reduce limit or increase magnitude. Symbiosis of evolving and changing together.</p> |
| <p><u>ASSEMBLY</u></p> <p>"Construction Project" image. Components assembled according to plan with predictable outcome.</p> | <p><u>MORPHOGENESIS</u></p> <p>Complex system of diverse elements interacting by mutually causal & indeterminate processes; system open to external inputs. Can give rise to new form, yet still constrained by particular components (i.e. varieties of foses)</p> |
| <p><u>OBJECTIVE</u></p> <p>Way to know about world is to stand "outside" it & observe it objectively. Assumed mental processes, experimental instruments and disciplines were neutral.</p> | <p><u>PERSPECTIVE</u></p> <p>Processes, instruments, disciplines, cultures language & world view affect what perceive and don't perceive. None are neutral. Particular focus affects what we see. No single discipline or observ'n give compl picture</p> |
| <p><u>ABSOLUTE</u></p> <p>Knowledge isn't merely sum of objective facts. No "absolute truth" that can be discovered by "right method"</p> | <p><u>PLURALITY</u></p> <p>To "know" something requires engagement with it so seen in context of our own concerns. Multiple perspectives keep from bias. A plurality of kinds of knowledge explored by a multiplicity of methods.</p> |

What Is a Hologram?

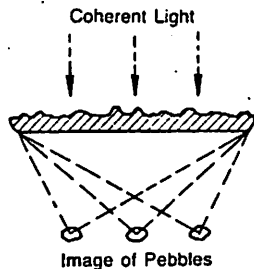
Holography is one of the key concepts in this new paradigm, yet many people have difficulty understanding what holograms are and how they work. The basic principle can be illustrated by a simple analogy of how nature stores information holographically.

Imagine you have a shallow pan of water into which three pebbles are dropped simultaneously. Each pebble is the source of waves spreading evenly across the pan. The waves cross and interact with one another, creating a complex pattern called an interference pattern (Drawing A). If you now



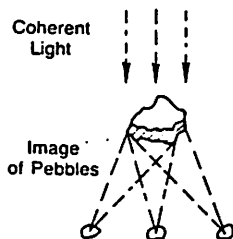
A.

quick-freeze the surface of the water in the pan and lift out the resulting rippled sheet of ice, you are then holding a record of the interference pattern of the waves. This is a hologram. (Drawing B)



B.

If you illuminate the sheet of ice with a coherent light source (light of the same frequency, in which all waves are "in step" — e.g., a laser) and then look through the air toward the light, you will see an image of the three pebbles suspended in midair, and they look three-dimensional! The rippled ice surface acts as a distorted lens in such a way as to focus the light to points taken up by the pebbles that have caused the ripples. The chaotic-looking ice surface is actually a holographic information storage device. Amazingly, if you take the sheet of ice and break it into small pieces, and illuminate one of the chips, you will again see the image of all three pebbles projected in midair, just as each cell in our bodies carries all of the genetic information necessary to make an additional exact copy of our bodies. Holography is nature's most compact information storage device. (Drawing C)



C.

- **Knowing** — Historically there has existed a tension between the subjective/active (solipsist) modes and the objective/passive (empiricist) modes of knowing. The emergent mode is toward perspective/receptive, acknowledging the role and place of the observer, yet keeping some useful distance. This leads to a process of knowledge that is more interpretive, inevitably ambiguous, and partial. The process has rules, but they are rules for engagement rather than for objectifying.
- **Ordering** — The old ordering principles are atomistic, mechanical, and hierarchical. The image of the hologram is a central one to the new view, connoting the complex network of interconnections among events and the containment of the entire order within a particular one. Alongside is the heterarchical, decentralized, and many-dimensional structure. The change process is morphogenetic — that is, innovative structures arise out of fluctuations in the old order.
- **Causing** — Cause and effect has been considered a relatively simple one-to-one process. The movement in the new view is from the simple to the more complex, from single agents to multiple sources, from unidirectional to mutual, from determinate or probabilistic outcomes to innovation, and from control to influence.

The New Metaphor — The total pattern of change is somewhat like a change in metaphor from reality as a machine toward reality as a conscious organism. Machines are mechanical and relatively simple. They are organized hierarchically from components, and they function linearly and predictably. We can stand outside them and study them.

A conscious being — say, a human being — is very complex and unpredictable. People behave one way now and a different way later. When they change, they often change suddenly. They are internally interconnected, consisting of many complex subsystems. They are externally interconnected with other people and the world around them. When people interact they affect each other. Because of this complexity of interaction, people don't always see the same things; they have unique perspectives. In the same way, the emergent paradigm of the actual world is complex, holographic, heterarchical, indeterminate, mutually causal, morphogenetic, and perspectival. The shift in metaphor is from the machine to the human being. We are like the world we see.

THE SOCIAL TRENDS

- WORKSHOP I -

(REVISION)

Session One

Denver

National Objective: To state a corporate story for the twentieth century to date and to project the directions anticipated.

Existential Aim: To claim the history of the twentieth century as one's own journey and to anticipate participation in building the future.

INTRODUCTION

*

10 minutes

1. Introduce yourself.
2. Context the workshop task--analyze the last 80 years and project the next 80 years in order to discern the trends.
3. Context the workshop process and ground rules--everyone has wisdom to contribute, the process has time for group and individual work, we have all the expertise and experience needed to do the job.
4. Explain the practices of the session and begin.

I
Selecting
the
Events
(small grps)
15 minutes

1. In groups of 2 or 3, list 5 major events of the 20th century.
2. List important people, economic, political and cultural events.
3. List 5 events that you have participated in or witnessed that caused or contributed to a historical shift.
4. Each small group select from all of your events the 5 which have the most significance for human development in the 80's. Write them boldly on cards with the year in which it took place.

II
Creating
the
Timeline
(total grp)
15 minutes

1. Collect from each group and plot the most critical event from each small group in the appropriate decade on the timeline.
2. Then call for the event that is most different from anything on the timeline.
3. Decade by decade, put up remaining cards. Push for a comprehensive screen of economic, political and cultural events.
4. Reflect on the events. Where do you see shifts? turning points? What would you name this era?

III
Completing
the
Timeline
total group
20 or 20 min

1. In small groups, look at research articles. Determine developing trends pointed to in each article, quickly.
2. Using data from the articles and your own insights, each group list 3-5 events which you expect will take place in the future, on cards, identify the decade of each event and then decide the most critical event.
3. Collect and plot the most critical events on the timeline then get all events by decades.
4. Determine the turning points in the future timeline and name the eras. Name the total 160 year timeline.

IV
Listing
the
Trends
total group
20 minutes

1. Reflect briefly. What are the events that relate across the total timeline?
2. What are the trends now revealed in the total timeline--mark and list them out to the right of the timeline--6-10.
3. What new insights do you have about the future?
4. What are the major issues revealed that are facing Human Development in the 80's?

CONCLUSION

10 minutes

1. Reflect on the workshop.
2. Outline task of the next session.
3. Give practical announcements (practices of exhibition, facility, registration, time of next session, etc.)
4. Send out the group.

* IN FRONT — LARGE BLANK TIMELINE
MATS: CARDS + TAPE — 20 —
DARK FELT TIPS

PRODUCT — T/L + TRENDS LIST

The Issues Workshop

(Revision)

Denver

Session Two

National Objective: To articulate, as profoundly as possible, the underlying issues of human development.

Existential Aim: To grasp a vision of authentic and effective human development

| | |
|---|--|
| <p>INTRODUCTION</p> <p>6 10 minutes</p> | <ol style="list-style-type: none"> 1. Review the symposium process. 2. Outline the task of this workshop--to determine the issues facing this region in Human development. 3. Review the 160 year timeline. 4. Review the trends. |
| <p>I List the Issues small grps</p> <p>20 30 minutes</p> | <ol style="list-style-type: none"> 1. Context what is meant by issues, then in small groups of 3, list 30 issues revealed by past and future trends. 2. Select the ten most critical and write on cards and number them with your small group letter and a number 1, 2, 3 . . . 3. Explain the Social Process triangle and the plotting method. Illustrate plotting by calling for 3 critical issues and working through the plotting process with them. 4. Work by small groups to locate critical issues at the fourth level on the triangle, writing the process name on the lower right hand corner of the card and give the card to the runner. |
| <p>II Plot the Issues total group</p> <p>26 40 minutes</p> | <ol style="list-style-type: none"> 1. Plotters put numbered dots on large triangle in locations designated by cards. 2. Look at the triangle--what strikes you? concentrations, empty spaces--what does this say about issues? 3. Where do you see the greatest concentration? count them--density points to contradictions. Ask group to locate 5-8 densest clusters and circle(don't try to pull every dot into a cluster). Number each cluster with a roman numeral, beginning with the highest density. 4. Assign clusters to teams. Have plotters sort cards by reading cluster numbers while explaining next step to teams. Send to team rooms with wall charts, cards and triangle arena name for each cluster. |
| <p>III Analyze the Issues four teams</p> <p>25 45 minutes</p> | <ol style="list-style-type: none"> 1. Gather as teams, explain process, break into subgroups(1 each cluster) 2. Using tape on the wall, sort elements of the cluster into 3-5 groups, give titles to each, decide the central group(most cards). 3. Subgroups name the cluster and compose sentences using the form. 4. Subgroups regather as teams--read sentences. Make any necessary corrections. Decide on team reporters. Put on wall charts. |
| <p>IV Report the Work total group</p> <p>28 45 minutes</p> | <ol style="list-style-type: none"> 1. Regather as a whole group. Have each team read their paragraphs and ask for questions of clarity. 2. Go around teams again, read only key issue sentences, corporately list 3-5 concrete, visible illustrations of each issue on the chart. 3. Reflect on what we have said in these paragraphs and in this workshop 4. What is this saying is required for the future of human development? |
| <p>CONCLUSION</p> <p>6 10 minutes</p> | <ol style="list-style-type: none"> 1. Context briefly what will happen with the issues paragraphs and illustrations. 2. Each team sends one person with paragraphs sheets and illustrations to editorial board. 3. Give necessary practical announcements and send out group. 4. Close. |

PREPARATION

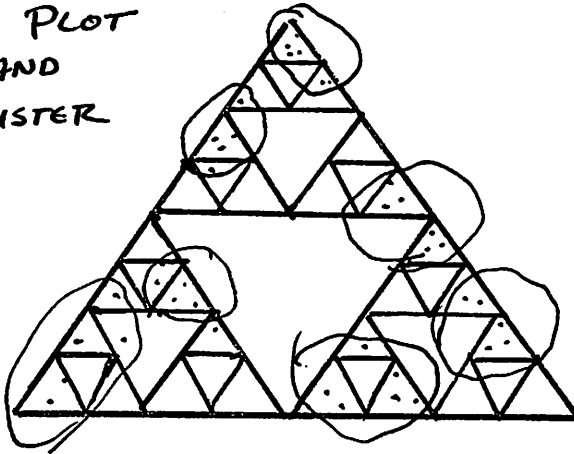
1. move T/C to side within view
2. Have S.P. Δ as center focus, for plotting.
3. CUT LARGE SHEETS FOR SENTENCE WRITING - WALL CHARTS

MATERIALS

1. LARGE S.P. Δ
2. CARDS
3. Felt tips
4. tape
5. STICK-ON DOTS
6. ISSUES FORM

M
O
V
E
M
E
N
T

II. PLOT AND CLUSTER



I
M
A
G
E
S

III. Issue Sentences and Illustrations (see form, p9 24A)

TITLE _____

In the arena of _____

THE MAJOR ISSUE IS _____

Related issues include _____

OPENING PRODUCTS:

1. 160 YEAR timeline
2. LIST OF TRENDS

CLOSING PRODUCTS:

1. ISSUE CLUSTERS
2. ISSUE SENTENCES WITH ILLUSTRATIONS

The Mandates Workshop

Denver

(REVISION)

Session Three

National Objective: To articulate the historical mandates for human development for the globe from the perspective of this region.

Existential Aim: To assume the posture of declaring our care for this region.

| | |
|--|---|
| <p>INTRODUCTION</p> <p>20 minutes</p> | <ol style="list-style-type: none"> 1. Present the issues chart 2. Have someone read the completed issues paragraphs--written during the break to include the illustrations list. 3. Describe the task of the mandates workshop--to determine the indicative historical mandates for those doing human development within this region. 4. Illustrate what is meant by mandate--Kennedy going to the moon, cure cancer, in the west, distribute water for agriculture. |
| <p>I Mandates Brainstorm as teams in large space</p> <p>40 minutes</p> | <ol style="list-style-type: none"> 1. Within teams, small groups of 3 list 10 historical mandates for human development in the 80's called for by the issues. 2. As a team, list 20 to 30 by getting one mandate from each small group, then add other critical ones. To complete the list, ask what is behind these? Are these just suggestions pointing to broader mandates? 3. Select from this list the 10 most critical. (be concrete) 4. Write the ten on cards. |
| <p>II Mandates Gestalt Plenary of total group</p> <p>55 minutes</p> | <ol style="list-style-type: none"> 1. Call for 2 cards from each team that most clearly deal with the issues and place in different columns on the board. Ask if there are obvious pairs among the cards and put them together. 2. Call for 3 cards from each team that are different from anything on the chart and create new columns or add them to the existing groups if appropriate. Number and name the clumps, then have teams number their remaining cards to the groups they fit in and add them to the chart. 3. Have the backup monitoring team present a preliminary mandates chart and review the chart together. 4. Assign mandate columns to teams. Explain next steps to teams while scribe from team copies their data from chart onto butcher paper. Send teams to team rooms. |
| <p>III Mandates Paragraphs as Teams</p> <p>60 minutes</p> | <ol style="list-style-type: none"> 1. Gather as teams. Review process, break into subgroups one for each column. (mandates) 2. Review what is in the column. Give the mandate a three word title and write the first sentence (ex., Affordable Quality Housing through the cooperation of all sectors). 3. Select 3-5 doable components that will best implement this mandate. Put into sentence form. Examples of possible future actions related to this mandate include. Create wall chart, from sentence form. 4. Subgroups regather as teams. Read paragraphs. Make any suggested changes. Put mandate title and elements on wall charts. Decide on team reporters. Get into editorial board along with paragraphs. |
| <p>IV Mandates Reflection reporting plenary total group</p> | <ol style="list-style-type: none"> 1. Regather as total group. Each team presents its charts and reads its mandates paragraphs. Read all work through without questions. 2. Reread each paragraph. Ask first for questions of clarity then for any recommendations of how to say this better. 3. Reflect on reports--what phrases caught your imagination? Where were you excited? What happened in this workshop? (SEE NEXT PAGE) |

ISSUES PARAGRAPH FORMAT

ISSUE TITLE _____

IN THE ARENA OF _____,

THE MAJOR ISSUE IS _____

RELATED ISSUES INCLUDE _____

Issue Illustrations from Plenary

MANDATES PARAGRAPH FORMAT

Session III

MANDATE TITLE _____

HUMAN DEVELOPMENT IN THE 80's REQUIRES _____

THIS WILL BE IMPLEMENTED BY 1) _____

2) _____

_____, 3) _____

AND 4) _____

27A

ISSUES PARAGRAPH FORMAT

ISSUE TITLE _____

IN THE ARENA OF _____,

THE MAJOR ISSUE IS _____

RELATED ISSUES INCLUDE _____

Issue Illustrations from Plenary

MANDATES PARAGRAPH FORMAT

Session III

MANDATE TITLE _____

HUMAN DEVELOPMENT IN THE 80's REQUIRES _____

THIS WILL BE IMPLEMENTED BY 1) _____

2) _____

_____, 3) _____

AND 4) _____

27A

The Regional Implications Workshop

Denver

(Revision)

Session Five

Regional Objective: To articulate the objective and strategic questions in engaging those who care in the region.

Existential Aim: To experience being the sensitive and responsive ones in the region.

| | |
|---|---|
| <p>INTRODUCTION</p> <p>20 minutes</p> | <ol style="list-style-type: none"> 1. Meet as teams in the team space. 2. Context the workshop. 3. Art form the region and reflect on the grid. 4. Reflect on the mandates and their significance in the future. |
| <p>I</p> <p>Articulate Mandate Practical Significance</p> <p>45 minutes</p> | <ol style="list-style-type: none"> 1. With the whole team, do a sample analysis of a mandate using the butcher paper forms. <ol style="list-style-type: none"> a. review the mandate paragraph. b. Brainstorm the implications of the mandate in a conversational manner: for local people, human education, minorities, the 3rd world, corporations, youth and women(the 7 revolutions) for the public, private, volunteer and local sectors; and for the sections or metros of the region: (Denver, Boulder, Grand Junction, Cheyenne, Salt Lake City and Colorado Springs.) c. Reflect on these implications as a group and ask individuals to list 3-5 necessary moves for the mandate. d. List these quickly as a group and select what would be the key move related to the mandate in the region. e. As a group, list the strategic requirements for each of the four sectors in implementing the move on the butcher paper. f. Place on the butcher paper formula paragraphs provided for reporting at the plenary. 2. Break the team into groups(one group on each mandate) to repeat the same process for their assigned mandate. 3. As small groups work, circulate to keep them moving. 4. Gather as a team if there is time to hear the paragraphs, then go to the plenary. |
| <p>II</p> <p>Hear Team Reports</p> <p>35 minutes</p> | <ol style="list-style-type: none"> 1. Gather as a group 2. Read the mandate paragraphs and call for questions of clarity and other suggestions for moving on these mandates. 3. Explain the metro meetings in the light of the full ten days. 4. Break the group to metro teams and assign spaces. |
| <p>III</p> <p>Decide Research Victories</p> <p>70 minutes</p> | <ol style="list-style-type: none"> 1. In the metro teams, review the work of the Symposium and reflect on the implications for the metro. 2. Review the 5 metro research intents: initiating or intensifying programmatic activity, objectifying the sociospirit contradictions, activating the forces of those who care, broadening authorization and funding sources and ascertaining new operational nodes and directions. Review the maneuver elements, activating the human development cores, expanding metro program activities, discerning the new coalition, and projecting the four year plan. 3. Review interviews already set up for your and list others which are called for to cover the entire geography. 4. Name the bottom line victories in each of the 5 arenas for the week and select the 5-10 key victories. |

Denver

(Revision)

Session Five

| | |
|---|---|
| IV Create Week's Maneuvers 30 minutes | 1. Brainstorm advantages, vulnerabilities and do's for each of the bottom line keys. 2. Look across the keys and organize activities into arenas of maneuver. 3. Delineate the what, who, when, where and how for each maneuver. 4. Name the maneuvers, write them in paragraphs and place them on the formula timeline. |
|---|---|

| | |
|------------------------------|---|
| CONCLUSION 15 minutes | 1. Each metro team read its maneuver paragraphs. 2. Rehearse departure and return times. 3. Announce rubrics for closing feast. 4. Send out. |
|------------------------------|---|

PREPARATION -

1. Have Region grid up
2. Get mandate chart and TP's
3. Have mandate wall charts up
4. Prepare wall charts — MANDATE/
 REGION TP's, MANUEVER WORK-
 charts, maneuver wk. T/C

MATERIALS -

1. mandate TP's and chart
2. Regional grid
3. Paper and pencil
4. mandate wall charts and tape
5. BUTCHER PAPER CHARTS FOR REPORTING.
6. TIME LINE CHARTS.
7. MANDATE FORMS & REGION

MOVEMENT IMAGES

I. Mandate Title

| | |
|----------|-----------|
| 6 metros | 4 sectors |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

MANDATE TITLE _____

The key move for this Region to fulfill this mandate is to _____

The 4 Sectors will make this possible as follows:

| | |
|-----------|--|
| LOCAL | |
| VOLUNTARY | |
| PRIVATE | |
| PUBLIC | |

III + IV (Metro Teams)

| METRO: | | | | |
|---------------|----------------|--|--|--|
| KEY VICTORIES | (BOTTOM LINES) | | | |
| ADVANT'GS | | | | |
| VULNERB | | | | |
| Do's | | | | |

IV MANUEVERS TIMELINE

| METRO: | | | | WEEK: | | |
|--------|---|---|----|-------|---|----|
| M | T | W | TH | F | S | SN |
| | | | | | | |

OPENING PRODUCTS -

mandate chart and TP's

CLOSING PRODUCTS -

mandate/Region chart
 key victories, maneuver TP's and T/C

DENVER
REGION

FIELD RESEARCH WEEK--COMMAND POST CALLS

MARCH 16-20
DATE 1981

Part IV p. 41

| QUESTIONS | DENVER | BOULDER | COLORADO SPRINGS | SALT LAKE CITY | GRAND JUNCTION | CHEYENNE |
|--|--------|---------|------------------|----------------|----------------|----------|
| WHAT HAPPENED TODAY? | | | | | | |
| WHAT NEW HAS BEEN SET-UP? | | | | | | |
| WHAT VICTORIES & STORIES OF DAY? | | | | | | |
| LEARNINGS ON THE INTERVIEWS-- METHOD/FORM? | | | | | | |
| QUESTIONS YOU HAVE RE ASSEMBLY, ETC.? | | | | | | |
| INFORMATION FOR THEM RE. ASSEMBLY, ETC. | | | | | | |

This is a supplemental interview form especially applicable with those who have been interviewed before.

The interview in the Regional Consult Document on page 48 is being used in many regions prior to their consult as a way to gather data and see many people in the four sectors whom we might not otherwise have the occasion to see. It serves as a lead into recruiting people for the Global Symposium where the Issues and Mandate statements will be pulled together.

During the Metro Practicum week, following the Global Symposium, an additional type of interview could be conducted which focuses attention on the Mandates, with people who have been previously interviewed. The following is an alternative visit format.

THE INTERVIEW

Onstage: Introduce selves and thank interviewee for taking time to see us.

Introduction:

1. ICA Context.
 - Global Story--ICA research, training and demonstration; concerned with the human factor in world development. (32 nations, 110 offices, 25 years.)
 - Last weekend, people gathered in _____ for a Symposium on Mandates for Human Development in the 80's.
 - Outline the event of the Regional Consult (three parts).
2. Summarizing Event.
 - We feel this event is something to be shared with you and others like you who care about this region. (Quickly describe the geographical boundaries referred to by this region.) We would like to run through the results of this work with you, to get your responses. These, along with others, will be used to rewrite this document according to discussions with people like you.
 - Quickly spin through the issues, mandates, and implications of the symposium.
 - Give a copy of the document to the interviewee. (Allow the interviewee to take time to look through it--don't rush him/her.)

INITIAL REFLECTIONS ON DATA:

1. What caught your attention first?
2. Anything particularly surprising to you?

LOCAL MANIFESTATIONS:

1. Have the interviewees glance quickly through the titles of the Issues--where do you see these issues locally occurring? (concrete examples)
2. Have interviewees glance through mandate titles--How do you see history calling for these mandates in your community?
3. What of these relate most particularly to your own concerns?

EXISTING ACTIONS:

1. Where in the world do you see attempts already being made in dealing with these issues? With these mandates?
2. Where is this happening in this region and who do you see doing it? Which would you consider really effective? Which merely superficial?

FUTURE ACTIONS:

1. What new specific actions do you feel need to be taken, or programs created?
2. What real breakthroughs do you feel are needed in order for significant change to take place?
3. If that happened what would you expect to be a result? What would be long-range implications (like 10 years down the line at the end of the decade)?
4. How do you see you or your organization participating in seeing that such change could happen?

Conclusion:

1. You've been most helpful in adding to this combined wisdom of many people in this region. We are finding many like yourself who are concerned with depth social change and human development.
2. Key contacts.
--Who else do you feel should have these symposium results and participate in this kind of discussion for their own input? (address, phone, what field)
--Can you introduce us, or make the appointment for us?
3. Quickly explain the Assembly and extend an invitation if appropriate.

Offstage: Thank you again for allowing this time with you. We'll look forward to being in contact with you again for special events that might arise out of this work.

STATISTICAL SUMMARY CHART

MARCH 13-22
1981

| DATA METRO | AGE | | | | SEX | | INTER- VIEWS | | RELATION OF PEOPLE | | SECTOR | | | | VOCATIONS | NAMES of INTERVIEWERS |
|---------------|------|-------|-------|-------|-----|---|-----------------|---|--------------------------|---|--------|-----|-----|-----|-----------|-----------------------------|
| | 0-20 | 20-40 | 40-60 | 60-80 | F | M | I | G | N | A | PUB | PRV | VOL | LOC | | |
| 1 | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | |
| TOTALS | | | | | | | | | | | | | | | | |

Code: I=individual, G=group, N=new, A=associated before

64a

DENVER
REGIONAL
CONSULT

SESSION ONE-REGIONAL ASSEMBLY

MARCH 20-22
1981

TOTAL TIME: 2½ hours

-Revision-

MOOD: Celebrative

| | |
|---|---|
| Introduct. 5 Min. | <ol style="list-style-type: none">1. Sing a song2. Context Consult and Assembly designs3. Context this session and product |
| Mov't. I if teams arrive early can do this before din. 45 Min. | <ol style="list-style-type: none">1. As teams come in have them fill in charts for their metros.<ol style="list-style-type: none">1. Bold moves chart2. Issues illustrations chart3. Advantages chart4. Mandate illustrations chart5. Statistical summary chart6. The 24 Great Quotes chart7. The Program Opportunities Chart |
| Movt. II 45 Min. | <ol style="list-style-type: none">1. Have teams give their reports (7 Min. each)<ol style="list-style-type: none">1. Key happenings2. Key learnings about metro3. Key learnings about being a team4. Walk through charts. |
| Movt. III 10 Min | <ol style="list-style-type: none">1. Reflection on reports.<ol style="list-style-type: none">1. What struck you?2. What phrases remember?3. What surprised you?4. What excited you? Feared you?5. What learned about metro? Region? the future? |
| Movt. IV 40 Min. | <ol style="list-style-type: none">1. Move to advantages chart2. Where are key advantages you heard from the reports? (Place colored dots on the chart and have someone write each one on a 4x6 card.)3. Do a column gestalt.4. Walk through columns and name them. (5-7 Great Regional Advantages) |
| Concl. 5 Min. | <ol style="list-style-type: none">1. Announcements about morning.2. Send out. |

THE GLOBAL MOVEMENT EDGE COLLEGIUM
(Refinement and Additional Resources)

Session 2

| | |
|----------------------------------|---|
| ON STAGE | <p>We want to talk about being a global movement that is focused on task--not organization--and its emerging forms and participation.</p> <p>(Note: this is a 20-minute spin with conversation)</p> |
| I TRANSITIONAL TIMES | <ol style="list-style-type: none"> 1) We are people of transitional times not unlike those who lived at the turn of the century, the age of invention which we symbolize with the year 1917. 2) As we look back over the decade of the 20th Century, we see: WWI, a world wide depression, WWII, many revolutions, with their accompanying search for meaning and significant participation. 3) The seventies were pivotal years as trends like "me-ism" and terrorism; inventions like OPEC; and events like the earthrise shook our pre-conceptions. 4) I see four great claims on us in the 80s: Humanized Education, Localized polity, globalized economy and global interdependence. |
| II GEOSOCIAL DYNAMICS | <ol style="list-style-type: none"> 1) There are fundamentally 7 rev. going on in our time, but only one thing we are concerned with-- rise of local people. 2) Every human's born global-birthright and decision. Function of globality is service of local-delivery of possibility. 3) Every human born local-particular showed-upness--specific place to act out that globality. 4) The geo-socio contradiction is at the regional level. There is a bottleneck blocking both ways. |
| III STRATEGIC RESPONSE | <ol style="list-style-type: none"> 1) For the last 4 years, we have been about 3 campaigns (76-80). They were aimed at empowering the local and sensitizing the structures to local potentiality. * 2) We have encountered an abyss in operat'l modes. In such a moment we rely upon the historic motifs of the strategist. 3) The next 4 yrs (80-84), our strategies are aimed at b'lding a unity of TWC (formation), demonstrating the potent'l of the Awakened and Engaged (manifestation) & declare the possibility of a New Human Development. 4) This reg'l conference launches that creative task. <p>(* See addendum sheet 66a)</p> |
| IV EMERGING ETHIC | <ol style="list-style-type: none"> 1) We have called the year 1980-81 the Year of the Region. 2) One primary focus is how to begin to give form to the 30,000 from all 4 sectors who are TWC. I like to refer to this as the time of The Team. 3) It certainly is time for those who see the moral contradict'n of our times to make an ethical response. 4) However, this is, first of all, stylistic and exemplary. |
| COLLEGIUM QUESTIONS | <ol style="list-style-type: none"> 1) Where have you recently encountered people who embodied this style (Perhaps someone you met last week)? 2) What was the focus of their care: community, institutional? 3) How would you begin to engage them in this Movement we are about? 4) What is the on behalf of task of this Movement as you see it in this regions? |

THIS RELATES TO MOVEMENT III OF THE COLLEGIUM

THE HISTORIC MOTIFS OF STRATEGY

Five historical motifs have emerged in foundational components from 25 years of designing strategy:

- 1) Expansive Coverage
- 2) Intensive Demonstration
- 3) Selective Probes
- 4) Supportive Flanks
- 5) Symbolic undergirding

EXPANSIVE
STRATEGY

The Strategist begins with expansive coverage as indicative that every last human being deserves the possibility of engaging in the inventions of history. The forum campaigns were both concrete action and symbol as we grounded the care of total geography with "a Town Meeting in every county." Geographic coverage was a theoretical principle, until we found ourselves turf we had never before entered; and, once entering it knew ourselves fully responsible for it, very practically, from that moment on. In that responsibility we met Those Who Care, face to face, and were reminded again that revolutionary change involves every person's life and profound humanness is every person's prerogative.

INTENSIVE
DEMONSTRATION

The Strategist engages in intensive demonstrations which raise the signs of hope and possibility for constructing a human society. The HDPs have been impactful in directing attention to new human life as people pick up responsibility for their communities. Perhaps the HDZ presents, for the Regions, this same potential for a larger piece of geography. Without intensified demonstrations of a vision longed for, our words become reduced to mere rhetoric and our action to momentary interest.

SELECTIVE
PROBES

The Strategist utilizes selective probes to experiment and research in new arenas that may coagulate in future common thrusts. For instance, the H.R.M. (Human Resurgence Mission) explored what it meant for a local congregation to focus its attention and care on its immediate geographical parish. We did H.R.M.s in 1974-1975 only for a short time and then dropped them as part of our priorities. However, it was only recently that Korea did 50 H.R.M.s in 50 local congregation with amazing results. We had no idea when we stopped that a moment would come when they would be appropriate.

When we are not yet sure of what to do or just what outcomes we can expect, selective probes allow a controlled experiment in which intensified endeavors can go on within a particular geography and time frame, with built-in feed-back, evaluation periods and readjustment until breaklooses begin to reveal the emerging directions or forms for the future, or it becomes clear that this direction is not the direction to take.

SUPPORTIVE
FLANKS

The Strategist considers the supportive flanks of forces, resources and frame and adjusts the current action to the necessary means. We began Maharashtra with a long-range three phase plan. However, after each phase we have re-evaluated and redesigned the next phase, taking into account the present framing, political and other shifts, limits and potential of funding and people resources. In each case we stood before the next phase (i.e. Phase III) with it looking considerably different than three years earlier. Yet, our grand strategy has not changed. We are accomplishing what we intended.

Clear strategy requires adequate comprehensive and continuous reconsideration of the indicative situation, which includes both advantages and vulnerabilities, updating of all four sector framing, expansion of resources and the continual calling forth of engagement at every level, which guards our task, surrounding the work with supportive and active collegueship.

SYMBOLIC
UNDERGIRDING

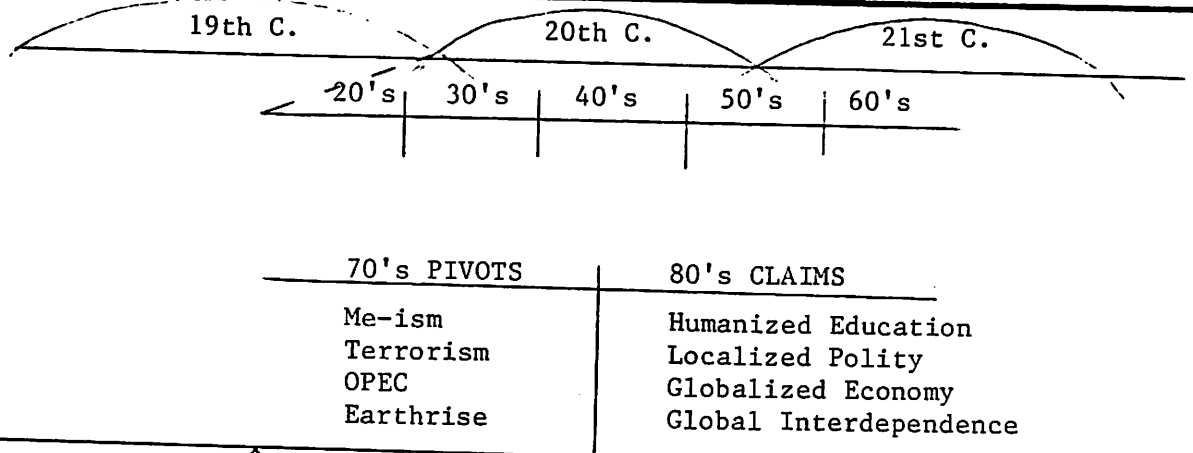
The Strategist creates the symbolic undergirding provided by stories, songs, banners, decor, publications and slogans which dramatize victory at every moment. The "Golding of the Counties", though at first a seemingly irrational gesture, gave the whole Movement a story of the rise of Local People; and focused energy and decisions, literally forging the future. It spawned imagination which generated songs and symbols for communities in which their geographical and historical realities were captured in poetry and imagery which could be rehearsed again and again. The mere "golding" of a map released momentum to cover geography, very practically, and the creativity that produced a three to four hour forum.

Without an ongoing symbolic life--singing, rites and rituals, decor using symbols and working charts, celebrating victories won and claiming promises of things to come--then the missional motivity and the task itself flounders. Symbol is as much "strategy" as much as are overt actions strategy and provides the foundation upon which the forces can continue to move.

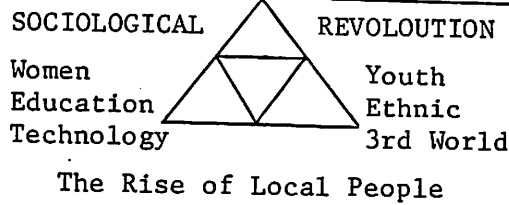
CONCLUSION

By standing on these historical motifs of strategy in a time of uncertainty about the forms for the future, we will be enabled to forge the new modes of expansive coverage, discern the most powerful demonstrations needed, decide the new experimental selective probes, re-evaluate our supporting flanks and create new symbols.

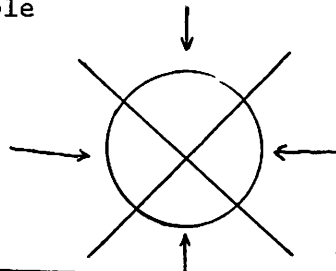
TRANSITIONAL
TIMES



GEOSOCIAL
DYNAMICS



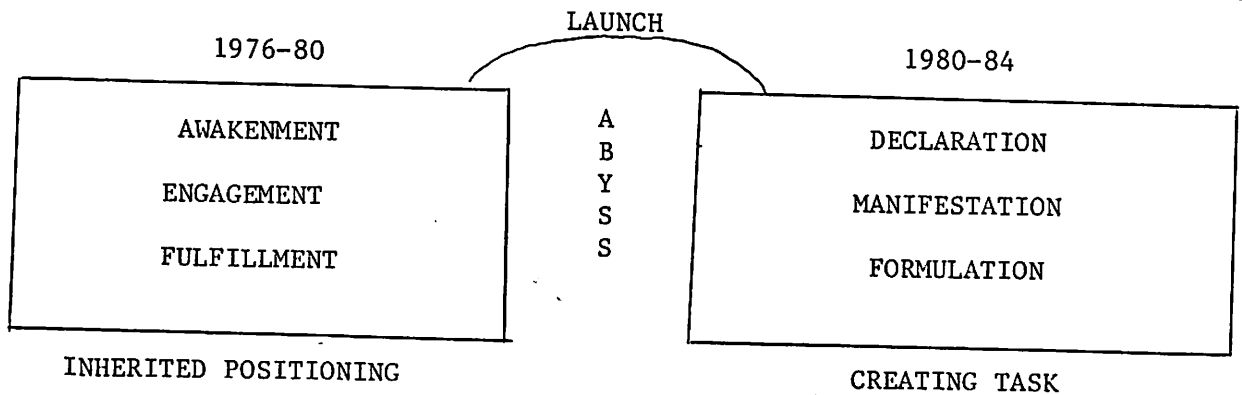
Bottleneck
or
Logjam



Region
Local on-be-half-of

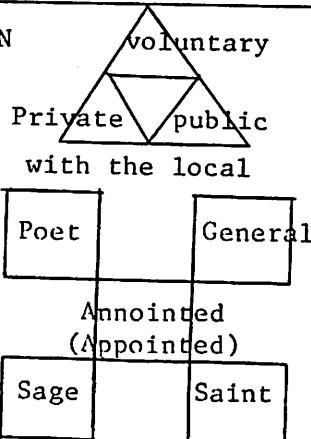
GEOGRAPHICAL DYNAMICS

STRATEGIC
RESPONSE



EMERGING
ETHIC

MORAL CONTRADICTION
85/15



ETHICAL RESPONSE
TWC 100

TOTAL TIME: 2hrs. 50 min.

- Revision -

| | |
|----------------------|--|
| Rational Objective | To state strategic components required to accomplish intents and victories. |
| Existential Aim | To experience the commonness of the region relative to issues and possibilities |
| Introduct. 5 min. | <ol style="list-style-type: none">1. Sing a song.2. Rehearse task of workshop.3. Reflect on Advantages:<ol style="list-style-type: none">1. What struck you?2. What has most promise?3. What bet on for future? |
| Movt. I 40 Min. | <ol style="list-style-type: none">1. Rehearse issues from chart.2. Reflect on data under each issue.<ol style="list-style-type: none">1. What is most striking? (place colored dots on these)2. What aspect or manifestation of this issue if not dealt with would render all other activity ineffective? |
| Movt. II 60 Min. | <ol style="list-style-type: none">1. Put bold moves on cards.2. Do a column gestalt.3. Name (intuitively name columns)4. Divide into teams (one/column)5. Each team name the intent of the column and the victory for the next four years.6. Teams report. |
| Movt. III 60 Min. | <ol style="list-style-type: none">1. (in teams) Brainstorm 15-20 activities required to accomplish victories of the next four years.2. (in plenary) Call for 3 of the most important activities from each team. Start a column gestalt.3. Get out most different.4. Name thrust of each column.5. Have teams plot remaining cards and put them up in the columns.6. Give final name to each column. |
| Concl. 5 Min. | <ol style="list-style-type: none">1. Announcements2. Send out |

TOTAL TIME: 2 Hrs. 55 Min.

(WORKSHOP-MASTER DESIGNS)
-REVISION-

| | |
|---|---|
| <p>RATIONAL OBJECTIVE</p> <p>EXISTENT'L AIM</p> | <p>To corporately state on strategic directions/components/sub-components for the region for the next four years.</p> <p>To diffuse the overwhelmingness of the task as they stand before the region.</p> |
| <p>INTRO. 5 Min.</p> | <ol style="list-style-type: none"> 1. Sing a song. 2. Context on the workshop. |
| <p>Movt. I</p> <p>45 Min.</p> | <ol style="list-style-type: none"> 1. Walk through data of components from the morning. 2. Divide into teams (one/cc) <ol style="list-style-type: none"> 1. Clean component title--3 word gerund phrase. 2. Decide from data 4 sub-components and put in 3 word gerund phrase. 3. Decide Strategic direction (Toward.....) 4. Fill out sentences on butcher paper (have these ready). 5. Report to whole group--Questions of clarity, inclusiveness, preciseness, suggestions. 6. Assign two skilled people to create a components chart. |
| <p>Movt. II</p> <p>45 Min.</p> | <ol style="list-style-type: none"> 1. Place large regional map at front of room. (have 4-6 sets of different colored dots) 2. Context--Going to do a walkabout of the region and then a talkabout as way to see what we really have on our hands and to look at this region and what we are doing from as many different perpestives as possible. 3. Walkabout: <ol style="list-style-type: none"> 1. Have shaded on map all counties where interviews took place during metro week--locate population centers of region. 2. Where have we done past programs (place dot on each location)? 3. Where have key advantages (mark with dot)? 4. Where are issues burning(hot spots) (mark with dot)? 5. Where would you move to deal with any of these issues? 6. Where have colleagues (mark with dot)? 4. Brief reflection: <ol style="list-style-type: none"> 1. What strikes you about the map? 2. Where see something not seen before? 3. Where excited? |
| <p>Movt. III</p> <p>45 Min.</p> | <ol style="list-style-type: none"> 1. Have the group look at advantages, issues, intents, components, mandates, bold moves, etc. 2. Individually list 5 thrusts for the next 4 years. (place on cards) 3. Have group get out 10-15. Place on wall near map. Ask for any that are totally different. 4. Select one--what component is it related to? select one--what advantages? select one--what issues? select one--what mandates? select one--what intents? select one--what bold moves? etc.--(do this quickly, intuitively) You can use several cards for each question. |
| | <ol style="list-style-type: none"> 1. Look at whole list. --which are extensive(cover whole region) |

(Revision)

Movt. IV
30 Min.

- Which are intensive(signal demonstrations)?
 - Which are futuric probes(experimental)?
 - Which are protecting our flanks(Main thrust is elsewhere)?
 - Which are symbolic undergridding?
 - Which are "That without which"?
 - What programs would be involved in this? (programs we already have)
 - What have to invent? Which one takes a full-time person; a part-time volunteer?
2. If you were going to initiate this thrust where would you do it?
Locate a place for each thrust to begin—place the card on the map--
Do this quickly?

Concl.
5 Min.

1. Reflect quickly on the afternoon.
2. Tomorrow--organize in rational form in time and space what we see is required in next four years.
3. Announcements about evening celebration.

TOTAL TIME: 2 hrs. 50 mins.

| | |
|---|---|
| <p>RAT'L. OBJECTIVE</p> <p>EXISTENT'L AIM</p> | <p>To decide the way in which the strategic components will be accomplished over the next four years.</p> <p>To experience the do-ability of the mission in the region as a regional team.</p> |
| <p>INTRO.</p> | <ol style="list-style-type: none"> 1. Sing a song. 2. Context remaining task. |
| <p>MOVT. I</p> <p>40 Min.</p> | <ol style="list-style-type: none"> 1. Present components chart with sub-component and strategic directions. 2. Reflect for: —Clarity —Clean titles —Check for inclusivess —Consensus |
| <p>MOVT. II</p> <p>40 Min.</p> | <ol style="list-style-type: none"> 1. Put up a very large timeline chart with 4 years across top and strategic directions down side. 2. Divide into metro teams. 3. Have each team decide thrusts toward each direction for each year. 4. Star the key one(s) for each year and put on cards—place on timeline. |
| <p>MOVT. III</p> <p>40 Min.</p> | <ol style="list-style-type: none"> 1. Have each team quickly read 4 year thrusts of each direction. for the metro 2. Talk through the timeline year by year. (use different colored dots). <ol style="list-style-type: none"> 1. What is the extensive (expansive) thrust(s)? (Mark with dots) 2. What is intensive thrust(s)? (Mark with dots) 3. What create supportive flanks? (dots) 4. What are selective probes? (dots) 5. What is phasing across geography, time? 6. What advantage is moved on? 7. Which issues/mandates are addressed? 8. What are the "That without which"? 9. Walk through each direction and describe its four year flow--Thrust. 10. Name each year. 11. Name the four years |
| <p>MOVT. IV</p> <p>40 Min.</p> | <ol style="list-style-type: none"> 1. Ask group individually write 3-5 activities required in next 3 months to launch the next four years. 2. Put up 3 month chart. 3. Ask for most critical activity of each month—plot on chart . 4. Ask for things not covered. 5. Name thrust for each month. State where will activity going on State who will be doing it. 6. When is the next meeting--metro/region, etc.? <p>[This conversations is intended to get out details like where 6 metro offices will be, Program schedule, etc.]</p> |
| <p>Concl.</p> <p>5 Min.</p> | <ol style="list-style-type: none"> 1. Announcements for closing. 2. Send-out. |

THE REGIONAL TEAM COMMISSIONING

Those who have decided to implement the plans created in this Regional Consult the past ___ days are called the REGIONAL TEAM- one team, one plan, one responsibility. We want now to symbolize this team with a commissioning

Leader:

I commission the _____ Region, comprised of the _____, _____, _____, _____, _____, and _____ Metros to create signs that manifest the new society, that declare the new ethical style, and that catalyze the formation of the new people through (name the strategic thrust titles of the Components Chart)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

etc.

Will you receive this commission for the sake of the creation of human community across the whole earth? Your answer is "We will."

The Team:

"We will."

Note: The commissioning should probably be given by a team of two: one of the Consult Team from another region and one from the Nexus.

