

**1** **CONSENSUS ASSOCIATES**

**Beyond Conflict To Consensus**

---

---

**PO Box 235**

**Terrebonne, OR 97760**

**(541) 548-7112**

**KLAMATH RIVER BASIN STAKEHOLDERS**

**BEYOND CONFLICT TO CONSENSUS WORKSHOP**

**THE BASIC PROCESS - MANAGING CHANGE**

**A LEARNING MANUAL**

***Confronting Conflicts, Building Consensus  
and Community***

Miner's Inn Conference Center.  
Yreka, CA

Prepared By:

**CONSENSUS ASSOCIATES**

PO Box 235

Terrebonne, OR 97760

(541) 548-7112

(541) 548-4701 FAX

wick5836@aol.com

**KLAMATH RIVER BASIN STAKEHOLDERS**  
**BEYOND CONFLICT TO CONSENSUS WORKSHOP**  
**THE BASIC PROCESS - MANAGING CHANGE**

**CONTENTS**

THE WORKSHOP REPORT AND LEARNING MANUAL.....	1
MODULE 1. PROCESS INTRODUCTION.....	2
* THE CIRCLE.....	3
* GROUNDING AND GREETING.....	4
* INSIGHT ON GROUNDING.....	4
* THE GREETING CIRCLE.....	6
* AN ADAPTIVE LEARNING PROCESS.....	7
EXPLORING THE ROLE OF THE RECORDER AND FACILITATOR.....	8
THE ROLE OF THE SUCCESSFUL RECORDER.....	9
THE ROLE OF THE SUCCESSFUL FACILITATOR.....	10
AN INCLUSIVE QUESTION.....	12
THE WORST AND BEST POSSIBLE OUTCOMES OF THE WORKSHOP .....	14
THE WORST POSSIBLE OUTCOME OF THE WORKSHOP.....	15
* WORST/BEST/POSSIBILITY.....	17
* WORST/BEST OUTCOMES.....	17
THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP.....	19
OUR SHORT TERM PURPOSE.....	19
A SUMMARY.....	19
OUR SHORT TERM PURPOSE.....	21
SELF CONSCIOUSNESS - A PAINFUL EXPERIENCE.....	25
HOW I FEEL ABOUT BEING SELF CONSCIOUS.....	27
MY RESPONSE TO BEING SELF CONSCIOUS.....	29
COPING WITH SELF CONSCIOUSNESS.....	31
EXPLORING CONFLICT AND UNRESOLVED CONFLICT.....	32
THE DEFINITION OF CONFLICT.....	33
HOW WE FEEL ABOUT CONFLICT.....	34
CONFLICT IS MORE THAN DIFFERENCE.....	35
THE EVIDENCE OF UNRESOLVED CONFLICT IN OUR ENVIRONMENT.....	38
THE WORST POSSIBLE OUTCOMES OF .....CONFRONTING/NOT CONFRONTING UNRESOLVED CONFLICT .....	40
THE WORST POSSIBLE OUTCOMES OF CONFRONTING CONFLICT.....	41
THE WORST POSSIBLE OUTCOMES OF NOT CONFRONTING CONFLICT.....	42
* A RELATIONSHIP PROCESS.....	43
A RELATIONSHIP PROCESS.....	47

THE BEST POSSIBLE OUTCOMES OF ...CONFRONTING AND RESOLVING CONFLICTS	48
.....	48
A SUMMARY.....	49
THE BEST POSSIBLE OUTCOMES .....	50
FOSTERING THE BEST POSSIBLE OUTCOMES.....	51
NEW ADAPTIVE BELIEFS AND BEHAVIORS.....	52
THE TIES THAT BIND.....	55
* CONSENSUS IS A BEHAVIOR, NOT WORDS.....	61
* DEVELOPING CONSENSUS WITH WORDS.....	63
DEVELOPING CONSENSUS STATEMENTS.....FROM COLLECTIVE STATEMENTS	65
.....	65
VISTA VIEW SCHOOL - RECORDED STATEMENTS .....	66
VISTA VIEW SCHOOL - A COLLECTIVE STATEMENT.....	68
VISTA VIEW SCHOOL - DEVELOPING CONSENSUS.....	69
VISTA VIEW SCHOOL - A CONSENSUS STATEMENT.....	70
* A PROCESS FOR COPING WITH CONFLICT.....	71
MODULE 1 - THE PROCESS.....	72
EXPERIENCE THE PROCESS - A PERSONAL CONFLICT.....	74
MODULE 2. MANAGING CHANGE.....	77
* ACKNOWLEDGING THE CHANGE.....	77
THE KEY ISSUES THAT CONFRONT US.....	80
* MANAGING AND RECORDING EMOTIONAL DISCUSSIONS.....	81
* IS THIS CHANGE REALLY NECESSARY?.....	83
THE REASONS RANCHERS AND AGENCIES WILL GIVE FOR NOT CHANGING....	84
THE SITUATION FROM DIFFERENT VIEWPOINTS.....	86
THE SITUATION BY GROUP.....	87
THE WORST POSSIBLE OUTCOMES OF THE DIFFERENT VIEWS.....	89
THE WORST POSSIBLE OUTCOMES OF THE SITUATION BY GROUP.....	90
EXPLORING STEREOTYPES.....	92
STEREOTYPES DEFINITION.....	92
THE STEREOTYPES WE PERCEIVE.....	93
* STEREOTYPES.....	97
THE PERCEPTIONS AND ROLES WE WILL FOSTER.....	99
* MANAGING STEREOTYPE POSSIBILITIES.....	100
THE NEW PERCEPTIONS WE WILL FOSTER.....	102
* A CHANGE SPECTRUM.....	105
THE EVIDENCE OF THE NEED FOR CHANGE IN THE SITUATION.....	108
THE EVIDENCE OF THE NEED FOR CHANGE.....	109
* CHANGE AND LOSS.....	111
THE BEST POSSIBLE IN 10 YEARS .....BECAUSE AGENCIES AND AGRICULTURE	
.....HAVE COLLABORATIVE RELATIONSHIPS	
.....	115
A SUMMARY.....	116
OUR LONG TERM 10 YEAR PURPOSE.....	118

DEVELOPING STRATEGIES AND ACTIONS FOR CHANGE.....	122
DEVELOPING STRATEGIES AND ACTIONS.....	BASED ON PURPOSE
.....	125
GROUP 1 .....	126
GROUP 2.....	130
GROUP 3.....	136
APPENDIX.....	139
* COLLECTIVE STATEMENTS.....	140
* DEVELOPING A COLLECTIVE STATEMENT.....	141
THE COMMUNITY IS TELLING A STORY.....	145
I MATTER.....	151
* THE VIEW FROM MY MOUSE HOLE.....	153

**KLAMATH RIVER BASIN STAKEHOLDERS**  
**BEYOND CONFLICT TO CONSENSUS WORKSHOP**  
**THE BASIC PROCESS**  
**THE WORKSHOP REPORT AND LEARNING MANUAL**

This report and learning manual is intended to be a practical reference tool for facilitators who attended the Klamath Basin Consensus Workshop in Yreka, CA, November 14-18. Over 40 stakeholders from the Klamath River Basin participated as facilitator trainees.

This report and learning manual is written in the order of events, as they occurred. The report is a compilation of collective statements developed from the flip chart notes taken during the workshop.

It must be emphasized that these are collective statements and not consensus statements. They represent the views of all the participants, but not all participants would agree with all the assertions in the statements. These can be, and many will be, developed into consensus statements.

The consensus process is defined as the report progresses. Consensus seeking and community building insights are inserted into the report at the time they were presented. Reading this report will allow the participant to re-experience the session, and to recall the beliefs, the process and the art for seeking consensus.

The questions that served to create the information are stated at the beginning of each task. These can be used as a model for additional sessions.

In reading this report, remember that the collective statements are the real words, expressed and recorded by real people during the workshop. This is not a professional report that replaces the personal statement with technical jargon. Very little filler information has been added to the individual statements. When you read it you will connect with your brains recall function and it will help you apply what you learned.

Each statement in this report is intentional. All the words have meanings, both individually and collectively. Read it closely, read it well. This report is significant.

The process for developing collective statements is in the APPENDIX.

## **MODULE 1. PROCESS INTRODUCTION**

An introduction to a basic process, the basic beliefs that motivate that process, and some of the art. This includes: introduction to the circle, a process for life-long learning, the worst and best outcomes, and an exploration of conflict. The participant will experience the application of the process on conflict, while learning how to develop a shared information base for wise decisions.

The participant will explore and experience the role of the facilitator and recorder in consensus building and in empowering others.

The participant will be introduced to the application of the process with value laden concepts like trust, openness and honesty, and leadership. The participant will learn how the exploration of these concepts can develop the necessary social agreements for consensus seeking.

Participants will leave with the ability to use the process on simple and everyday conflict issues. This basic introduction will be applicable to all the modules that follow.

**\* THE CIRCLE**

**IF YOU:**

**LISTEN WITH RESPECT...**

**UNDERSTANDING,**

**TRUST,**

**LEARNING,**

**A NEW TRUTH,**

**GROWING,**

**RESOLVING**

**ADAPTING**

**WILL RESULT.**

## **\* GROUNDING AND GREETING**

The session began, as it will each day, with a grounding. This activity is done to establish relationships, to gain initial information for the facilitator.

If the group is large, small groups are formed to do the grounding. The larger group is divided into smaller groups. The participants stand in the circle and "number off". Since people tend to cluster together in like groups, or comfortable groups, this activity will separate them into "unlike" groupings. This is done purposefully to create new relationships.

The participants in the groups then experienced grounding and the greeting circle. This was followed by the closure on "feeling and learning".

## **\* INSIGHT ON GROUNDING**

### **The Questions:**

- \* "Introduce Yourself and Your Relationship to Conflict.**
- \* "What Are Your Expectations of this Workshop?"**
- \* "How Do You Feel about Being Here"**

This is a simple grounding task that does the following:

- \* Establishes a model for listening with respect, a knowing that each person will be heard.
- \* Establishes a verbal territory for each participant, a sense of potential equity..
- \* Requires access to both the left and the right brain, engaging the "whole brain."
- \* Allows apprehensions and hopes for the meeting to be expressed.
- \* Allows participants to express hidden agendas (like leaving early, a flat tire, a sickness, etc.)
- \* Brings people into the "here and now."
- \* Provides initial information to the facilitator.

Grounding is an important activity to start any meeting with. We all come to meetings with some measure of apprehension or uncertainty about what will happen. Grounding allows this apprehension to be stated.



### **\* INSIGHT ON GROUNDING (Cont.)**

This activity introduces the circle and the notion of listening with respect to each other. It is important that the facilitator listen fully to each person so they may experience being listened to. Once listening with respect has been established in the room, it becomes a model thereafter.

Using the circle allows each person to occupy the room with the sound of their voice, establishing a verbal territory. Once a person's voice is in a room, it becomes easier to speak, especially if they are listened to. The sound of an unchallenged voice is a rare event for people, and this helps to allay the fears of those who are apprehensive.

We also come to meetings with recent past events (like a flat tire) or time concerns (like another meeting that will occur later) on our minds. If stated, these can be responded to, or may just become less important in the telling.

When you introduced yourself to another person, you accessed the left brain -- the file cabinet for your knowledge. You took information from the past and used it for the present or the future. Thinking brings you out of the present into the past or the future.

As an example, think of the last time your boss asked you into the office. You probably wondered, "What did I do?", and began to think in the past about what you could possibly have done to cause this request. Or, you may know what he or she wants and you begin to create a scenario in your mind about how you are going to deal with this situation.

On the other hand, when you talked about how you felt, you accessed your right brain -- the intuitive sensor, which reports on the here and now. This moment of here and now is important to consensus because it allows you to tap your creativity -- your wisdom.

Feeling brings us an awareness of how we are now, internally, with our emotions. Sensing makes us aware of what is going on externally. Each brings us in the here and now. Each "grounds" the person.

Thinking = Past or future.

Feeling = Present, here and now, internally.

Sensing = Present, here and now, externally.

**THINKING/FEELING/SENSING ARE ALL ATTRIBUTES THAT YOU WILL USE IN SEEKING CONSENSUS.**

## \* THE GREETING CIRCLE

**The facilitator is instructed to move inside the circle and greet the person to their left; then continue inside the circle, greeting each person in turn. Those who have been greeted follow the last person who greeted them inside the circle. When the facilitator returns to his or her original location, those inside the circle will continue to greet them, and the others, a second time. This time, the person inside the circle is the greeter, not the greeted. This balances the circle.**

No ritual is older, and none more anxiety ridden, than that of greeting each other. The natural tendency of individuals in groups, is to seek out those who they are comfortable with, those who are like them. This is "group think" behavior, that limits the information base of the individuals.

- \* The greeting circle establishes the opportunity for all participants to meet each other, friends and strangers.
- \* It allows the anxiety and apprehension of the individuals to be confronted, encountered. It releases energy into the room, in the sound of high voices, laughter, slaps on the back, hugs.
- \* It allows people to meet the person, in place of the role, or stereotype. As a result, it reduces the intimidation that people tend to perceive with each other.
- \* It opens up communication, allowing each person to seek a common interest or topic. It provides a basis for knowing people. It establishes a sense of community.
- \* By being both a "greeter" and a "greeted person", the concept of balance is introduced. This causes the individuals to go beyond the ritualistic first greeting, to finding a more real and common interest.
- \* It is uncomfortable, apprehensive, uncertain and sometimes feels "fake". Yet, it is a necessary activity if the group is to open communications.

The activity has meaning only if the two questions are asked and answered after the greeting. These two questions allow the individuals to be grounded again, and to learn from the experience.

**\* AN ADAPTIVE LEARNING PROCESS**

- \* WHAT IS THE SITUATION OR THE EXPERIENCE?**
- \* HOW DO YOU FEEL ABOUT IT?**
- \* WHAT DID YOU LEARN FROM IT THAT WILL MAKE YOU SUCCESSFUL?**

These questions allow individuals to process any experience, to make sense out of any experience, to integrate the experience into their being.

The question "how do you feel?" allows the person to react out of the situation with their emotional content. This allows expressions of anger, apprehension, doubt, as well as acceptance, excitement, support.

This reactive, or emotional material, must be expressed first to allow learning to take place. Otherwise, the experience is left external to the person. Emotions and feelings expressed grounds the person in the moment, allows people to be real. It is OK to be angry, or excited.

The next question, "what did you learn?" allows the person to be pro-active, to use the intellect to make sense of the experience. The question can be linked to the situation:

- What did you learn that will help you solve the problem?
- What did you learn that will help you successfully perform the mission?
- What did you learn that will create a sense of community?

This allows the person to relate the experience to the situation at hand. It integrates the experience into the knowledge base, internal to the person.

## **EXPLORING THE ROLE OF THE RECORDER AND FACILITATOR**

The participants were distributed into six small groups, each with the task of exploring the role of the recorder and the facilitator. The participants are distributed from "Group-Think" to "Community Think" by numbering off to six. This is just one way of creating diverse groups.

A member of the small group acts as facilitator and another as a recorder. **The facilitator is instructed to ask the question and allow each person the opportunity to respond in turn. The recorder is instructed to record whatever is said.** This minimum instruction allows the group to establish the role of both these positions.

This activity distributes the participants into new relationships. It allows the group to focus on a common task and introduces them to facilitating and recording. They are behaving and experiencing these roles while they are exploring them.

This is a useful task to use with a group in conflict that has spent little time problem solving together. It allows the individuals to develop skills and relationships that will be helpful later. These skills are put to use in the following tasks.

Note that the adjective "successful" precedes facilitator. This is purposeful. In framing questions, words that describe the best possible conditions are used by the facilitator. This focuses the individual and the group on "excellent" behaviors, rather than average ones.

### **The Questions:**

- \* **What Is the Role of a Successful Recorder in Building Consensus?**
- \* **What Is the Role of a Successful Facilitator in Building Consensus?**

## THE ROLE OF THE SUCCESSFUL RECORDER

**The successful recorder provides a group memory that is accurate.** The recorder should try to capture what is said as accurately and visibly as possible. A recorder writes things accurately. They are responsible for accuracy and function.

**The recorder will keep a balance between paraphrasing and accuracy with key words.** They must be good at paraphrasing and are succinct. They will write down what people say (2), although it doesn't have to be every word ~ just the important ones. They must be good at organizing fragmented thoughts. They write without putting value to points, are good at summarizing without change, and are willing to capture thoughts without participating.

**A successful recorder should verify accuracy and ask for clarification.** They will ask clarifying questions (2) as needed, check with the speaker on key phrases, and record the decisions of the group. They will clarify with the group. A recorder needs to double check that the information written is correct.

**A successful recorder should be a good listener.** The recorder is one who has good hearing in noisy rooms ~ one who has good focus. A recorder should be patient with someone getting out their thoughts when verbose.

**A successful recorder shows connections between ideas and captures disagreements/agreements heard.** The successful recorder will distinguish action items, capture key and salient points. It is better to rotate the role of recorder when inclusion of the recorder's perspective is wanted.

**The successful recorder takes comments which makes the group pace how they speak.** Recording brings quicker points on issues. Participants are more tuned in. A recorder uses bike rack/bin with dealing with issues.

**A successful recorder must be comfortable being watched.** Being a successful recorder raises self consciousness. They must be brave. Don't be afraid to write down what person says.

**A recorder should write fast (2), and have legible handwriting (2).** Spelling is not that important ~ just spell adequately and don't worry about spelling. A recorder should keep their back to us and just write. Use bullets, use a lot of colors, and separate arguments if possible in colors. A recorder should be willing to take responsibility to capture points.

**Being a recorder is frustrating.** It is frustrating to address this.

## THE ROLE OF THE SUCCESSFUL FACILITATOR

**A successful facilitator listens and creates a safe space for people to be heard.** They should listen well to move towards what the group wants. The facilitator understands the tasks, creates a safe environment *and* makes the environment comfortable for everyone in participation. She/he knows the organizational framework, knows the question, and makes the atmosphere safe.

**A successful facilitator will allow everyone opportunity to speak as much as they need to.** They make sure that everyone has the opportunity to speak and generally keep people in the process. She/he gives everyone a chance to speak - to start out with grounding rules for the meeting and depending on the group, tries to make sure everyone respects their chance to speak with out butting in. She/he is to be attentive, give everyone a chance to speak, ensuring everyone is involved.

**A successful facilitator will assure everyone's voice is being heard.** He/she checks in with everybody and brings in the concept of what you are feeling, and what you are learning. Everyone's idea is important. They allow interaction and allow everyone to be themselves (maybe even "welcomes" instead of allows) and show that they are actively listening. They have others be quite, listen and then speak.

**A successful facilitator must be consistent, and establish a sense of respect.** Their voice and self effacing demeanor creates a quiet and calm group, commands respect and has people's attention. The facilitator helps resolve conflicts, gives and gets respect. The facilitator remembers it's about the group and not about them and wears a facilitator hat, not a professional hat.

**Attributes of a successful facilitator are many and include being neutral and impartial (2), and without a previous agenda.** They need to be assertive and need to be brave. They must be balanced and be unobtrusive. *A good facilitator* will be likeable and have a good sense of humor. She/he strives for a delicate balance between keeping a process moving ~ but not to the point where you don't allow people to express themselves.

**The successful facilitator should be viewed by everyone in the group as neutral.** The facilitator remains objective with no judgment.

**The successful facilitator has to be patient, have a calm presence, soothe people, get rid of fears, create safety and an environment for learning.** A facilitator is a calming influence who needs to be patient, remain calm, and build trust. The goal is to conduct a fair process that everyone can have faith in and feel safe in. She/he should be comfortable with someone saying "I don't know what to say on that."

## **THE ROLE OF THE SUCCESSFUL FACILITATOR (cont.)**

**The successful facilitator will keep momentum flowing and keep the thought process flowing ~ without being too pushy.** A facilitator is prepared, guides the process and does not force outcome. They keep the flow going and captures words exactly as I said them. He/she works within the structure but flows with what really happens. She/he will keep a conversation or meeting going and knows when the subject is covered completely. They keep the group focused, pay attention and ask questions that will move the group through the process.

**A successful facilitator will focus on the process, be respectful and keep the process moving.** He/she keeps the group's attention and keeps the process going. A facilitator keeps the ball rolling (don't forget the egg timer.) Keeping the process moving is important, even if the process changes direction. They will reduce chaos, keep the group focused and try to keep things on point. They must bring the group back on point.

**The successful facilitator sets the stage, makes sure everyone is grounded and sets ground rules for the session.** This entails carefully defining tasks and format, making sure everyone gets a chance to talk. A facilitator will maintain the ground rules if or when the conflict intensifies, and help diffuse tensions by getting everyone to laugh.

**A successful facilitator will have a good understanding of human behavior and use it.** They watch people's body language and are ready to approach people who are reluctant to say something (and make extra effort to notice.) They must model body language and sit in an open way. Their posture facilitates a body language, as commanding and leading a group has impact. Standing above is like talking down. But sitting is equal, so they stand only when they need action.

**A facilitator is paid well, and recorders don't have to type notes. RIGHT!**

**Keep the bike rack.**

## HAS EVERYONE SPOKEN AT LEAST ONCE? AN INCLUSIVE QUESTION

In our culture we normally will continue with an activity when half, or slightly more of the group has completed the task. This is based on a competitive belief system. We believe in the “survival of the fittest,” or the “Law of the Jungle.” This means that those who are faster should not be held back by those who are slower. "A chain is only as strong as it's weakest link", I have been told. Get rid of the weak links.

Somehow, those who can't keep up must be punished for this behavior. So, we move ahead without them. Or we say, "lets move ahead, you slow ones can catch up later." Later never happens. This separates the group into the "fast learners" and the "slow learners."

There is a tendency to foster this difference between individuals and groups. As a result the slower individuals do not get represented in the group situation. They become sensitive to this discrimination. They will begin to feel more apprehensive and drop out, or will become resentful and prolong their slow behavior. Either way, their information and ideas are lost to the group.

We have preconceived notions about this belief in the “survival of the fittest.” It you are taller, faster, more beautiful, slender, outgoing, with the best grades, then it is assumed you are the top of the evolutionary heap. Not so, says Aesop, in his story of the “Tortoise and the Hare.” As fast as the Hare was, his arrogance got him, as he slept while the more persistent and humble turtle walked over the finish line.

The fact is, we don't know who the fittest will be. The tallest person may be the right one for the basketball team, but the shortest will be the best for traveling through space to the stars.

If we truly believed in the survival of the fittest, then why do are we drawn to the smallest kitten in the litter? Why do we have a small business loan program? Why did we save Chrysler during it's down times? Why not let the others win?

The fact is, there is another survival and evolutionary mechanism. It is called “Survival of all.” How can we make sure all of us make it? This is the basis for consensus building. It is also hte inherent concept behind Democracy.

I have learned that we all need to participate if we are going to resolve the conflict and reach a consensus. This requires that we allow all members to complete a task before moving ahead, even if it appears to take more time.



### AN INCLUSIVE QUESTION (cont.)

In all tasks, especially those that require writing, or recording, I wait until each individual, or group has completed the assignment. This means that the fast writer has time to just sit and think while the others are completing the task. This is a good time, a balance for that person. Who knows what serendipitous material may enter her mind?

If a group finishes the task before the other groups, then they have time to dialogue informally. This is an uncertain moment at first. Who will speak? What will we talk about? Self consciousness dominates the moment. This is their dilemma to resolve, their opportunity to seize the moment. Often, these discussions are more productive towards resolution of the issue than the assigned tasks.

Before moving ahead, the facilitator asks the question: **Has everyone spoken at least once?** If the group facilitators signal they haven't, then the facilitator turns and walks away from the working groups. The message is clear... you are in charge. When the groups signal they have all spoken, then the facilitator moves the group to the next question of task.

We must be concerned with the survival of all, when a conflict affects all of us. This requires that we allow all to participate fully. The process must be inclusive, rather than exclusive. The process must allow for spare time to be experienced by some, just for balance, for serendipity.

When the process is inclusive, I have observed that the "slowness behavior" moves around among individuals. The person who finishes fast this time, is the last one the next time. The person who is slow now, is faster later. This allows people to express a broader set of behaviors, to have a broader range of experiences.

## **THE WORST AND BEST POSSIBLE OUTCOMES OF THE WORKSHOP**

The participants were provided the opportunity to express their worst and best outcomes for the workshop. The facilitator asked the two questions listed below separately. The participants recorded their answers on 3 x 5 cards while in the small groups. This brings silence to the room. The participants then expressed their answers individually to the small group. The individual statements were recorded on flip charts as they were expressed.

**The facilitator is asked to select another facilitator from the group, and then become the recorder.** This allows the position to move to other members of the group. This instruction is given in all the later activities.

The worst outcomes are all recorded first, then the best outcomes. This leaves the image of the best outcome in the participants minds.

This task allows each person to express his/her worst and best outcomes. It also allows silence, or quiet, to be present while writing. This allows each person to go internal, to relax, to become balanced.

The individual statements were developed into collective statements to represent the collective view of the entire group. These collective statements follow. These represent the collective vision or mission of the participants for the workshop. They are not consensus statements, but can be developed into such statements.

The process for developing collective statements is in the Appendix.

### **The Questions:**

- \* **What Are the Worst Possible Outcomes of the Workshop?**
- \* **What Are the Best Possible Outcomes of the Workshop?**

## THE WORST POSSIBLE OUTCOME OF THE WORKSHOP

**It will be a waste of time and we won't learn anything.** It will be a waste of time not learning anything new and not feeling this time was well spent. I would hate the training and walk out with no tool, that I learn nothing useful and go home and do nothing. What if I continued the same course and nothing happens, such as not growing and changing, not learning and connecting with others?

**It is not investing time wisely.** This is a wrong way to spend time. I would not learn anything for this session. I wouldn't see choices. I will leave disappointed and resentful and avoid conflict even more. What constitutes a waste of time?

**I might not participate fully, my frame of mind drifts back to what I am not doing at my job and I never implement the lessons learned.** Not being able to focus because of other commitments, I miss valuable information. I will end up without a chance to voice my concerns on an issue and the group will move forward in a direction I can't go. I won't learn to listen.

**Supervisors and government policy makers won't value, support, accept and allow this new process or approach to holding meetings.** They would not want to talk and circle and everyone gets madder. I will miss and not get the opportunity to use the skills and contacts I've made here to further the consensus process. I may be criticized by others for prioritization of my time.

**I won't be able to live up to the responsibility or "label" of facilitator.** I would gain skills learned this week and believe in the method, but would not be able to use the skills or I would try it on a contentious group and fail to make them work. I didn't have the necessary skills to communicate effectively in group situations.

**I would not have the confidence to use conflict resolution.** Fear and self consciousness will prevent me from being assertive enough to use the tools. I will fail to grasp how the process works and I wouldn't want to be involved with the process at any time in the future. Even if I did understand it, I wouldn't be any good at it.

**No one will take what they have learned and go actively facilitate.** What if no one in the class uses what they learned and this process dies? I fear communication within the community will stop when we leave this classroom setting. People in the class become unhappy and start checking out mentally or stop processing about activities.

## **THE WORST POSSIBLE OUTCOME OF THE WORKSHOP (cont.)**

**I would fall further behind at work and miss critical deadlines creating feelings of anxiousness.** I will fall behind at work, miss year end deadlines, use funding allocated to something else to take this training and have the budget dogs at my heels because of that. Also, not being available to help people I work with and who work for me so to we can get jobs done. There is time lost here instead of accomplishing things in the office. I would miss deadlines for school and work and loose my job. If it starts raining next week I will have missed the sunshine this week! Worst of all... my butt falls asleep!

**There really can't be a bad outcome from this workshop.** No matter what we take away we can use something. The worst outcome is I will get sore from no exercise. There could be no worst possible outcome.

**Folks should turn off cell phones and learn how to do conflict resolution.**

**This process or anything like it will NOT help facilitate recovery of healthy and productive fisheries.**

## \* WORST/BEST/POSSIBILITY

**Worst Outcomes:** These are feared future imagined outcomes, often based on past experience, with a presently experienced emotion, biochemical and physical reaction. When people believe them, they affect their perceptions, beliefs, values and strategies. They tend to be self-fulfilling prophecies when strongly held.

**Best Outcomes:** These are hoped for future imagined outcomes, sometimes not previously experienced, but intensely imagined, with a presently experienced emotion, biochemical and physical response. When people believe them, they affect their perceptions, beliefs, values and strategies. They tend to be self-fulfilling prophecies when strongly held.

**Possibility Thinking:** An acknowledgment that both worst and best outcomes are present and inherent in each moment, up to, and often after the event. This balanced view allows the movement toward desired outcomes.

## \* WORST/BEST OUTCOMES

\* **What Are the Worst Possible Outcome of this Workshop?**

\* **What Are the Best Possible Outcome of this Workshop?**

In this task, we explore the fears and the hopes of the participants. It is more important to explore the worst fears before the best hopes. Fears are uppermost in the minds of those who are apprehensive, uncertain, unwilling.

It is normal and right to fear the worst outcome of any situation. As an example, think of a time when you were sleeping and the phone rang early in the morning. What did you think? How did you feel?

How about the time your child ran toward the road? How did you react? Did you yell to him and demand he stay away from the street? Even though there are no cars there, you experience the worst possible outcome -- **THE CHILD BEING HIT BY THE CAR!** Not only that, you feel the potential emotion of that moment just as if it happened.

In such a way, people fear the worst outcome of any situation and operate emotionally out of that fear just as if it were really happening. This is a major motivator for most conflict.

Once your fears have been adequately expressed, then your hopes seem more possible, easier to express and believe. This also leaves the images and words of the best hopes in the minds of all the participants. This is the image that will guide their thoughts and behaviors during the workshop.

All events/issues have a potential worst or best outcome. Either is possible. Typically, some of us choose to focus on either the worst or the best outcome (Pessimists and Optimists). When these views become pitted against each other, we tend to see the worst outcome or the best outcome as the exclusive possibility. This results in polarization of views.

The best outcome is often not experienced by people in conflict because they get focused on talking about the worst possible outcome. Rarely does anyone acknowledge their worst outcome as they can move to the best outcome.

The best outcome is just as possible. It is a way of expressing the potential in any event or issue. It is a goal, a direction, that all can agree to seek. It focuses on the positive efforts of people who are seeking the best. Consensus recognizes the possibility of the worst and the best outcome.

**THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP  
OUR SHORT TERM PURPOSE  
A SUMMARY**

*A summary can be created for any collective statement. This is done by taking the first sentence in each paragraph, normally in CAPS, in **bold**, underlined, or otherwise highlighted. This first sentence normally summarizes the intent of the paragraph. It is sometimes necessary to include other statements if they represent a different perception than the first sentence. The summary provides a more focused view of the collective statement.*

(NOTE: Words in *italics* were added during the collective statement process.)

***“Better is a meal of bitter herbs where there is peace than a feast where there is strife.”***

- \* I will learn skills in conflict resolution and facilitation that I can use for the rest of my life, personally and professionally. Everyone becomes a knowledgeable facilitator, with confidence and shares their skills in their communities.**
- \* I learn how to accept and deal with conflict in my life and help create peace in my community. I will learn a useful technique to resolve conflict in groups. I learn to listen how to provide an environment where others can be heard.**
- \* I will apply what I have learned. I am able to successfully integrate the ideas and concepts learned here into my community and work.**
- \* I have learned something about myself and others that will make me more effective in my job and in relationships with others. I will use what I have learned to resolve personal conflict and that I will speak my truth without fear.**
- \* I will continue to grow as an individual, and have personal interconnection with communal growth. I will meet new people and I reach out and interact with those I wouldn't have previously. I will understand better what it means to let people be who they are, and be okay with whatever that is. Even better would be to share the acquired skills with groups who need help.**
- \* We have a more pleasant and happy community to live in. We see happy, peaceful, thriving communities.**
- \* People will come together in a positive manner, moving forward in a positive way to create solutions. Resolving conflicts will release communities abilities towards problem solving.**

**THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP  
A SUMMARY (cont.)**

- \* **We get more and more used to living with conflict and use it as a tool for change. There will be consensus and progress will happen. Amazing solutions will evolve, solutions that everyone can live with and we are empowered to solve our own complaints and issues.**
- \* **More community resources will be available to meet the challenge. We quickly see positive results that keep us energized with an addiction to learning from others that will give us broader perspective of a vision for solving future conflict.**
- \* **The workshop ultimately will be beneficial for the environment and natural/cultural resources. We will have healthy fisheries.**
- \* **There is sustained growth as it becomes an even better place to live. The Klamath Basin community will become a role model for all the West, wherever communities are in conflict.**
- \* **I make it until Friday!**

*World Peace!*



## THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP OUR SHORT TERM PURPOSE

*(NOTE: this is the entire collective statement. Words in italics were added during the collective statement process.)*

**I will learn skills in conflict resolution and facilitation that I can use for the rest of my life, personally and professionally.** I will learn how to be effective in group sessions and how to use skills learned here to facilitate positive change in the community. I learn how to work with a group ~ a conflicted group towards collaboration. I will reconnect to the process, learn the skills of successful facilitation. I have “insight” into consensus process for my thesis work.

**Everyone becomes a knowledgeable facilitator, with confidence and shares their skills in their communities.** Everyone in the class becomes a facilitator and begins to use the skills to create a community that can work through issues. I learn sufficient skills to help projects I am involved with, move through conflict and find good, positive solutions. I make positive changes.

**I learn how to accept and deal with conflict in my life and help create peace in my community.** I accept that conflict is everywhere, an unavoidable part of being human, and I am comfortable with it. A personal knowledge of what is “human reaction” and okay feelings.

**I will learn a useful technique to resolve conflict in groups.** The time spent here will help me be able to work through and understand issues at home and be a positive change force. I will start looking for solutions to issues at work which will help me become more efficient, facilitative, and avoid power struggles. A step forward in finding solutions toward addressing new issues/conflicts.

**I learn to listen how to provide an environment where others can be heard.** I will listen more. We learn to listen to positive interactions with groups of people. When everyone is listened to they will no longer fear an imagined outcome. More important outcomes would be to learn how to respect other people’s opinions and beliefs.

**I will apply what I have learned.** I become brave enough to try to help people dispel their fears and conflicts over our resources. I will recall what I learned and be able to use it at will. I will be confident to use the process effectively. I have confidence in addressing conflict. I will have the opportunity to do it again. I will set some goals and meet them (organize a circle.)

**I am able to successfully integrate the ideas and concepts learned here into my community and work.** I get to know and trust this process. I want to be able to use the process at my job, and use the tools in my work environment with success. I will understand the limitations of the process and how to adapt it to the situation. I am successful at it, so people work productively to find solutions. They and I are much happier.

## OUR SHORT TERM PURPOSE (cont.)

**I have learned something about myself and others that will make me more effective in my job and in relationships with others.** This course will change my life and help me to deal with conflict successfully ~ relationships will be forged. Time for me, investment in myself, to learn not being scattered between work and family. I will remember what I have forgotten to keep alive in myself and behaviors. I am as important as anyone else, softer, listen, and regain purpose. I will help my organization to be more positive.

**I will use what I have learned to resolve personal conflict and that I will speak my truth without fear.** I will speak in front of others without fumbling. What I feel and learn I can speak (what's in my heart actually gets out.) I will learn to help others resolve conflict and restore faith in solutions.

**I will continue to grow as an individual, and have personal interconnection with communal growth.** I will learn and get more confident. I will become a stronger, more confident leader and see conflict as an opportunity to grow. I will regain that "in process" feeling.

**I will meet new people and I reach out and interact with those I wouldn't have previously.** I will make new friends. I will leave having made new friends with skills to help me to better deal with conflicts and conflicting personalities in a small community. work myself into a position of comfort with people who have the influence and connection to get some important projects completed. All are working closely and developing relationships with people whom we would never converse with without a cyber connection. I create job and life security.

**I will understand better what it means to let people be who they are, and be okay with whatever that is.** I learn to be more patient and let the process work. Each person leaves with a new personal awareness that unlocks a positive chain of events that circle the earth and touch every sentient life in a positive and constructive way.

**Even better would be to share the acquired skills with groups who need help.** I will be able to be successfully help resolve conflicts regarding Coho Salmon Recovery, sharing knowledge with and using that knowledge. I don't know...I hope to use my training at work, but I don't know if that will happen or not. I want to share my experiences with others.

**We have a more pleasant and happy community to live in.** All will understand differences and cultures, leading towards a more compassionate community. There is less tension in the community. Potlucks and parties are held that keep bringing all stakeholders together.

## **OUR SHORT TERM PURPOSE (cont.)**

**We see happy, peaceful, thriving communities.** Social harmony will be restored. It is a safe/vibrant place to live with economic stability. Our energies will be positive with attendant health, family and community benefits when family members understand other cultures and have a truer understanding of each other.

**People will come together in a positive manner, moving forward in a positive way to create solutions.** We will live with empowerment to solve our own problems. We will come up with win-win solutions.

**Resolving conflicts will release communities abilities towards problem solving.** We will all be on the same side of the program, experiencing community growth through conflict resolution. The solution will drive the agenda rather than the problem. People and communities are learning together with a sense of well being and happiness.

**We get more and more used to living with conflict and use it as a tool for change.** When we constructively confront conflict, people on all sides of an issue are relieved of their polarized position and will embrace the change which results.

**There will be consensus and progress will happen.** Progress will happen! Enemies will become friends. Environmental groups will see both sides of an issue and government bodies will listen better. There will be reduced polarization and no limit to collaboration. People and the world will be healthier!

**Amazing solutions will evolve, solutions that everyone can live with and we are empowered to solve our own complaints and issues.** We find the exploration of possible solutions (better solutions) than would not have been explored without the conflict.

**More community resources will be available to meet the challenge.** We willingly, happily change our behavior and take actions to remedy the sources of our scarcity. People would not be in fear that there is not “enough” and would work together to create solutions. Communities will get more money to solve problems, ending in world peace.

**We quickly see positive results that keep us energized with an addiction to learning from others that will give us broader perspective of a vision for solving future conflict.** We can have a positive impact and thereby gain confidence. Relationships will strengthen and future conflicts will become less adversarial. The norming process can lead to envisioning entirely new alternative futures, one that are unprecedented.

## OUR SHORT TERM PURPOSE (cont.)

**The workshop ultimately will be beneficial for the environment and natural/cultural resources.** There will be benefits to a healthy environment. We have an employed logging community and a productive ranching community.

**We will have healthy fisheries.** We will see the restoration of streams and fish related cultures and economics but will not unduly burden existing communities and industry.

**Children who grow up here can stay here.** There is sustained growth as it becomes an even better place to live. There will be more time to do other things. Professional and family time will be better. We begin bringing families back together in a positive way. No matter the outcome of the property (to sell or not to sell.)

**The Klamath Basin community will become a role model for all the West, wherever communities are in conflict.** The community created here will flourish and help the larger community. We bring peace to small groups who bring peace to larger groups and the pyramid grows. We will be better in work and community involvement through self governing and inter-related communities.

**I make it until Friday!**

*“Better is a meal of bitter herbs where there is peace than a feast where there is strife.”*

*World peace!*

## SELF CONSCIOUSNESS - A PAINFUL EXPERIENCE

You are asked to speak. You didn't expect this and you are not prepared. You are suddenly aware of yourself, of a sense of an expectation others have of you, or of your sense of inadequacy. You are aware that others are looking at you, waiting for a response. Your heart begins to beat rapidly and your face flushes. You try to speak and find that you can't. You breathe deeply and make some self deprecating remark, causing laughter, hoping the tension will release a little. You ask the facilitator to repeat the question to divert attention away from yourself and give yourself more time

You are experiencing self consciousness, an awareness of self, a being separate from everything else. This condition comes with the attention of others, especially when you least want it or expect it.

Being self conscious is one of the most natural, common, and most avoided experiences in life. Participants who speak for the first time during the grounding are often nervous, flushed, anxious, their voices shaky. They are overcoming the feeling of being self-conscious. This is often the first time these individuals have spoken their truth before this group, and they are painfully aware of the sound of their voice being present in the room. Often they will precede their statement with a qualifier, "I don't often speak in groups," as an excuse for their nervousness. Or, they may tell a joke to take the pressure off as others laugh. They may ask for the questions again to gain some breathing and thinking time. These are all behaviors of the self conscious person.

I have found that all humans are basically shy creatures. We cover up that shyness with many subterfuges.

It is interesting to me, that the one trait that supposedly separates us from the animals, and makes us "God-Like" should be so feared. Self consciousness is nothing more than consciousness of self, an awareness that I exist as a separate entity. **"I am."** It is a gift, a birthright. Yet we avoid it for the comfort of being "non-conscious," operating on auto-pilot, unaware, and therefore safe.

The definition of self conscious implies this sense of fear and pain:

*"(Being) aware of oneself as an individual or of one's own being, actions, or thoughts. (Being) socially ill at ease: a self-conscious teenager. (Being) excessively conscious of one's appearance or manner: a young, self-conscious executive. Showing the effects of self-consciousness; stilted: self-conscious prose."*

In the biblical story of Adam and Eve, when they ate of the fruit of the Tree of Good and Evil, and disobeyed God, they immediately became aware, self-conscious, especially of their nakedness, and they were ashamed. So, they covered their nakedness with fig leaves. Up until then they did not know awareness, consciousness, shame, nakedness, or the judgment of nakedness. They did not know self as a separate entity. They were happy, comfortable and unaware.

I have learned from my own life experience, and from watching and listening to others, that self-consciousness is a painful experience. Once you are aware, there is truth, and truth is often frightening. Once you are aware, there is judgment of right and wrong, a judgment that you must make. Once you are aware of a character trait that is negatively affecting your life, you must decide whether to change or not. This is a painful decision, because it requires you to be uncomfortable.

Yet, we can not be truly human until we are aware, self-conscious. It intrigues me that everyone today wants to attain a status of self-esteem. In order to do that, they must have a self. In order to have a self, they must be self-conscious. If they seek comfort, they will seek to avoid, to not know, to not be aware. This makes life easy, comfortable, and you become non-conscious, non-self. The result is you have no experience of self esteem.

Watching television as a spectator sport fosters non-consciousness. Confronting a conflict to resolve it requires self-consciousness. I intend, in my sessions, to avoid comfort, to foster self-consciousness. This begins with the grounding, allowing each person the opportunity to speak. Each person must make the choice and decide what to say. In the greeting, participants meet one another, meet strangers and enemies. This is a self-conscious experience.

When I assign a person the role of facilitator, recorder, or panel member, they are often surprised, then anxious, concerned about their ability to respond and be adequate. This is an experience in self-consciousness. I do this because I know that conflict can only be resolved in a consensual manner, if the participants involved are self-conscious, aware, willing to work with truth.

In the following pages are workshop participants description of their experience with the self-conscious state, and how they respond to it. They responded to two questions:

#### **THE QUESTIONS:**

- \* **What Is Self Consciousness and How Do You Feel about It?**
- \* **How Do You Respond to Self Consciousness?**

You answered these questions, one at a time, knowing you would not share them in the group, but they would be used to develop this collective statement. This is your answer.

## HOW I FEEL ABOUT BEING SELF CONSCIOUS

**I feel awkward.** Awkward. Awkward. Awkward. Awkward! I feel uneasy and uncomfortable. I feel embarrassed (3), Dumb (2) and Odd.

**I feel like fleeing.** I want to leave the situation. I feel frightened, on edge afraid uptight defensive, close mouthed and frustrated. I feel less than, red, flushed, shaky, uncertain.

**I feel that I have nothing to offer.** I feel less perceptive of others, the people with whom I am interacting. Not grounded, or sure “will I make the grade.” “Will I overdo it, be overbearing if I share too much of me too fast?”

**I feel exposed (3)!** I feel that all of my insecurities are visible to everyone and that they resent me for having insecurities as much as I berate myself for having them. I feel isolated, naked (2), hyper aware and uncomfortable. I feel I am not good enough (2) and this magnifies my flaws. I feel not liked, unattractive and lonesome. I feel vulnerable.

**I feel anxious (5) about being the center of attention ~ where I would rather not be.** I feel that I would rather be someone else who isn't so self conscious. I feel like my normally unconscious moves and postures and body language are blatantly obvious and I find myself wanting to control my body.

**I feel nervous and more quiet than I want to be.** I feel inarticulate and sweaty. I feel nervous, when self conscious. I feel nervous and uncomfortable. Sometimes I feel scared, so much so I can't articulate well. My throat tightens and my breathing becomes more difficult. I want to leave so I might recover.

**I feel insecure (4) and less confident.** It makes me tongue-tied. I feel big, large, and uncomfortable in my body. I also feel intimidated, small, weak, impaired and unhappy.

**I feel as if all eyes are on me.** I feel watched, probably because I'm watching myself. So I do something to distract or deflect the attention. I am stressed and think I need to break the “ice” to get the attention away from me. My reaction is to border mania in an attempt to both draw and reject attention.

**I feel like everyone is looking at me and judging me.** I feel I am under a microscope. I feel uncomfortable and am afraid other people won't like what I do, so they won't like me. And then they will be mean to me or shun me.

**I feel like self examining myself.** I feel as if I'm ineffective, as if I talk but people just dismiss it since I'm the one who is talking.

## HOW I FEEL ABOUT BEING SELF CONSCIOUS (cont.)

**I feel out of my center and concerned about how others see me.** I look at myself through critical eyes. I feel off balance and rattled. I feel a little “off base.” I find myself unable to do things that I know I can do, and it’s all because I no longer trust myself to do them correctly, or to the level I know I am capable of.

**I feel more focused on myself than on other people when I’m feeling self conscious.** My element is created when I become so central that others fade out of personal view. I become self focused, uncomfortable, self absorbed and egocentric.

**I want to do it right or appear competent.** I feel there is a chance that what I verbalize may be seen as wrong, or misunderstood. I also feel everything I say or do will be completely analyzed.

**I am needing to communicate.** It becomes difficult to remember what other people are saying. It is much harder to pick up their non verbal communications.

**I get a full body rush of adrenalin.** I understand why your perspective differs or parallels other perspectives. I feel a bit more humble, perhaps a little bit more at ease to divulge your perspective.

**I feel energized (2), excited, sincere, sensitive and focused.**



## MY RESPONSE TO BEING SELF CONSCIOUS

**I respond by getting nervous.** I get apprehensive and I worry. My insecurities, be they substantial or otherwise, come to the surface and I feel like I've failed in some way. I sometimes drink. Sometimes I laugh nervously.

**Physically my cheeks burn and my hands sweat.** I react defensively, and get angry. I become emotional, negative and defensive. I go on the offensive and lash out. Sometimes I say nothing at all. First I get mad and start denial and then I start looking for another way to make my point, and if other people are making me self conscious, I confound them.

**I become overwhelmed with insecurity and tend to create a "fight or flight" reaction.** Rarely would I flight in the same sense. My personality seems to fly as I take control by being more...get through it somehow.

**I respond by avoiding situations that make me self conscious.** By deflecting the attention away from myself I say something "funny" or clever. I become increasingly incoherent. I avoid the situation and avoid eye contact. I respond to being self conscious in different ways. Sometimes I'll leave. Sometimes I will laugh a lot. Sometimes I say as little as possible.

**I use avoidance.** I avoid facing those that appear to be my "opposites." I look down and avoid people's eyes. I tend to keep more to myself. I withdraw. One of two things.... I try and find something to have a conversation about, or... I just leave.

**I respond by becoming quieter.** I get quiet because I'm thinking of what I'm saying, doing, how I'm presenting myself. I get very quiet. I tend to be quiet. I become quiet and just listen. I become timid and quiet. I become more alert and just listen.

**I respond by either being quiet or talking too much, not listening or interrupting another.** I respond too quickly or I am silent and don't respond.

**I clam up and do not say what I should.** Usually I freeze up, and when that is not an option, then I stumble forward thinking more about how foolish I must look than my task at hand. Thus usually creating a self fulfilling prophecy. I am not honest.

**I respond by comparing myself to others.** I respond physically such as pulling inward. I feel a loss of self. I put on a "face that I think fits the need of the situation. Then I discount the feelings as vanity.

**I am very conscious of my every movement, what I say and how I say it.** I respond first by going over what I want to say before saying it, but know that inevitably I have to move forward. I say or do something in a guarded way.

## MY RESPONSE TO BEING SELF CONSCIOUS (cont.)

**Sometimes I talk without making a lot of sense.** I talk more to try to fit in. I find a comfort level this way. I over analyze my behavior and what I'm going to say. I'm listening to what's in my head instead of to the people I'm with.

**I remind myself that it is okay to feel that way and go ahead and do what I need to do and let myself just feel self conscious.** I work to change my focus from myself to others. Seeking out someone who looks out of place and trying to welcome them and help them feel comfortable.

**I try to interact with all members of the group.** I assess the group, myself, and the immediate social dynamics and deliver an honest, but contextually appropriate response. I talk and listen more and resist sticking with or near only those I know.

**I find the will within and move forward.** I try to find my center, deep-breathe, look for where I am tense physically, try to relax, release tension, talk to myself, remind myself I have something to contribute. I focus on an issue with creativity.

**I focus on my breath and I breathe.** I take a deep breath. I take many deep breaths. I try to up talk to myself, encouraging myself that what people think about me is not important as what I think of myself. Then I grab a breath mint.

**I take a deep breath or two, focus on something calm and peaceful for a moment, then try and move past the feeling to letting myself be me.** I feel my internal sensations and try to accept them which can quiet me down.

**I summon up my courage.** I remind myself that we are all just people. I take the role of grace. Pray for grace to guide me. Look at everyone.

## **COPING WITH SELF CONSCIOUSNESS**

*When coping with self consciousness it is important to acknowledge the moment, to recognize it is natural to have this feeling as a human being. You will learn to feel comfortable with being uncomfortable.*

*If you want to manage being self conscious.....*

### **ACKNOWLEDGE TO YOURSELF.....**

**“I AM SELF CONSCIOUS”**

**AND.....**

**“IT’S OK!!”**

**AND...**

**“TRUST MYSELF!”**

## **EXPLORING CONFLICT AND UNRESOLVED CONFLICT**

The six small groups, each explored the concept of conflict. Half the groups explored the definition of conflict and how they felt about it, and the other half exploring the evidence that unresolved conflict exists in their environment.

This task allows the group to immediately focus on a common task, using their new facilitating and recording skills. It allows them to explore and develop a social agreement on their behaviors while exploring conflict.

Exploring the definition of conflict allows the group to deal with this more as an abstract concept, with less personal attachment. Exploring "unresolved conflict in your environment" allows the group to explore the specific reality of conflict in a more emotional context.

**The Questions: (The facilitator selects a new facilitator and becomes the recorder.)**

- \* **What Is Conflict and ..... How You Feel about It?**
- \* **What Is the Evidence of Unresolved Conflict in Your Environment? How Do You Feel about It?**

## THE DEFINITION OF CONFLICT

**Conflict is differences of people and their views.** Conflict evolves around differences. They don't understand about each other and their fear about not understanding.

**Conflict is a difference of opinion that can escalate into something negative or that can be used in heated debate to create positive outcomes.** When people's differences of opinion get polarized from the other side and they don't communicate, get angry and more entrenched in their own viewpoint. A fight over things or ideas and driven by perception or reality about scarcity, incivility, rapid change, power and diversity.

**I see a real polarization of ideas, people moving away from the middle to extremes.** People turning to religion, to fundamental parts of religion, away from rational discourse to irrational. Single issue voters. Away from moderate to everything seen as life and death extremes.

**Conflict is one's inability to accept oneself, one's current condition and leads to negative feelings about the outside world.** Energy is spent up and I feel I can't express it in any way. I can't create an effect that I want.

**Conflict is a lack of trust between parties resulting from different life experiences.** Based on past experience, people develop a lack of trust, an inability to communicate, listen, etc.

**Conflict is a lack of sharing information.** It is limited information. If we do not share information, how can we make it move forward?

**You can have conflict without saying anything!** Is there a difference between conflict as disagreement and physical conflict? It's all conflict...and it can all lead to either further conflict or beneficial change.

**I think problems continue to grow and become more difficult to solve.** Unresolved conflict lowers moral, drains creativity, the status quo remains and people do not take chances at creative solutions. Unnecessary suffering results due to misunderstandings. Still not enough water and not enough fish ~ or that perception. Higher gas prices. Conflict can escalate to war.

**Conflict is probably essential to move and resolve issues between people because without that, we will have status quo (dull and boring.).** We like to sit, brainstorm and make it move forward, want to be an active participant.

**Conflict can bring the best out.** It is a learning mechanism. It motivates people to grow and change and collaborate with neighbors. If you don't bring conflict into something that is wrong it doesn't change. There is no opportunity for change.

## HOW WE FEEL ABOUT CONFLICT

**I feel intense fear.** I feel fear; fear for family and livelihood and health. I feel apprehension for the future, the future of community and the continued extreme polarization.  
I feel fear

**Extreme ends are going to force the rest into extreme corner, when generally I see more of the middle.** Generally, see both sides. Not necessarily right or wrong. We are seeing extreme ends.

**I feel strongly angst over it.** I feel sadness. Enough to devote several years of my life to providing tools ~ social infrastructure (family resource centers, mental health service) to make it better. So people have skills to deal with it.

**I am frustrated.** Everybody has things to share. Just a little bit of information can't solve issues. Different life experiences can bring that to the table.

**I am very concerned and I believe that we (community) can work together for an outcome that will be more acceptable.** Not run people out of business or use/abuse real resource. We can do it but we need to help our communities deal with change. Change is hard!

**Conflict is to be embraced...it brings up peoples passions and leads to progress.** Without it we can't move forward. We need it to survive or we would become complacent and bad things can happen. Differences of opinion are powerful tools of change for the better. If you can get rid of the anger and get the communication going; a lot of conflict can be solved with communication.

**I am learning to appreciate conflict.** I am starting to see conflict is important to help people to learn how to work together and that conflict means that people care. I have seen good things happen because of differences of people's opinions. I am optimistic.

**To solve conflict, we have to be willing to do it.** With the result being positive or negative and it's our choice. I am excited!!!

## CONFLICT IS MORE THAN DIFFERENCE A VISUAL EXPERIENCE

Most people initially define conflict as a difference of opinion, values, or beliefs. Or, they may state it is a disagreement between two or more people.

*“Conflict is a difference of opinion between two or more people.”*

I want them to understand that conflict is more than that, that something is added to that disagreement or difference to cause the conflict. To do this I use a visual activity that physically involves some members of the group, and mentally and emotionally involves all the group.

I ask two members of the group to help me do this, normally two males, although I have used female and male pairs. I have them join me in the center of the group. The others move their chairs so they can see this activity.

**A Demonstration of Difference or Disagreement:** I ask Joe and Jon to join me in the center of the group, facing each other. I have Joe tell Jim he wants to walk in the direction he is facing, and Jim to do the same.

Joe: *“I want to go that way (pointing ahead).”*

Jim: *“I want to go that way (pointing ahead and in the opposite direction).”*

They each walk in the direction indicated and turn facing each other again. **I point out to the group that this is difference, or disagreement.** They each want to do something different than the other. But, this is not conflict. In the room, difference in dress, in colors, in hairstyle, height, age, shoe type are all evident, yet there is no apparent conflict because of it. Each person has made an individual choice, and no-one is threatened by it. Difference, by itself, is not conflict.

**An Added Ingredient... Power:** I have the two men repeat their statements, but this time, Joe tells Jim that he wants him to go his way:

Joe: *“I want to go this way (pointing ahead).”*

Jim: *‘I want to go this other way (pointing ahead and in the opposite direction).’*

Joe: *“No, I want you to go this way with me.”*

Jim: *“I want to go this way, not your way (starting to walk ahead).”*

Joe: *‘Well, I want you to go my way (standing in front of Jim and blocking him).’*

Jim:            *“You can’t tell me what to do, I want to go this way (trying to step around Joe).”*

Joe:            *‘I want you to go this way (steps in front of Jim and pushes him back with his hands on Jims’ shoulders).’*

Jim:            *“(Pushing back on Joes’ shoulders) I want to go my way, not yours.”*

Both men are now pushing against each other, straining to gain ground. I have them.. **Freeze!** They stop shoving each other, but lean heavily on each other, straining their muscles, at an impasse.

*“What has happened to their energy?”* I ask rhetorically. *“How much of this is available for the community focus? Conflict is difference, or disagreement, with power attached to it,”* I say, *“and it ties up your energy. The focus is now not on the work you will do, but on who will win.”*

**An Inter-personal Conflict Becomes an Inter-group Conflict:** These two have created an inter-personal conflict between them over which direction to go, over who should decide. Their struggle, and the loss of energy, is plain to see by everyone in the organization or community. This struggle concerns those who watch it, in the workshop, and in real life situations.

Jim looks back over his shoulder and cries for help. (With a suggestion from me.)

Jim:            *“Sandy, come help me.’ (Sandy does this and pushes against Joe.)*

Joe responds in kind, looking over his shoulder:

Joe:            *‘Bill, come help me.” (Bill does this, pushing against Jim.)*

These people respond, pushing in the direction of their friend. As the two continue to ask for help, others join in the pushing and shoving, until there are two groups of pushing, struggling individuals. There is much fun and laughter in doing this.

Then I ask them all to... **Freeze!**

*“What has happened to all the energy of these people?”* I ask rhetorically. *Why did they join this conflict? How much of their energy is now available for their work?”*

People joined this fray out of loyalty to their friends. They may not even know what the argument is about. But they have chosen a side now, and in so doing have created an inter-group conflict. This refocuses the energy of the group on the conflict, instead of work.



The entire group stands and honors those who participated in this learning exercise. They have helped them see that conflict is more than difference, it includes power. When one person decides that the other must do what he wants, then energy must be exerted to make that happen. If the other resists, then there is conflict. This is inter-personal at this stage. But, if others are asked to join, and they do so out of loyalty, then an inter-group conflict results. It takes power to make that happen.

The groups now read off their evidence that conflict is present in their environments. This describes in words what the visual activity demonstrated.

## THE EVIDENCE OF UNRESOLVED CONFLICT IN OUR ENVIRONMENT

*“Refiners gold: when you put gold one under pressure and heat you bring gold to the surface.”*

**Fear, and the fear is from the farmers and ranchers and being able to continue family operations (lifestyles, more than just a job).** The fear of the environmental community is that we will run out of resources. Environmentalists feel they are unsuccessful and if they are unsuccessful and ranchers and loggers go out of business and we buy everything overseas at twice the environmental price.

**Communication is achieved thru gossip instead of open dialogue.** People are not communicating at work. People are not interacting and are retreating into work spaces. They are not communicating on a professional level.

**I see the land in unhealthy conditions.** It seems like being a farmers daughter ~ we all love the land; being a biologist I love the land...but there are not enough resources to go around. I see a lack of recruitment of natural resource operations (farming & ranching.)

**I see poverty of every variety, spiritual, economic, environmental and intellectual.** It starts to revolve around every issue in the universe and every neighbor you have. It is “spotted Owl Syndrome” (when something is listed it will destroy our lives ~ it is us or them.)

**Unresolved conflict leads to anger, fear, suffering, a negative thought mode and breathing.** Things get bigger and bigger in your head. Tension builds and impacts the ability to deal with other things and leads to a focus on mean things, how bad things could be and mean things to say.

**I see anger and I hear anger and frustration.** It makes people wish to withdraw - like an ostrich putting its head in the sand. People stay stuck and express and act out on anger. People who are upset about Coho recovery sometimes lack civility when interacting. They are more quick to anger.

**There is a polarization and extremes, anger and bitterness and with that alcohol abuse to kind of numb that pain.** I see a high suicide rate, high heart attack rate, high domestic violence rate and drug use. Unresolved conflict causes nausea, wasted energy, tension, seeking refuge in unconstructive behavior such as drugs, alcohol, radical religion. Kids are dropping out of school and on drugs.

**Unresolved conflict results in no progress, destruction, hatred, unfriendliness, and abusiveness.** The negative yard signs and bumper stickers are physical evidence of unresolved conflict. Evidence of unresolved conflict is stress. There is tension in my shoulders.

## **THE EVIDENCE OF UNRESOLVED CONFLICT IN OUR ENVIRONMENT (cont.)**

**There will be divisions in the community and loss of local control of our communities to external forces.** All the pieces of the puzzle that are still missing that people are fighting to have completed or not completed. The Bucket Brigade needs to be directing in a constructive way without unpredictable behavior. There is some unhappiness at having assumptions based on actions taken to avoid conflict.

**A Dead river and extirpation of species.**

**The willingness of people to participate in consensus shows evidence of unresolved conflict.**

*“None of us is as smart as all of us.”*

## **THE WORST POSSIBLE OUTCOMES OF CONFRONTING/NOT CONFRONTING UNRESOLVED CONFLICT**

The small groups explored the worst possible outcomes of confronting and not confronting unresolved conflict. Those who tend to confront conflict approach it with the "FIGHT" response. Their response is based on a worst fear... that they will lose. The result is that they respond with exaggerated behaviors. Their response will be loud, conspicuous, and appear aggressive.

Those who avoid conflict use the "FLIGHT" response. Their worst fear is that confronting the conflict could endanger their life. They fear violence and vindictiveness, so they try to become invisible..

Since each group has a different worst outcome focus, their communication is often incompatible and discordant. The aggressor will overstate the problem, the avoider will understate the response.

These worst outcomes affect the beliefs, strategies and behaviors of the groups. They affect relationships so that information exchange is severely hindered. Openness and honesty are inconceivable. Hidden agendas are paramount. This actually may foster the worst outcomes of an issue.

**Exploring the worst possible outcomes of confronting and not confronting unresolved conflict helps the participants to recognize that worst outcomes exist under either scenario, that the outcomes are essentially similar.**

These worst outcomes are possible. They are probably present, at some level, in the environment. They create the reactive force that develops the actions, strategies and behaviors of the participants.

These worst outcomes often describe the existing situation from the parties viewpoints. It indicates that they have, in fact, created the self-fulfilling prophecies for what they want to avoid.

**The Questions: (The facilitator selects a new facilitator and becomes the recorder.)**

- \* **What Are the Worst Possible Outcomes of Confronting Unresolved Conflict in Your Environment?**
- \* **What Are the Worst Possible Outcomes of Not Confronting Unresolved Conflict in Your Environment?**

## THE WORST POSSIBLE OUTCOMES OF CONFRONTING CONFLICT

**If at first you don't succeed, you never try again.** There is a possibility of rejection. Confronting conflict would be rejection. You may be wrong or find out it is partially your fault. We will fail, retreat and lose the will to confront again.

**All of the issues become more polarized.** We are not working it out and not coming to agreement. We get further away from resolving the conflict. We actually create new conflicts. Getting involved in "wrong" conflict ~ I will get involved in something I am not prepared for.

**The conflict escalates and gets worse ~ which makes me sad.** We will escalate or branch out a conflict that involves others who don't want to be involved or not there. Everyone turns against you. I may cause you to do something you don't want to do.

**There will be an entrenching lack of communication.** If you give up the right to remain silent anything you say can and will be used against you in a court of law.

**Physical confrontation and attack is scary and evokes fear.** Fear of death and killing. Someone may be publicly discredited - and are humiliated. We lose friendships and gain enemies. This creates a rippling effect to family and home, causing illness and lowered immune systems.

**WAR!**

## **THE WORST POSSIBLE OUTCOMES OF NOT CONFRONTING CONFLICT**

**The division between groups becomes a deeper hole.** Existing conflicts deepen making what might have been possible less possible. Trust becomes worse as communication becomes worse. This makes the conflict harder to resolve and makes it easier for the antagonists to pretend the conflict does not exist.

**It is a frustrating replay of the situation over and over.** Problems are not resolved and the pendulum swings to political extremes. Litigation is expensive and we end up with interpretations of the law that no one expected.

**There are feelings of powerlessness and people disengage from social activity ~ they do not grow and develop.** Nothing changes and we have a dead community. I will be someone I don't want to be ~ hateful, mean, withdrawn and I feel like giving up! I may withdraw and escape and wouldn't be interested or involved in the community or my family. The conflict gets demonized!

**There will be physical violence like terrorist bombings and war.** Life is a pressure cooker as a result. Negativity and violence gets released. Over time you allow more negative influence or groups to manifest itself (e.g. Arab/Israel war.) It all just gets worse over time because it is impacted by more negative events. There will be unpredictable violence ~ group and individual violence.

**Agencies and groups waste too much time and energy opposing each other rather than working cooperatively.** There will be action against them.

**If we do not address the conflict we allow conflict to continue by allowing dysfunctional patterns.** People in conflict continue to interpret each others behavior in light of their understanding of each other. If we don't address the conflict fear takes over (actions are governed by fear). You become the agent for your worst possible outcome.

**There is the possibility of a big winner and a big loser!** There is the possibility of a loss for everyone. There could be the loss of a whole culture.

## \* A RELATIONSHIP PROCESS

Of all the influences we have in our life, relationships with others are the most important. We cannot communicate without relationships, we cannot have conflicts without relationships, we cannot have power without relationships.

During the 60's and 70's many studies were done with groups, trying to understand the way in which groups are formed. A series of developmental stages were identified that apply equally well to one-on-one relationships. These have been described in many ways, using different terms, but I have found the following description the easiest to remember because it rhymes.

Remember, though, that this is a road map. It appears linear because it is described in stages, each following the other. In actual experience, we go about this in very different ways. Some stages are fast, others slow, some stages may be left out, some stages may be repeated. Be aware of this as you explain it to others.

**STAGE 1. FORMING:** We first meet as strangers, seeking something that will bind us. Our initial conversation is a search... where do you live, who do you know, what do you do? Each of these seeks some commonality that we can talk about, begin to develop a relationship around.

This is the time when similarities are important. We like to be with people who are the same as us. This is the most non-threatening stage of a relationship. We develop a relationship that is safe.

There are some who seek difference, who purposefully seek out that which is different than them. Those they find are also seeking difference. This is their similarity as a basis for the relationship.

**STAGE 2. STORMING:** This stage begins when we are confronted with our differences. That which brought us together is suddenly threatened. Because we are curious creatures, we are normally unwilling to be satisfied with the boredom of sameness. We begin to test the boundaries of our relationship. We begin to mold the other person to meet our needs. This is a movement to the use of power in the relationship.

We are all different in some way, from each other. We differ in our ages, our cultures, our experiences when we grew up.

In the forming stage we may agree on the value of family traditions at Holiday times. We like having the tree with Christmas bulbs and tinsel. This is our similarity. But, when it comes time to share Christmas together, we find that there are differences in approach we had not discussed before.

So, I may want to buy a white fir for Christmas, because this is the way it has always been in my family. But, my wife wants a cedar tree, because this is the way it has always been in her family. I want my soft light bulbs that I have used for years, she wants her bulbs, the kind that blink on and off all the time. They make me nervous after being in the room for a while.

I like to just toss the package of tinsel at the tree and watch it naturally arrange itself as it floats to the ground. Pat likes to place each individual strand on the individual branchlets of the tree. Who decides?

Well, in my culture, the English, the male is the final authority. I will get to decide. I expect my wife to "conform," to comply. This is the approach I was taught to use in my culture. I learned to conform to authority, to what was expected. In fact, my generation was known as the "age of conformity." We wore the same clothes, worked an 8-5 shift, had "standard" job descriptions, worked to "keep up with the Joneses."

My wife, however, is younger, a feminist, coming from the age of rebellion, the 60's. She is also American Indian, where there is a matriarchy, and decisions such as this are left up to the woman. She decides she will not conform, she has every right to have a say in this issue.

Now we are entering the stage of storming. We have different approaches that have to be resolved. Normally they are resolved by you conforming to my needs, so that you continue to "look like me." That is the safest, most stable relationship to have. It is also the most boring, uninteresting relationship to have.

But, what if you don't conform? What if you stand up for your views? Then I must "force" you, and that is the beginning of the "power struggle", the beginning of real conflict. If I am a flight person, I will appear to comply, and move the storming to the non-verbal arena, by resisting quietly, with passive aggression.

If I am a fight person, I will pit my power against yours. We are in a power struggle, a real storming is occurring. We are now reactive, emotional, motivated by worst outcomes.

There must be a solution to this storming. An impasse is not desired. We rely on the common approaches to conflict resolution. I may deny the problem exists. Or, I may distance myself from the issue, by not talking to you about it, by not speaking to you, or by placing myself where you are not seen.

I may seek a divorce, a termination of the relationship. Then I can do what I want without having to be in a power struggle with you. Or, if the unresolved conflict is too much to bear, death becomes an alternative.



This is the motivation behind the violent shootings of postal workers by a former co-worker, recently. Because he lost his grievance, and could not accept the decision, he felt compelled to visit death upon those who participated, including himself. The inability to somehow resolve the storming phase of conflict is probably behind much of the violence we see in society today.

**STAGE 2A: THE PAUSE THAT REFRESHES:** This stage is not referred to in the behavioral literature, but I have observed it is necessary. Once the confrontation occurs, a pause is instrumental in facilitating the norming. The pause is similar to "distancing," in that it allows some time to consider, to adapt.

In a consensus session, I provide a break after a group has described the situation, and explored their worst possible outcomes of the situation. This leads them through the storming, and prepares them for the norming. A break allows the mind to re-consider the situation, to re-assess the severity of the worst outcomes.

I normally provide a break after the parties have confronted each other. I pose a question before the break; "How are we going to resolve this to meet all the parties needs?"

After the break, exploring the best possible outcomes develops the basis for the norming. the beliefs and behaviors that foster the best outcome are the norming.

After confronting each other, often in a reactive way, on an issue like the Christmas Holidays, Pat and I will separate, go to different rooms, or I may go for a walk. This allows us to think of what was said, to re-assess our emotional reaction, to become more proactive. We can decide how much we overstated our case. We can decide how much of our connection to the way we do it is "loyalty" to the past. We can consider the points of the other party. Now we are ready for "norming."

**STAGE 3: NORMING:** In this stage the participants recognize that these differences must somehow be dealt with in a mature and growing way. A decision must be made that the relationship is too important to end. The participants must first affirm that the differences exist. They seek to understand why they are present. This means learning to understand the other person better. Then the question is asked:

How can we have these differences and still remain in the relationship?

For Pat and I the answer was obvious. The relationship was too important to be the cause of dissension. So, I agreed to buy a cedar tree if I could put my bulbs on it. She put the tinsel on it, a piece at a time. I stayed away from this process, unable to understand the patience it took to do this. The Holidays were somewhat strained, because it was different, but enjoyable.

The next year, it was easy to agree I would get my fir tree, use her blinkety bulbs, and I would get to decorate the tree with the tinsel, my way. Well, Pat actually helped a bit on that.

We have begun to seriously norm, adapting slowly so that we are able to accept and appreciate each others differences. We are proactive, thinking our relationship through, fostering best outcomes.

The following year, we bought the prettiest tree we had ever seen. We both liked it, a noble fir. We also bought some new bulbs. And, believe it or not, I found the patience to decorate the tree a strand of tinsel at a time. We enjoyed the experience together. Now, we are entering the next stage, Performing.

**STAGE 4: PERFORMING:** From this point on, once the norming is established, the relationship can perform at peak levels. There is still difference, but it adds to the richness of the relationship experience, because it is understood, accepted, appreciated. The relationship flows in a natural way, saving time because there is a common focus and an understood approach.

**STAGE 5: STORMING - REFORMING:** Rarely will a relationship remain for long in the performing stage. The journey through the storming to the norming will cause movement and growth in each person. This changes the nature of their perceptions, and their information base. This in turn affects their beliefs and behaviors. They will become different people.

In time, a new issue will arise between the parties. One party will want to do something new and different, as a result of personal growth. The result is a movement to storming, and as resistance builds, a desire for re-forming. The other party resists, wanting to keep things in the new and accepted way, wanting the other to conform to this new way.

This will require the relationship to repeat the process for storming, norming in order to return to performing.

The cycle is continuous, to be repeated as each person continues to grow and seek to reach his and her potential. Yet, the desire will continue to be to seek stability, to have conformity. It is easier, on the surface, and the reactive and emotional storming stage can be avoided.

**A RELATIONSHIP PROCESS**

CON - FORMING - RE

<b>Coping Approach</b>		<b><u>Response</u></b>
Deny Distance Demean Disable Divorce Death	<b>STORMING</b>	<b>Reactive Worst Possible Outcomes Power Struggle</b>
	<b>PAUSE</b>	
	<b>NORMING</b>	<b>Proactive Best Possible Outcomes Empowerment</b>
	<b>PERFORMING</b>	

## **THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING CONFLICTS**

The groups explored the best possible outcomes of confronting and resolving conflicts in their environment and recorded them to the flip charts. This allows the participants to express their intended outcomes if they take the risk of confronting conflicts in the group.

Recording on the 3 x 5 card allows the individuals to go internal and deliberately consider the best possible outcomes they want to foster. Since they often do not think of best outcomes, this activity allows them to be more pro-active and deliberative. The worst outcomes are recorded in a more reactive way, directly to the easel. This is because the worst possible outcomes are immediately and emotionally available in the memories of the individuals.

This task establishes what they want, a vision that will create new strategies, actions and behaviors that will tend to foster the desired outcome. These outcomes affect relationships so that information exchange is facilitated, and this may foster the best outcomes of an issue.

These best outcomes are possible. They are probably present, at some level, in the environment. They create the reactive force that develops the new beliefs, behaviors, strategies and actions of the participants.

### **The Question:**

- \* **What Are the Best Possible Outcomes of Confronting and Resolving Conflicts in Your Building?**

Each of these statements are purpose statements for conflict. It helps move the participants to seeing conflict as a tool for learning, for growing.

**THE BEST POSSIBLE OUTCOMES  
CONFRONTING AND RESOLVING CONFLICTS IN THE ENVIRONMENT  
A SUMMARY**

**“Some trees don’t grow unless their seeds are first scarred by fire.”**

- \$ Confronting the conflict creates a forum for everyone to express their ideas. Trust will build between different interests and cultures so we can all move on together to other issues as a cohesive community.**
- \$ Healthy relationships result and there is a balance between the economy and the environment. .**
- \$ We will be able to manage our natural resources in a way that results in productive, healthy ecosystems and sustainable communities and lifestyles.**
- \$ New issues will be brought to light and then we can work on moving ahead and dealing with the next issue.**
- \$ A perfect integration of action, form and function leads to an ever expanding circle of abundance without greed.**
- \$ Dollars that went to fuel the conflict can go to other projects and the Klamath Basin becomes an inspiration to other people that solutions can be found to complex problems creating an overall feeling of optimism for the future.**
- \$ MIRACLES HAPPEN!**

## **THE BEST POSSIBLE OUTCOMES FOR CONFRONTING AND RESOLVING CONFLICT IN THE ENVIRONMENT**

**“Some trees don’t grow unless their seeds are first scarred by fire.”**

**Confronting the conflict creates a forum for everyone to express their ideas.** Each person then becomes more fulfilled with their participation in the whole. We create allies, new partnerships, friendships, new and anew.

**Trust will build between different interests and cultures so we can all move on together to other issues as a cohesive community.** We are all moving forward together to become a healthy community and our bodies become healthy.

**Healthy relationships result and there is a balance between the economy and the environment.** As the economy becomes more stable people will come together to help each other restore resources and responsible consumerism will occur.

**We will be able to manage our natural resources in a way that results in productive, healthy ecosystems and sustainable communities and lifestyles.** We gain the ability to move on in our quest to attain an active knowledge of what the earth is meant to give to sustain a healthy population of all creatures.

**New issues will be brought to light and then we can work on moving ahead and dealing with the next issue.** The community can and will have the energy to move on to addressing non-conservation needs and issues in the community.

**A perfect integration of action, form and function leads to an ever expanding circle of abundance without greed.** The Coho will come back to the Klamath in abundance as the environment improves. Suffering at many levels will be lessened as we foster harmony, happiness (2), peace, forgiveness, health, balance, growth and peace on earth.

**Dollars that went to fuel the conflict can go to other projects and the Klamath Basin becomes an inspiration to other people that solutions can be found to complex problems creating an overall feeling of optimism for the future.**

**MIRACLES HAPPEN!** There will be peace and our kids will have a future.

## **FOSTERING THE BEST POSSIBLE OUTCOMES**

Once the best outcomes have been established, then is the time to develop the movement to make them happen. Fostering the best outcomes will often require looking at beliefs, behaviors, strategies and actions. Each of these is a different focus:

- o BELIEF: A conviction or opinion. These create the behaviors of the person.
- o BEHAVIOR: Deportment or demeanor (a persons manner towards others). These are manners and attitudes that are created by the basic beliefs of a person.
- o STRATEGY: A plan of action. A strategy is intended to carry out a vision or mission. It is also a way of actualizing a belief. Strategies are often developed that are incongruent with the persons beliefs. The behaviors will then override the intent of the strategy.
- o ACTION: The act, process or fact of doing something. These are specific deeds that carry out the intent of the strategy. If they are not congruent with the person's beliefs, they sill be nullified by the persons attitudes and demeanor.

We are used to focusing only on action plans, or strategies. This is appropriate if the change is one of modification, where the beliefs are congruent with the plan.

If the beliefs are not consistent with the plans, they will not be carried out. The behavior will tend to be incongruent with the action. In this instance, the new and adaptive beliefs must be agreed to.

### **The Question:**

- \* **What Beliefs/behaviors and Strategies/actions Will Foster the Best Possible Outcomes?**

## NEW ADAPTIVE BELIEFS AND BEHAVIORS TO FOSTER THE BEST POSSIBLE OUTCOMES OF CONFLICT

- \* **Create a safe environment.** Foster a safe environment. Gain trust. Be calm. Be calm and don't let the adrenaline flow. Be calm....be patient.
- \* **Use the qualities of the circle.** Also, the greeting circle and the grounding process.
- \* **Adopting this process into my life.** Further, by using this tool with others I can help them achieve the same.
- \* **Listen with respect.** Listen with respect. Listen with understanding and respect (3). Listen carefully and let people know they have been heard. Listen, listen, listen. Listen thoroughly and let people talk. Listen more carefully. Listen and drop judgement (for example: how much time the process may take.) Actively listen to others.
- \* **Improve the ability to listen with patience to everyone or anyone and listen as best I can to all that is said.** Listen (3) with an open mind for understanding. Listen carefully to individuals. Being able to listen and understand different viewpoints to a greater degree and allowing these viewpoints the possibility of changing my point of view.
- \* **Realize fears and allow our fears to be heard.** Those exercises are the ones I could use in different settings. I could listen and record peoples fears. Be aware of, and understand, the reptilian brain syndrome. Recognize my lizard brain reaction.
- \* **Understand that people must speak their anger and fear before they can move on to a solution.** Release anger and fear so that I can listen with an open mind. Letting people acknowledge and give voice to their worst possible outcomes and then letting them imagine and give voice to their best possible outcomes.
- \* **Conflict and change can be a positive influence.** Conflict can be good and result in positive change. Conflict is to be enfolded and processed, rather than isolated and excluded.
- \* **Realize conflict is inevitable.** Realize people will share conflicts and fears regarding conflicts. It is possible to work through conflict, it is possible that it could come out on a positive note sometimes.
- \* **Slow the process way down and make sure everyone is on board before the train leaves the station.** Realize I need to S-L-O-W down and take time to listen and respond, think, feel and heal. Go slow to go fast. Go slow to go fast. Give time as needed.



## NEW ADAPTIVE BELIEFS AND BEHAVIORS TO FOSTER THE BEST POSSIBLE OUTCOME OF CONFLICT (cont.)

- \* **Everyone should be allowed to be heard.** Everyone has something to offer so allow others to be heard and understood, even when their message is in disagreement with mine. Really pay attention to the speaker with the intention to understand and accept that every opinion is part of the solution.
- \* Everyone must have an equal and sufficient opportunity to communicate what they think and feel.
- \* **Make sure everyone's voice is recorded accurately.** Capturing things on paper is a good thing. Write down people's words as exactly as possible. Do not finish or change other people's sentences or thoughts. There may be a reiteration of the same point in different ways. Learn how to link the ideas of others without synthesizing words.
- \* **Be more open to other people's perspective.** Be more patient with others and the process. Allow others' ideas to stand.
- \* **Respect that the collective statements are not consensus statements.** Understand that voicing an opinion or concern does not equate to demanding an agreement.
- \* **Honoring people allows one to indicate respect for, and commonality with opposing groups.** We have similarities, not just differences. There is importance in recognizing each individual through the grounding and greeting circles and capturing exactly as possible and describing statement of issues.
- \$ **Identifying worst possible outcomes helps me get beyond fears and focus can be spent on positive solutions.** Learn to look at worst possibilities first, and make the best possibilities seem like an absolute necessity. Go through the worst versus best process.
- \$ **In order to achieve my best outcomes I must consider and understand the bests and worst outcomes of others.** That someone else's truth (which I may not agree with) is key or essential to me achieving my best outcomes. Use the power of imagining the best outcome. I am responsible for other people's best outcomes. Determine the best outcome and then what actions you will take to realize them.
- \$ **Recognize the duality and sameness in worst and best possible outcomes.** Drain the worst possible outcome scenarios from the subconscious and replace them with a positive vision for my best possible outcome. Influence outcomes by examining the worst and then focusing on the best.

**NEW ADAPTIVE BELIEFS AND BEHAVIORS  
TO FOSTER THE BEST POSSIBLE OUTCOME OF CONFLICT (cont.)**

- \* **Human relationships are primary ~ issues are secondary.** Power must be fully distributed within the group/community. A better understanding of where people are coming from. The ideas of people being in process. I can see a more clear, bigger picture. I can be an integral part of a group (like a piece of the puzzle.)
- \* **That there is a high potential for no one right answer.** To be adaptable to change. Change is inevitable.
- \$ **Gaining confidence about approaching conflict.** The focus isn't on the facilitator, but on the group. Realizing that there is not, and should not be a set path towards resolving conflict. It is dynamic, not static.
- \$ **Be more concise with my thoughts and watch body language and react accordingly.** Interpreting this in terms of behaviors, I could use these tools in meetings which previously may not have been understood.
- \$ **Let go of self consciousness and focus on the conflict or the process.** To be aware of self consciousness and be okay with it.

## \* THE TIES THAT BIND

What is a relationship? That is the question I ask as I lead the group into an exploration of relationships, loss and change. Their answer is diverse, as diverse as they are.

The question is asked to get their definition, and to bring them into the arena of discussing relationships. The definition provides an opportunity for the collective view before the activity begins.

**1. TWO PEOPLE, TWO RELATIONSHIPS:** I ask two people, a male and female, to help me in the center of the circle. I have pieces of yarn in my hands, each about 40 inches long. I refer to them as relationship strings, the "Tie That Binds." I hand each a piece of the yarn. I ask them to connect the relationship strings with each other. They look like this:

A                      B

***(NOTE: Insert the relationship strings yourself. This will help you understand this better. For instance, there are two relationship strings between A and B. Draw those in the diagram.)***

Person A has a relationship with person B. Person B also has a relationship with Person A. Each of these relationships are associated with a differing perception.

I give an example. Person A is Sally. She tells her friends, "Ted is the man for me. He takes me everywhere; to the movies, the ball game, to picnics with his friends. He tells me his dreams and his hopes. I know he is going to ask me to marry him some day." That describes her relationship perception.

Person B is Ted. Ted tells his friends, "Sally is a wonderful friend. She is just like one of the guys. She goes to the ball game, and is always available when I want to see a movie. I sure like to tell her these crazy ideas I have about life. I hope that when I meet the right woman, she will let me keep Sally for a friend." That is his perception of the relationship.

Obviously, these people have different perceptions of their relationship. Yet, they believe and behave as if their perception is the same.

It is only when Sally wants Ted to go to the opera with her on Monday night, and she finds that Ted has a date with the guys to watch football that he won't change, that their differing needs and wants become obvious. Her disappointment, and his confusion, are a measure of their differing perceptions.

**2. THE MULTIPLIER EFFECT:** Let's suppose, though, that Sally is right. They do get married. They decide to have a family. Soon, in the appropriate amount of time, they have a bouncing baby boy born to them.

Cute little Roger arrives with a relationship string for Mom and a relationship string for his Dad. They each also have a relationship string for him. I ask another volunteer to come out into the center of the circle to be the baby, and give each the appropriate number of strings. They connect them, a clumsy and uncertain process, just as the establishment of relationships is.

This is how the relationship strings look now.

ROGER

SALLY

TED

(  
***NOTE: Draw two relationship strings from Sally to Roger, two from Roger to Ted, and two from Ted to his Mom.***)

Be aware of the number of relationships strings. While they have introduced one new member the family, they have increased their relationship strings to 6, a threefold increase. Each person added has a multiplier effect.

Baby Roger thinks; "If I cry, Mom do drop everything to feed me." Mom's response is; "I can't leave this stove while the food is cooking, so he will have to wait."

Dad buys his son a baseball mitt for Christmas. He wants him to play ball professionally. Roger is sad because he wanted a guitar. He wants to make music, to sing. Each is disappointed by this mis-perception.

Suppose they have a second child, a beautiful, intelligent girl, Ann. Ann has 3 relationship strings, for her Mom, for Dad, for Roger. They each have one for her.

ROGER

SALLY

TED

ANN

***(NOTE : Now, do it yourself. See if you can get all 12 relationship strings on the diagram. You are on your own from this point.)***

There are now 12 relationships to be managed in this family. This is 6 times the original 2 relationship perceptions! Those who are married with children know how much additional

energy it takes to manage this situation.

Sally loves her brother and wants to be anywhere he is. Roger is embarrassed by his younger sister tagging along. He teases her and sends her home crying. Each person has a different perception of the relationship.

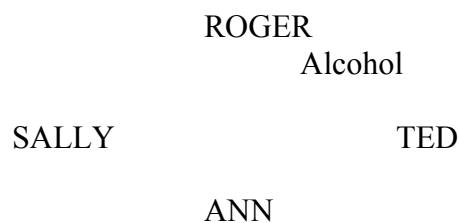
(The number increases as more people are added to the relationship circle. The formula is: Number of persons times the Number of persons minus one ( $N \times N - 1$ ). Ten people have 90 relationships ( $10 \times 9$ ). Twenty people have 380 relationships to manage ( $20 \times 19$ .)

A manager making a change presentation to an audience of 100 doubting publics is managing 9900 relationships ( $100 \times 99$ ). This is why it is important in these situations to use small group process. Each group of ten is then managing only 90 relationships.

**3. RELATIONSHIPS WITH THINGS:** We also have relationships with things. You have a relationship with your car, and it has one with you. You depend on the car to start, until one morning it decides to let you down. It is not as dependable as you perceived.

Or, you may have a relationship with alcohol. You believe that you can stop drinking any time you want. The alcohol knows you can't, and is able to tempt you to continue.

This relationship with a thing may affect the entire family. I can tell if it does by listening to the family members. If Mom complains to her husband about drinking all the time, she is connected to the alcohol. If the daughter is embarrassed by her Dad's drunken behavior at a ball game, she has a relationship with the alcohol. If our family above has an alcoholic father, and this affects their relationship, the diagram looks like this:



When Ted comes home drunk, he affects all the members of the family. Sally argues with Ted over the drinking. Roger and Ann may choose sides, one of them defending their father. This affects their relationship with their mother. They are now managing 20 relationship strings ( $5 \times 4$ ). This increases the energy it takes to manage their family by 67% ( $8/12$ ).

#### **4. RELATIONSHIPS WITH ORGANIZATIONS:**

We can have a relationship with an impersonal thing, like an organization. Ted believes that the

Computer Business he works for is like a family. He has no concerns about his job, because they will take care of him. Then the organization sells out to a larger firm that replaces. Ted feels betrayed, because he thought the organization had the same belief that he has.

If Ted just works normal hours, and doesn't take his work home with him, then the organization relationship is only with Ted. But, if Ted works late at nights, and is unavailable for his family because he is always in deep thought about his work, then the organization relationship is connected with the family.

Sally will complain to him about his always being at work. Roger is mad because Dad can't attend his soccer game. Ann is miffed because he missed her birthday party.

They now have 30 relationships to manage (6 x 5), an increase of 50%)

If Sally has a relationship with the church that keeps her away from the family, this too affects them all. It increases Ted's reliance on alcohol. The children act out to get their mothers attention. They now have 42 relationships to manage (7 X 6).

**5. RELATIONSHIP WITH CONFLICTS:** Unresolved conflicts have a way of becoming part of the relationships in a family. If Dad and Mom have an argument over where to spend their holidays, this eventually affects them all. The children roll up their eyes and go to their friends home. Again, they may take sides. Ted just drinks more, using the Holiday as an excuse. Mom spends more time with the church.

Each unresolved conflict impacts other unresolved conflicts. Sally tells Ted he would not be so stubborn about the tree if he wasn't always drunk. He tells her he wouldn't drink if she would agree to move to a new location. They are now managing 56 relationship perceptions (8 X 7).

**5. RELATIONSHIP WITH CHANGE:** Ted wants to move to a new location where he can get a promotion. He can't understand why Sally won't move. Maybe they could start over in their relationship and leave the old one behind.

Sally doesn't want to leave the security of her work with the church. The children don't want to leave their school and friends.

SEE NEXT PAGE

Friends	ROGER	School
Christmas Tree		alcohol
Church		Promotion move
SALLY		TED
School	ANN	Friends

This family is trying to manage 132 relationship strings (12 X 11). No wonder they feel stressed out when they get together. No wonder they don't get together very often. Sally is at Church, Ted at the bar, the children at their friends.

These relationships take energy to manage. Each unresolved conflict and change event "piggybacks" energy on the other. When Ted and Sally argue about alcohol, the church, the tree, the promotion, the school and friends become instruments of war.

**6. RELATIONSHIP WITH LOSS:** If Sally gives in and agrees with a move, this creates more stress. For each member of the family there is a process of "letting go" and "taking hold" that must happen.

Ted must let go of the old position, and take hold of the new one. Sally has to do the same with the church, the children with their friends and school. The change doubles the number of relationships to manage from 12 to 24. This increases the number of relationship bonds to 552 (24 X 23).

In order to reduce the stress with change, this family must confront the changes they are going through. This begins with reaching closure with the present and the past. The family members explore two questions:

"How do you feel about leaving this location (friends, school job, etc.)?"

"What did you learn here that you want to take to the new experience with you?"

This allows the family to acknowledge the change, to express their feelings, and grieve about it, to move on to acceptance. Answering these questions allows the past to be integrated into their memory, into their being. This reduces the number of relationship they manage by half, and the number of relationship strings from 552 to 132.

Acceptance continues by reaching out to make sense of the future experience. Similar questions are answered to take hold of the new location:

"How do you feel about going to the new location (friends, school job, etc.)?"

"What do you want to learn from this new experience?"

This process helps the family move through all the change stages. (See Learning Manual 1.)



## **\* CONSENSUS IS A BEHAVIOR, NOT WORDS**

"Don't do as I do,  
Do as I say."

Consensus is often expected to be an agreement in words. There is the expectation that the parties will not only agree to, but will automatically carry out the intent of the accord, even at the risk of their lives. This includes taking actions contrary to the needs of their constituencies, community, families. It is an indestructible contract, signed with a "blood oath".

But, consensus is rarely expressed in words. Laws and contracts are written with words to control the beliefs and behaviors of the parties, yet they are hardly followed. The "true" consensus can be determined by observing the parties' actual behaviors. These behaviors express the unwritten agreement in the culture. People are rarely punished if they are within the bounds of the unwritten agreements about behaviors.

Laws and contracts are written to document our "best intentions." They assume that the situation is static and precise. We, however, operate out of the "convenience of the given moment", reflecting the moving target that actually reveals the reality of the present situation. The more diverse the situation, the more diffuse, the greater the opportunity for situational exceptions for the rule.

The speed limit is an example. In Portland, Oregon some 5 years ago, the speed limit on the Interstate Freeway I-84 was 55 miles per hour. I lived in Boring, Oregon, a 45 minute drive from Portland.

As I drove to Portland, I observed that the actual speed was 65 mph, 10 miles over the limit. This behavior was accepted by the State Trooper who parked at the junction of I-84 and I-205. The traffic drove by his location each morning at 65 mph or less, and he condoned it.

One morning I was in a hurry. I drove by his location at a speed he said was 67.5 mph. He stopped me and gave me a ticket for speeding.

Now, the law, in words, said the speed was 55 mph. The sign on the freeway at his location was 55 mph. The Motor Vehicle Driver Training booklet stated that the highest legal freeway speed was 55 mph. The correct answer on the State Drivers Test was 55 mph. These words are backed by the full legal power of the State.

The actual behavior was 65 mph. It was condoned by the State Trooper. This is the accepted consensus in that location for that Law Enforcement Officer. A speed of 67.5 mph mobilized him into action. The ticket cost \$85.00.

### **\* CONSENSUS IS A BEHAVIOR, NOT WORDS (Cont.)**

I have learned that the "true" consensus is actualized through behavior. The behavior is different than the words that people speak. If I ask the conflicting parties to attend a session and they say they would not be seen in the same room together, that is their verbal response. When invited, and they all show up, even if complaining, that is their behavior. I pay attention to the behavior.

A man who insists he is supportive of affirmative action and women's rights, yet tells sexist jokes, whether women are present or not, is expressing his true beliefs through this behavior.

This is powerful information to know, because by observing the behaviors of people in any organization, it is possible to identify the "unwritten rules." These are the "consensus rules" of the organization, and they determine its true effectiveness.

An organization, group, or individual who behave in a different way than they speak ("they don't walk their talk") are in a state of "disharmony." Harmony in personal terms does not just mean being at "peace." The word refers to a state of being in accord, in unity, with the one's person. If I am angry, I show it. If I am peaceful, I show it. I "walk my talk."

Observing "disharmony", a behavioral consensus that differs from the written organizational consensus, allows the facilitator to focus on revealing the true agreements. The individuals can then determine what their desired consensus is, either by changing their words, or their walk.

## \* DEVELOPING CONSENSUS WITH WORDS

There are circumstances where people insist on reaching consensus with words. This may be in contract negotiations, or with mission statements. It may just be an expectation that must be met to feel the conflict is resolved.

In these circumstances, there is a process that is appropriate. It is a time consuming one, but will develop the emotional commitment that matches words with deeds. Reaching total accord and harmony with groups takes time, but it saves time in the long run. The reason? Because that which is agreed to, is committed to, is carried out.

It begins with some basic understandings.

**FACILITATOR/RECORDER:** The manager, or some other person becomes a facilitator. A recorder is selected. The facilitator role is to read the statement, and seek consensus. The recorder writes any comments, or changes, immediately when they are expressed, underlining, or otherwise highlighting the change. The facilitator then seeks consensus again.

The recorder role is important in this process. As soon as the new word or phrase is written, this will galvanize the individuals in the group to respond with agreement, or disagreement. Until the word or phrase is written, the group will be at a state of impasse.

**SEEK DISAGREEMENT AND RESOLVE IT:** In working with words, read a statement, then see if anyone DISAGREES with it. If no-one disagrees, then go on to the next statement. Majority decisions rely on seeking agreement. Consensus seeks to find the disagreement so that agreement can be fostered.

If there is disagreement with the statement, or the word, then underline it, or put it in (parentheses). Write the recommended word, or wording above it. Then ask if there is disagreement.

If there isn't, move on. If there is, then the words are highlighted, and the new words put in. Continue this until an agreement is reached.

**THE IMPASSE:** If there is an impasse between two people, ask the group to listen to the different needs or perceptions. The members of the group then give advice on a consensus solution to come up with a statement that meets both of their needs. Or, ask the parties to agree on wording that will meet their needs, based on feedback from the group.

**WORDS WORDS WORDS!** People have emotional attachment to their words and the grammatical use of them. "Accept my word and you are accepting me", appears to be the basis of much "word-smithing. An attack on my word is felt as an attack on me. Often the issue is one of misunderstanding what is meant by the word, but we never get to that.

## **DEVELOPING CONSENSUS WITH WORDS (Cont.)**

Have people define what they mean by the words they have used. Let the group identify words that will create the consensus between the parties. Or, reach agreement on what the word will mean to all the parties.

As an example, if people are arguing over the word 'discipline', ask them to define when they don't have it, and when they do have it. This creates the information needed to resolve the impasse.

**MARKING THE TERRITORY:** People like to leave their mark on a document, just as animals mark out their territory. This is part of the "word-smithing process". You will find that this activity will occur to great lengths in the beginning of a word-smithing process, and slack off as each person feels satisfied their mark has been made on the document.

Even those who complain about the slowness of the process, the endless "word-smithing", will eventually take their turn at "wasting time." This is normal.

**LET'S MOVE ON!** People get frustrated and impatient with the slowness of working with words. They will begin to shift, appear to lose interest, complain loudly, get up and walk around. These are all acceptable behaviors.

Acknowledge the impatience, the frustration. Then affirm the need to take the time to see that everyone agrees, the importance of seeking consensus. I remind those who are impatient that impatience often means; "I wish they would hurry up and decide.... my way!"

**WE ARE ALL SAYING THE SAME THING:** This statement is often made in an attempt to move on, or to avoid a conflict. Be aware... this normally signals that there is an issue of concern to be resolved. I normally point that out and restate the difference that is being represented by the parties. I then encourage them to confront the difference.

**BREAKS:** These are needed at times. A break helps when the frustration level is getting in the way of moving ahead. Or, if there is an impasse, a break is helpful. Provide a break after reaching a key agreement. Honor the group, or individuals, then take the break.

**TIME:** This takes time. It is normal to spend up to an hour on the first sentence. As the group progresses, becomes more familiar, is successful in resolving their differences, they become more effective, more productive. Now it may be necessary to slow them down so they don't give short shrift to the rest of the statement.

You will also find that everything is connected to everything else. The parties make agreements early in the process that will apply to issues later in the day. This saves time.

## **DEVELOPING CONSENSUS STATEMENTS FROM COLLECTIVE STATEMENTS**

On the following pages, the entire process for developing consensus statements is demonstrated. **These statements are taken from a previous workshop in which the process was managed to consensus statements.**

1. The process begins with the recording of best possible outcomes, first on the 3 x 5 cards, and then on the flip charts.
2. The members of the different buildings are sent to other buildings to listen to, and select, best possible outcomes from these other locations.
3. The second list of best possible outcomes is recorded as a separate list.
4. A collective statement is prepared using both lists. The outcomes from other groups are shown in italics for demonstration purposes only.
5. The group develops consensus with words using the collective statement. The process is highlighted, showing added and deleted words.
6. The final consensus statement is developed.

**THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM  
VISTA VIEW SCHOOL - RECORDED STATEMENTS**

**(Note: these are the original statements as they were recorded on the easel.)**

- X More voices will be heard.
- X Everyone involved will feel they have a valued role in the process.
- X People will feel more involvement and therefore buy into the decision making process.
- X Ultimately all students will achieve more.
- X Limits of resources will be considered.
- X More people will know what's going on.
- X Better decisions will be made.
- X Teachers will be positively motivated to serve students better.
- X Our constituents will be very supportive of decisions made.
- X The community will pull together to ensure that all students are learning to their potential.
- X We will have a true sense of community.
- X Schools will be fun not boring.
- X We will use money in a better way.
- X All people will know and understand the purpose, principals and directions that schools and education are going.
- X We will operate out of consensus.
- X Students would be excited to go to school every day.
- X Decrease in student suspension/ expulsion.
- X We'll have a healthy community.

X We'll increase motivation.

**THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM  
VISTA VIEW SCHOOL - RECORDED STATEMENTS**

**(Note: these are statements taken from the other building recorded statements, that apply to this building.)**

X *Freedom to decide the most effective instruction practices.*

X *Our constituents will be very supportive of decisions made.*

X *Better more responsive decision school won't be boring.*

X *Students self-esteem will be increased or improve.*

X *Educators will be respected for what they do.*

X *We actually get strong and brave enough to do something important and meaningful.*

X *There will be a strong sense of community.*

X *Students would extend learning beyond the time/ space of school day/ building.*

X *Improved school climate and student achievement.*

X *Kids will be provided an opportunity for quality education.*

X *Improve cost efficiency and quality control of schools.*

## THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM VISTA VIEW SCHOOL - A COLLECTIVE STATEMENT

**(Added words are shown on (parentheses). Statements from other buildings are shown in *italics*.)**

*There will be a true and strong sense of community.* More voices will be heard. Everyone involved will feel they have a valued role in the process. We'll have a healthy community.

We will operate out of consensus. All people will know and understand the purpose, principals and directions that schools and education are going. *Our constituents will be very supportive of the decisions made.* All people will commit because they will believe they have a meaningful part to contribute.

People will feel more involvement and therefore buy into the decision making process. More people will know what's going on (and) our constituents will be very supportive of (the) decisions made.

*(There are) better and more responsive decisions (made).* *We improve the cost efficiency and quality control of schools.* Limits of resources will be considered. We will use money in a better way.

The community will pull together to ensure that all students are learning to their potential. *Each school will develop goals and objectives to address the best student outcomes.*

Students would be excited to go to school every day. We'll increase motivation. *Students self-esteem will be increased or improve.* There is a decrease in student suspension/expulsion. *Students would extend learning beyond the time/ space of school day/ building.*

Schools will be fun and not boring (because )teachers will be positively motivated to serve students better. *(We have the ) freedom to decide the most effective instruction practices.*

*(There is an) improved school climate and student achievement.*

*Kids will be provided an opportunity for quality education.*

Ultimately all students will achieve more.

*Educators will be respected for what they do. We actually get strong and brave enough to do something important and meaningful.*



## THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM VISTA VIEW SCHOOL - DEVELOPING CONSENSUS

(Note: Words that are changed or deleted are shown with a ~~line through~~ them. Added words are **redlined**.)

*There will be a true and strong sense of community. More voices will be heard. Everyone involved will feel they have a valued role in the process. We'll have a healthy community.*

We will operate out of consensus. All people will know and understand the purpose, principles and directions that schools and education are going. *Our constituents will be very supportive of the decisions made.*

All people will commit because they will believe they have a meaningful part to contribute. ~~People will feel more involvement~~ and therefore buy into the decision making process. More people will know what's going on (and) our constituents will be very supportive of (the) decisions made.

~~(There are) better and more responsive decisions (made).~~ *More effective decisions will be made.*  
*We improve the cost efficiency and quality control of schools.* Limits of resources will be considered. We will use money **more wisely**. ~~in a better way.~~

The community will pull together to ensure that all students are learning to their potential. *Each school will develop goals, ~~and~~ objectives **and strategies** to address the best student outcomes.*

Students would be excited to go to school every day. We'll increase motivation. *Students self-esteem will be increased or improve.* There is a decrease in student suspension/expulsion. *Students would extend learning beyond the time/ space of school day/ building.*

Schools will be ~~fun and not boring~~ **exciting** (because )teachers will be positively motivated to serve students better. *(We have the )freedom to decide the most effective instruction practices.*

*(There is an) improved school climate and student achievement.*

*Kids will be provided an opportunity for quality education.*

Ultimately all students will achieve more.

*Educators will be respected for what they do. We actually get strong and brave enough to do something important and meaningful.*

## THE BEST POSSIBLE OUTCOMES OF THE NEW GOVERNANCE SYSTEM VISTA VIEW SCHOOL - A CONSENSUS STATEMENT

**(Note: This is the final consensus statement, with deleted statements removed, and new words or statements added.)**

*There will be a true and strong sense of community.* More voices will be heard. Everyone involved will feel they have a valued role in the process. We'll have a healthy community.

We will operate out of consensus. All people will know and understand the purpose, principles and directions that schools and education are going. *Our constituents will be very supportive of the decisions made.*

All people will commit because they will believe they have a meaningful part to contribute and therefore buy into the decision making process. More people will know what's going on and our constituents will be very supportive of the decisions made.

*More effective decisions will be made. We improve the cost efficiency and quality control of schools.* Limits of resources will be considered. We will use money more wisely.

The community will pull together to ensure that all students are learning to their potential. *Each school will develop goals, objectives and strategies to address the best student outcomes.*

Students would be excited to go to school every day. We'll increase motivation. *Students self-esteem will be increased or improve.* There is a decrease in student suspension/expulsion. *Students would extend learning beyond the time/ space of school day/ building.*

Schools will be exciting because teachers will be positively motivated to serve students better. We have the freedom to decide the most effective instruction practices.

*There is an improved school climate and student achievement. Kids will be provided an opportunity for quality education.* Ultimately all students will achieve more.

*Educators will be respected for what they do. We actually get strong and brave enough to do something important and meaningful.*

## **\* A PROCESS FOR COPING WITH CONFLICT**

The facilitator may use this process in diverse ways to fit the situation. Application will depend on the group. three alternatives are displayed.

### **THE QUESTIONS: A GENERAL PROCESS**

- \* **WHAT IS THE SITUATION? HOW DO I FEEL ABOUT IT?**
- \* **WHAT ARE MY WORST POSSIBLE OUTCOMES OF THE SITUATION?**
- \* **WHAT ARE MY BEST POSSIBLE OUTCOMES OF THE SITUATION?**
- \* **WHAT BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS WILL FOSTER THE BEST OUTCOMES?**

### **THE QUESTIONS: EXPLORING THE CONCEPT**

- \* **DEFINE THE SITUATION (CONFLICT, EVIDENCE OF CONFLICT). HOW DO YOU FEEL ABOUT IT?**
- \* **WHAT ARE THE WORST POSSIBLE OUTCOMES OF CONFRONTING THE SITUATION (CONFLICT)?**
- \* **WHAT ARE THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING THE SITUATION (CONFLICT)?**
- \* **WHAT BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS WILL FOSTER THE BEST OUTCOMES?**

### **THE QUESTIONS: EXPLORING THE REALITY**

- \* **WHAT IS THE EVIDENCE OF UNRESOLVED CONFLICT (MISTRUST, LACK OF LEADERSHIP, ETC.) IN YOUR ENVIRONMENT?**
- \* **WHAT ARE THE WORST POSSIBLE OUTCOMES OF CONFRONTING/NOT CONFRONTING UNRESOLVED CONFLICT?**
- \* **WHAT ARE THE BEST POSSIBLE OUTCOMES OF CONFRONTING AND RESOLVING CONFLICT?**
- \* **WHAT BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS WILL FOSTER THE BEST OUTCOMES?**

## **MODULE 1 - THE PROCESS**

### **THE QUESTIONS:**

#### **1. THE GROUNDING:**

- \* **"INTRODUCE YOURSELF AND YOUR RELATIONSHIP TO EDUCATION."**
- \* **"WHAT ARE YOUR EXPECTATIONS OF THIS INSTITUTE?"**
- \* **"TELL US HOW YOU FEEL ABOUT BEING HERE"**

*INSIGHT ON GROUNDING (Page 4)*

#### **2. THE GREETING CIRCLE:**

#### **3. AN ADAPTIVE LEARNING PROCESS**

- \* **HOW DO YOU FEEL ABOUT IT?**
- \* **WHAT DID YOU LEARN FROM IT THAT WILL MAKE YOU SUCCESSFUL?**

*INSIGHT ON GREETING AND FEELING/THINKING QUESTIONS (page 6-7)*

#### **4. THE ROLES OF THE FACILITATOR AND RECORDER**

- \* **WHAT IS THE ROLE OF A SUCCESSFUL FACILITATOR?**
- \* **WHAT IS THE ROLE OF A SUCCESSFUL RECORDER?**

#### **5. WORST/BEST/POSSIBILITY**

- \* **WHAT ARE THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP?**

*INSIGHT ON WORST/BEST/POSSIBILITY (PAGE 17)*

- \* **WHAT ARE THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP?**

#### **6. A PROCESS FOR COPING WITH CONFLICT**

- \* **DEFINE CONFLICT. HOW DO I FEEL ABOUT IT?**  
**WHAT IS THE EVIDENCE OF CONFLICT IN YOUR ENVIRONMENT?**

*INSIGHT: CONFLICT IS MORE THAN DIFFERENCE: A VISUAL EXPERIENCE  
(PAGE 35)*

- \* **WHAT ARE MY WORST OUTCOMES OF CONFRONTING/NOT CONFRONTING  
UNRESOLVED CONFLICT?**

*INSIGHT: A RELATIONSHIP PROCESS (PAGE 43)*

**MODULE 1 - THE PROCESS (cont.)**

**THE QUESTIONS:**

- \* **WHAT ARE MY BEST OUTCOMES OF CONFRONTING AND RESOLVING CONFLICT?**

*INSIGHT ON BELIEFS/BEHAVIORS/STRATEGIES/ACTIONS (PAGE 51)*

- \* **WHAT BEHAVIORS/ACTIONS/STRATEGIES WILL FOSTER THE BEST OUTCOMES?**

*INSIGHT: THE TIES THAT BIND (PAGE 55)*

**7. CLOSURE**

- \* **HOW DO YOU FEEL ABOUT THIS WORKSHOP?**

- \* **WHAT DID YOU LEARN THAT WILL MAKE YOU SUCCESSFUL WITH YOUR CONFLICTS?**

**8. COLLECTIVE STATEMENTS**

*INSIGHT: THE COMMUNITY IS TELLING A STORY (PAGE 146)*

## **EXPERIENCE THE PROCESS - A PERSONAL CONFLICT**

### **a learning activity**

The best way to learn the process is to experience it in a situation that is personal to you. This section will help you do that. I am assuming, since you attended this session that you have an interest in, or a difficulty with, confronting and resolving conflicts. They probably cause you some continuing pain. You would like that pain to go away, without much effort, if possible. As you experienced this session you will get some idea of how to do that. But, it is best if you confront, with some awareness of your own life situation, and explore how you can address a personal situation successfully.

Begin by finding a place you can be alone for a while. It can be in the den, in your work space (this will help you be more effective at work, so it is a good investment of time) or out in the park.

It helps to write this activity down, so bring a pad of paper and a pencil with you (I use 3 x 5 cards). This will help you to capture your thoughts and feelings. You will bring your unresolved conflicts out into the open where you can see them. You will be amazed how much that will help you. It is a way of acknowledging to yourself that these conflicts really exist, to get over denying them. You are also creating a sense of realness about them by making them visible.

The most important way to develop or build consensus is to ask the "RIGHT" questions. The consensus process has been designed to provide you with these "right" questions. We are going to focus on conflict and the ramification it has on your life, just as we will with the group you will read about in coming chapters.

So, begin by answering this question.

**1. What are the unresolved conflicts that confront you in your life, and, how do you feel about them?** List all the conflicts that are unresolved in your life. If you desire, you can break this into four areas: personal, family, work and community. The personal conflicts are those you have with yourself, that go on in your own mind.

Write the feelings you have as a result of these conflicts, again using complete sentences. Read through this when you finish.

**2. What is conflict, and how do you feel about it?** In your own words, define what conflict is. Write as many definitions as you want. The more definitions, the richer your collective statement will be.

Then write down how conflict makes you feel. Be thorough with this part of the question. Your feelings will generally disclose your old beliefs about conflict. You may want to refer to the situations you described in question 1.

**3. What are the worst possible outcomes of confronting these conflicts?** Refer to the situations you described earlier. You can answer this in a general way, because the statements will probably apply to more than one category. List as many worst outcomes as you can think of.

Do not hesitate to write the worst of the worst. Don't hide anything from yourself. Nobody else will see this. The more you disclose to yourself, the more likely you will learn how to resolve the situation.

**4. What are the worst possible outcomes of NOT confronting these conflicts?** You will not confront conflict because of the fears listed under question 3. This question lets you explore the worst possible outcomes if you *don't* confront the conflict. This is the opposite of the previous question. You know that at some level there is a cost for avoiding the confrontation.

Write down as many as you can think of. Don't be surprised if you have similar statements to question 3. That is part of your learning.

**5. Pause:** This is a good time to pause and rest. Read what you have written, and then reflect for a while. When you read the book, you will understand why you were asked to explore your worst possible outcomes. For now, just reflect. After 5 minutes or so, answer the next series of questions.

**6. What are the best possible outcomes of confronting and resolving these conflicts? How would you feel if you did that?** This question helps you decide what you want to have happen from confronting these conflicts that are causing you pain.

This is the question that you probably never ask yourself. You are trying to determine *how* to resolve them, instead of identifying your outcomes. This is defined as "Ready... Fire." You haven't aimed, and so you won't get what you want.

This question helps you determine the outcomes you want and the feelings that would be associated with those outcomes.. This is known as "Ready.... Aim..." We will do "Fire" in a the next question. Write down all the best possible outcomes you desire. Again, refer back to your question 1 list. Answer generally, because best outcomes will also apply to more than one issue.

Read the best possible outcomes. Become aware that these are just as possible as the worst outcomes. Since you have not confronted the conflicts yet, your worst fears are future imagined events. The fears that you have are merely possibilities. They haven't happened yet, there is NO assurance they will happen. Since it is a future event, it is just as possible that you can foster a best possible outcome.

By writing the best possible outcomes you have at least balanced yourself and added "Hope" in

the equation. Read how you would feel if you were to be successful. Best Possible outcomes have entirely different feelings than worst possible outcomes.

Now lets explore how to make the best outcomes happen.

**7. What new beliefs and behaviors will foster these best possible outcomes?** If you have been avoiding conflicts in the past there are reasons for it. Avoidance is probably based on some old belief systems. If you want to be successful with conflict resolution, you may need some new beliefs and behaviors. What would these be? Give careful thought to this question, because your answers will help you move ahead.

Beliefs and behaviors are different than strategies and actions. You will learn in this book when to use each.

**8. What resulting strategies and actions will foster these best outcomes?** This question allows you to move beyond your new beliefs to putting them into action. You can establish specific strategies or actions for any of the unresolved conflicts you described under question.

**9. How do you feel about this activity? What did you learn that will help you confront and resolve your conflicts?** This last question will help you to learn from the experience. It is a closure for what you have done.

This is the basic process that you will read about in more detail in the following chapters. Applying it, however is more complex and rich than this simple activity. There are reasons for each of the questions. As you gain this insight, you will become more willing to create the conditions to confront your conflicts. As you read ahead, keep this pad of paper with you. It will allow you to connect what you read to what you learned. It will add richness to your experience of reading.



## MODULE 2. MANAGING CHANGE:

Change and rapid change are the constant in our environment. We are confronted with rapid change in almost every aspect of our life. Not only technological change, but belief, values and behavioral changes are constantly confronting us.

In this module, the participant will experience the change process, from an emotional and logical framework. The application of the basic process to change is experienced and visually demonstrated.

The participant is provided a process that allows people to acknowledge their non-adaptive beliefs, values and the resultant behaviors, while honoring them for their past value. The change process is provided a reaffirmation of values that are still adaptive, and stable, while adding and acknowledging beliefs that are now adaptive.

### \* ACKNOWLEDGING THE CHANGE

People going through change experience it in both emotional and intellectual stages. The emotional stages are included later in this report. The intellectual stages are:

- o **What is the present situation?** Before we talk about change, we need to have an idea about what we are changing from. What is the parties views on the present situation, how do they describe it and feel about it?
- o **Is this change necessary?** Most people like to stay in this stage if the change is uncomfortable, or threatening. It is denial in the emotional state. The persons affected will ask "why?" and "how" questions in refuting and denying the need to change.

If the person decides the answer to this question is "NO!", the change is not needed," and is right, then time is saved and the energy can be focused on some other real issue.

If the answer is "NO!" and this is wrong, then time and leadership are lost. The change will continue to surface, re-focusing energy back on the unresolved situation. This is time consuming and stressful. It creates an incongruent situation between the need to respond to reality, and the desire to maintain a fantasy.

If the response is "YES!", then another question becomes paramount.

## \* ACKNOWLEDGING THE CHANGE (Cont.)

- o **Will I adapt to, respond to, or accommodate the change?** This is an important choice. Just because I agree to the need for change does not mean I will automatically respond.

I can choose to not respond, leave the situation and seek the status quo. This may mean changing job location, retiring, divorcing, etc. This allows me to control my environment. If, however, the change is a broad transformational change, I will eventually have to confront it.

I can choose to not respond, to resist the change in my environment. The "fighting" can be aggressive, or passive. If the choice is to not adapt, in the face of an obvious need to adapt, then the question of survival becomes important. This is a difficult and stressful choice, especially if the change is inevitable.

If I decide to respond, then I must adapt. This creates the next paramount issue.

- o **What is the direction I will change to?** This is the Mission, the vision, that seems adaptive to the new needs. If it is a modification of an existing situation, the direction may be obvious. If this is a broader transformational change, the direction may not be apparent. I will have to make a best guess, move in that direction, assess the results and then adapt again. For the latter, I must encompass all perspectives, in order to be fully responsive.

This is the stage at which most managers introduce change. They decide what the new mission is, and expect people to move from here to the "how to do it" stage. Very few do. Most want to go to the first stage, "Is this change necessary?"

- o **What are the specific beliefs, behaviors, objectives, or strategies that will get me there?** This begins to frame a focus for the change. If the change is transformational, then beliefs and behaviors are as important as objectives and strategies. This allows the development of specific plans and assignments.
- o **Where will I place my focus, my efforts first?** This is a measure of priority for energy investment. It does not mean that any objective is any less important. This recognizes that the energy invested in any area will move all other areas at the same time.
- o **How, specifically will I create the change?** This is the action plan, the process, the how. This can still be a menu of options, rather than a fixed recipe. This stage can be confused with the first stage, a wanting to go back. Often the questions asked can be reframed to fit this stage:

**\* ACKNOWLEDGING THE CHANGE (Cont.)**

- o The question: How will we educate all kids? (I doubt if we can.)
- o Reframed answer: We will educate all kids. Now, what can we do to make that happen?
  
- o **How will I know when I have made the change?** This is the need to assess and measure against the objectives, so that corrective action can be taken if the mission is not adaptive to the situation.
  
- o **What adaptations are needed in the Mission, the beliefs, the strategies?** This acknowledges the need to learn from the assessment and make any adjustments necessary.

## THE KEY ISSUES THAT CONFRONT US

A panel of 6 participants, each representing different perceptions, expressed their views about the present situation between the ranchers and the agencies in the Klamath river Basin. They also explored how the situation got to be the way it is. This allowed them to look at the underlying issues that fostered the outcomes we have today. Each panel member is asked to answer the following questions.

### The Questions:

- \* **What Are the Issues Between the Ranchers and Agencies in the Klamath River Basin?**
- \* **How Did it Get to Be That Way?**
- \* **How Do You Feel about this Situation?**

The panel members were selected from the 6 groups that had been created earlier. **The panel members were assigned to their small group, as facilitators and listeners.** Each of the small group members then answered the same questions stated above. The participants listened to each other, without recording the information.

The members of the small group are now asked to write down two statements they heard from other. This is done on a 3 x 5 card. They then recorded one statement they expressed about the key and underlying issues on the other side of the card. Silence is introduced into the room, allowing participants to think deeply and deliberatively about their answers.

### The Questions:

- \* **What Are Two Descriptions of the Situation That You Heard from Others? (On One Side of the Card)**
- \* **What Is One Description of the Key and Underlying Issues That You Expressed? (On the Other Side of the Card.)**

**When all are done writing, the facilitator selected another person to facilitate, and became the recorder.** This moves the power of the position to another person. The recorded statements were later developed into collective statements. This activity makes the members responsible to create a common knowledge base beyond their individual views. It begins to develop an understanding beyond the individual statement. It provides affirmation that people are listening to each other. It subtly changes peoples relationships, as each person hears others express what they heard and support. It introduces silence, balancing each person's energy, internally.

**NOTE: This task was actually not accomplished at this time, but later in the session. The information from that is on page 132.**

## \* **MANAGING AND RECORDING EMOTIONAL DISCUSSIONS**

When the situation being confronted, or discussed, is emotional, it is difficult to record directly to the easel. The recorder can't write fast enough, and is continuously interrupting the speaker. The speaker begins to resent being interrupted. The attention of the group tends to focus on the easel instead of the speaker. This process is intended to change all that.

The intent is to let the speaker be the focus of attention, to allow the speaker to be emotional, to express his or her feelings directly to the other members of the group. The information is then summarized by the members of the group for recording to the easel and reporting to the larger group.

**STEP 1:** A panel is formed which includes representatives from the different groups represented. The purpose of the panel presentation is to create the arena, or focus, of discussion. Normally, the panel members are advised of their task shortly before their presentation.

**STEP 2:** Small groups are formed, with the panel members as the facilitators. The members of the groups answer the same questions as the panel members did. The focus is on the center of the group, the tones of voice are often emotional, the group is often seen to be leaning their heads inward to the center, nodding in agreement, or disagreement. Sometimes voices will be raised. The facilitator must work hard to foster people speaking in turn.

**STEP 3:** The 3 x 5 cards are passed around by the facilitator. The members record what they heard others say on one side of the card, and what they said on the other. This requires that people listen to others with respect. It fosters a communal feeling as others recognize they were heard.

This activity brings silence into the room, a counterpoint to the sound and emotion of the previous step. The center of focus is internal, rather than external. The process is deliberative rather than emotional.

**STEP 4:** The facilitator picks another facilitator and becomes the recorder. The information on the cards is recorded to the easel. Participants hear their issues expressed by others, and feel acknowledged. This positively changes the relationships among the members of the group, increasing trust, fostering open communications. The focus is on the easel, and is deliberative and logical.

**STEP 5:** The individual group reports are read off to the larger group by the recorder, so the information for the entire community can become common knowledge.

**\* MANAGING AND RECORDING EMOTIONAL DISCUSSIONS (cont.)**

**STEP 6:** The information from the entire community is developed into collective statements and reported to the larger group the next day.

**STEP 7:** If needed, the collective statement is then developed into a consensus statement.

### **\* IS THIS CHANGE REALLY NECESSARY?**

"Is this change really necessary?" This is a question commonly asked by people experiencing change. Until the question is answered in the affirmative, little positive response will occur. The individuals' view that change is needed is not often validated with much enthusiasm by other community members. In fact, they normally feel the change is not needed, that it is "change for change's sake".

In this task, the six groups explored all the reasons that the ranchers and agencies, will give that the change is not needed.

As these statements are read off to the larger group by the recorders, I point out that these are really **beliefs, they express the beliefs that will get in the way of fostering the needed change**. We are not normally very conscious of our beliefs, especially in a situation where change is needed. Disclosing these beliefs and recording them allows the participants to "see" them, to become conscious of them, to have a visible expression of them. Now they can determine if these beliefs are adaptive to the situation.

It is always interesting to note that the participants describe the present situation negatively, and..... they don't like it!!!! Yet, when confronted with the opportunity to change what they obviously don't like, they will resist. A paradox. It is explained by understanding that people would rather work with "the devil they know than the devil they don't know!" *"This situation may not be the best, but at least I know what to expect."*

#### **The Question:**

- \* What Are All the Reasons Ranchers and Agency personnel Will Give That Change is Not Necessary?**

## THE REASONS RANCHERS AND AGENCIES WILL GIVE FOR NOT CHANGING

### RANCHERS:

- \* **This is the way their grandfathers and fathers did it.** This is our way of life. We have tradition ~ the way we have always done it. This is the way that is good for the land. I am a good land steward. My practices are working.
- \* **We may have to change how we do business.** If I do what you ask me to do, what will you ask me to do next? If I give a little you will take more later. One change requires a dozen other changes in life and family.
- \* **My family is extremely stressed and afraid of the outcome.** There is malicious intent to drive farmers and ranchers from the land. We don't trust that this is not a grab for my water. Because the big picture is they are going to take away ranches and farms.
- \* **We are afraid ranching and farming won't survive as we know it.** How can you tell me that this computer program from Davis is what the river needs when I've been here for 150 years?
- \* **Farmers and ranchers are already operating at the economic margin.** The cost and the reality that there could be bankruptcy. If I do this and an endangered species comes on my land I lose control of my land and I don't want that.
- \* **Money will rule the landscape and all will change for the rich.** Even if we sell the ranch that means 20 more homes needing even more water. What solution is that! There will be dead fish, no water and a denuded forest. There will just be lots of malls. Welcome to LA!
- \* **Neighbor opinions.** Change increases pressure for my neighbors.
- \* **Trust and follow through on projects does not exist.** There is confusion with the process and the multiple agencies. Nobody is defining goals. It is just not worth the hassle.
- \* **The timing is not appropriate for ranch management.** Talk to me after hay season.
- \* **It is too costly.** The time and labor involved in regulations.
- \* **Because I was not asked to participate in the beginning.** Just because ~ people are bullheaded and stubborn. If I have to retrain for a different job I will die.



**THE REASONS THE RANCHERS AND AGENCIES WILL GIVE FOR NOT  
CHANGING (cont.)**

**AGENCIES:**

- \* **Large bureaucracies move slowly.** We have always done it this way. Bureaucracy holds up more than a “project” ~ the red tape that takes too much time to get too is hurting the financial stability of the workers who are depending on a paycheck.
- \* **Employees feel powerless to make changes.** *“It’s out of my hands.”* I don’t make policy, I just enforce it. While I may I agree with you my supervisor would never allow it. If you are concerned about this problem maybe you need to talk to your local representative. If you don’t like it go talk to the ranger. That’s not how your predecessor did it.
- \* **County elected officials are forcing agencies to implement decisions that do not benefit the entire community.**
- \* **There is just not enough time. There is not enough money in the budget.** We are downsizing and don’t have enough personnel.
- \* **Our attorneys are never going to go for that.** There are lawsuits and threats of lawsuits and we will get sued. Well, under the current administration. Lawsuits and threats of lawsuits. Sorry, but it’s the law.
- \* **It’s not in our plan.** It’s not one of our priorities. Our data suggests.....
- \* **Landowners are not comfortable allowing studies on their land.** Landowners fear the agencies and do not want to deal with them directly.
- \* **Projects are not being completed.** They are over budget and not completed.
- \* **Fish and agriculture continue to decline as agriculture land gets subdivided into ranchetts.** The resource is still not distributed fairly e.g. water for farms and fish.
- \* **Communities are feeding on themselves - with incivility.** There is too much resistance, anger, negativity on both sides.

## **THE SITUATION FROM DIFFERENT VIEWPOINTS A STEREOTYPING EXPERIENCE**

The participants are re-introduced to the evidence of the situation with a panel of seven selected individuals. These individuals have been asked to represent different viewpoints; commercial anglers & fishermen, agencies, Ranchers, environmentalists. Each panel member played a role and presented their view of the situation from that role.

### **The questions:**

- \* **what is your view of the situation?**
- \* **how do you feel about it?**

In answering the questions, the panelists are encouraged to make the situation as real as possible. The environmentalist confronted a rancher, eventually moving to the center of the circle yelling at each other. The commercial fisherman joined to add his voice, followed by the agency who promised to provide help. All ended up yelling at each other, with little listening to what was said.

The listening participants were directed to choose a role to represent that was different than their normal role. They formed seven small groups with like roles and answered the questions:

When small groups representing each of the roles presented their view of the situation, little communication actually happened. It is not unusual for the role players to interrupt each other, or trivialize each other's statements as happens in real life. This adds some realism to the task. This activity creates the arena of discussion, as well as setting the stage for "Group Think" and the stereotype task.

### **The Questions:**

- \* **What Is Your View of the Situation (Playing Your Role)?**

The participants immediately recorded their view of the situation. The panelist served as a facilitator and encouraged his group to represent themselves. They were allowed five minutes for this task. This time limit has the benefit of increasing the energy level of the group, and developing a sense of urgency and groupness.

After recording their statements, being sure to allow each person in the group to speak, the groups reported their information to each other. The groups are encouraged to interact as the presentations are made. By now, each group has a sense of unity, and they protect their groupness and pride.

## THE SITUATION BY GROUP

### COMMERCIAL ANGLERS & FISHERMEN:

\$           **We are Ghosts ~ we are all but gone.** There is no fish so our industry is dead.

\$           **We have no representation from the government.** We have been sold out to other interests. Where is our “farm bill?” We are not perceived as being food providers, like farmers are.

\$           **Our communities are economic disaster areas...with attendant social problems.** We have no friends. We face divorces and suicides.

### ENVIRONMENTALISTS:

\$           **They just don't see the truth.** This world is one giant airplane and as the animals die all the rivets are coming out and we are going to die. We are operating at only 8% of our economic potential.

\$           **The cost of fuel.**

\$           **Streambanks are not holding up the soil and are having impacts downstream.** All farming needs to be organic so there is no pesticide. There is too much cow poop in the water.

\$           **The agencies have been bought out by the industrialists.** Those capitalists just don't care. We need more government regulation to stop those people.

\$           **Time is running out! The Klamath is one of the 10 most endangered ecosystems in the world!** We need to save the earth for future generations. Earth first.

\$           **Collectivism ~ smoke dope ... not turkeys.**

## THE SITUATION BY GROUP (cont.)

### AGENCIES:

\$ **There is not enough money for projects ~ there are too many.** We are multiple use ! Trying to provide resources for everyone. We have quotas to fill and paperwork to get done.

\$ **We need to stop current damage and repair old damage.** The fish resource is on the edge and we can't fail.

\$ **There are too many conflicting points of view.** We've got the science to support our policy. We have information from the best in the field. It is important to base our actions on fact.

\$ **We are doing the best we can with what we have.** We are the voice of the many. We are protecting the natural reserves. We are working with ranchers. We are just doing our jobs.

### RANCHERS:

\$ **They are trying to cut off my water and depriving me of my livelihood.** As it is I can't make ends meet.

\$ **I don't understand why they are trying to make me change.** I am doing a good job already. I love the land and know how to take care of it. We are providing a service for humanity.

\$ **I feel they are invading my privacy and property and space.** I am tuning them out because they think I am stupid. Their science is flawed.

\$ **I am tired of fighting.** My family is scared. I hate those people. What's going to happen to my children? I have no other training.

## **THE WORST POSSIBLE OUTCOMES OF THE DIFFERENT VIEWS**

The small groups are asked to represent their worst outcomes from the roles they are representing. They are allowed 4 minutes to do this. Again, time is reduced to increase the sense of urgency and competition between the groups. This reinforces the group think, encourages emotional response and discourages rational thought.

Each group has a different worst outcome focus, and their concerns become at cross purposes with each other.

### **The Question:**

- \* **What Are the Worst Possible Outcomes of the Situation as Your Group Sees It?**

## **THE WORST POSSIBLE OUTCOMES OF THE SITUATION BY GROUP**

### **COMMERCIAL FISHERMAN:**

- \$ We are already living them.
- \$ We will have total business dislocation. There will be the loss of supporting infrastructures.
- \$ With the loss of the learned art of fishing ~ communities will die and be dead.
- \$ NOAA have you eaten farmed salmon????

### **RANCHERS:**

- \$ With no water for crops, we lose the land. Ranches will be divided into lots.
- \$ There will be range wars and someone shoots someone.
- \$ We kill the fish anyway. Bring the sheep back.
- \$ We have a fractured community. There will be no jobs. My children are harassed at school.
- \$ We are losing a part of our heritage.

### **ENVIRONMENTALISTS:**

- \$ We will see nothing but chaos, violence, alcoholism, disease and lawsuits. In the end, a judge settles everything.
- \$ We will see the loss of environments. There will be malls and sub-divisions. Our kids will have nothing left.
- \$ With the lack of bio-diversity, all fish will die. There will be dead water. It will be a "silent" Spring.
- \$ Loss of empowerment and political power. Ranchers will win instead of us.

**THE WORST POSSIBLE OUTCOMES OF THE SITUATION BY GROUP  
(Cont.)**

**AGENCIES:**

- \$           It will remain the status quo. We invest money in projects and they don't do any good and we lose trust.
- \$           We start losing money to lawsuits. Fisticuffs.
- \$           With total desecration the salmon will go extinct.
- \$           There will be downsizing or we get fired. We will be outsourced.
- \$           We will be tarred, feathered and demonized by media. We could be shot or kidnaped. We are rejected by others.
- \$           The community is dysfunctional. Somehow we endanger families or threaten families.

## EXPLORING STEREOTYPES

The small groups explored the roles and stereotypes that exist between groups. These stereotypes are the worst outcomes of personal relationships, and result from the perception of scarcity, conflicting values, and the belief that the "other" is a potential "enemy".

They result from operating out of the worst outcomes of the situation. They are often negative, and often magnified. They strongly influence the beliefs, behaviors and strategies of the individuals who have them. They affect relationships so that information exchange is severely hindered, and may foster the worst outcomes of an issue.

As part of this task, we also explored the stereotypes we know others have of us. These are also negative and often magnified. We know others see us negatively, and this affects our behaviors. Then, we explored the stereotypes we have of ourselves. These are positive, and somewhat magnified. We all think of ourselves as "good people". These positive views are overcome by the negative stereotypes others have of us, and that we know they have.

The groups will often begin by defining "stereotypes" to move their mind into this arena of thought and feelings. This is an example of that definition:

### STEREOTYPES DEFINITION

(Collective statement)

**A stereotype is preconceived notions, labeling, and grouping.** It is generational imprinting based on our own beliefs. A stereotype is a false or wrong impression, based on a lack of diversity, pre-formed opinions, bias and segmentation. It is a result of prejudging.

**When there is stereotyping, one is close minded, fragmented and biased.** People tend to misidentify and lump things into one category. There is a false judgment and exaggeration based on the worst characteristics. People tend to generalize and label to blame.

**With a stereotype, you are seeing people by what they are - not who they are.** This includes color, clothes, money, class, cars, paradigms, and emotions.



## THE STEREOTYPES WE PERCEIVE

### COMMERCIAL FISHERMAN:

#### The other's view of us:

Commercial fisherman are greedy and should give up. They want more catch and more profits.

Commercial fisherman are loose cannons who sue all the time. They are hard headed. They are also voters.

Commercial fisherman are saddened.

#### We know how the others view us:

Commercial fisherman are viewed as self serving. That we don't have enough money or organization to be a political force. We are simply enviros in fish clothing.

#### Our view of ourselves:

We fisherman are so broke it makes ranchers seem rich. We are an endangered species. We are the best custodians of the environment. We are independent, flexible and hardworking.

We fisherman serve the public with a great product. Salmon is good for you.

### ELECTED OFFICIALS:

#### The other's view of us:

Elected officials could care less about fish. They just tell us what we want to hear and do something else. They actually sympathize with those having money.

Elected officials are only looking for votes. They are willing to kill fish for votes.

## **THE STEREOTYPES WE PERCEIVE (cont.)**

### **RANCHERS:**

#### **The other's view of us:**

Ranchers believe that if fish were extinct all would be well. Ranchers are insensitive criminals that steal and pollute water. They will never learn that fish need water.

Ranchers are bullheaded, unrealistic, for the people and living in the past. They are Republican, conservative and uneducated. They are too traditional ~ survival rich rebels.

#### **We know how the others view us:**

People think we ranchers don't think we can care for land and are "non conservation."  
That we are not educated.

People think ranchers can't see the big picture with no thought for the future. That we  
"feed at the trough."

#### **Our view of ourselves:**

Ranchers are caretakers. We are smart, 24/7 hardworking service providers. We are the salt of the earth. We are family and community oriented. We like to be outside.

Jay wears wranglers because he likes them. Ranchers are loaded.

## THE STEREOTYPES WE PERCEIVE (cont.)

### ENVIRONMENTALISTS:

#### The other's view of us:

Environmentalists are bullheaded, idealistic, unrealistic, radical and liberal. They are tree hugging hippies and hypocrites. They are too educated and out of touch.

Environmentalists are for the animals.

Environmentalists are suffering from liberal white guilt. They are rich but pretending not to be rich. They are trust fund babies.

#### We know how the others view us: :

People see environmentalists as tree hugging, wacko clueless hippies who like to smoke pot. (2) .

They think we are extreme, dishonest and coming from emotion ~ not fact.

People think environmentalists are trust funders who are employed off the street. People would like the environmentalists to go away! They are not trusted.

Environmentalists are seen as having been mainstreamed, a vocal minority and influence peddlers.

#### Our view of ourselves:

As environmentalists, somebody has to save the world and it has to be us. We are world saviors and the only ones with answers. Everybody else is wrong. We are above reproach and above greed.

Environmentalists are heroic. Environmentalists are the true stewards. We have to act now. We are the only ones who care about this.

## **THE STEREOTYPES WE PERCEIVE (cont.)**

### **AGENCIES:**

#### **The other's view of us:**

Agencies are an overpaid waste of government money. They are behind the curve, blinded by their process and lost in their "science." If they did their job there would be no problem.

The agencies are spineless wackos who are slow to change, hate to communicate and too comfortable. They are puppets in an agency that needs to be restructured. They are more concerned about their jobs ~ and care more about fish than people!

Agencies are piss fir!

#### **We know how the others view us:**

Agencies are seen as lazy, stupid pencil pushers who are out of touch ~ out of touch with people. They are in their head know it all's who are actually full of shit.

Agencies are all jerk and are disconnected from the community. They are disillusioned and ignorant.

#### **Our view of ourselves:**

Agencies are hard working and dedicated. We are servants of the people. We are right and believe there is too much democracy.

Agencies are paralyzed by red tape. We are methodical, scientific, logical and authoritative. We are asking the important questions. Although at times we may be full of shit, we are doing what others are not willing to do: help people help themselves.

## **\* STEREOTYPES**

The purpose of the stereotype task is to explore how we develop and use the worst outcomes in our relationships. We began by creating diverse groups who face conflict. The members of the groups immediately create a sense of belonging, and are able to disagree with and ridicule the other groups view of the situation. They create a sense of community and a sense of purpose around defeating the "common enemy"

In this task, we selected 4 groups to create the stereotypes. Then, the groups' representative presented the stereotypes to the other groups.

It was fun...in a way. But then, competition and fighting are always fun. And we all got a chance to say the things we have always honestly wanted to say. **And...they were all negative!**

Oh, there were some positives thrown in for good measure, but they were essentially negative stereotypes. The only time we see positive stereotypes is when we describe ourself. The film, "**Productivity and the Self-Fulfilling Prophecy**", brings the message home:

**WE CREATE OUR WORLD THROUGH OUR BELIEFS.**

**OUR WORDS,  
THOUGHTS,  
IMAGES,  
EMOTIONS,**

**CREATE OUR WORLD,  
AND OTHERS.**

**IF WE THINK NEGATIVE THOUGHTS,  
HAVE NEGATIVE IMAGES,  
ABOUT THE OTHER PERSON OR GROUP,**

**THEN WE WILL FIND THE NECESSARY INFORMATION  
IN THEIR BEHAVIOR TO AFFIRM IT.**

**IF WE THINK WE CAN, OR WE THINK WE CAN'T, WE WILL BE RIGHT  
EITHER WAY!**

This is because we have a filter in the reptilian center of the brain which only lets in the information we program it for. We program it with our words, our self talk, the images we perceive, the emotions we are experiencing.

### **\* STEREOTYPES (Cont.)**

This part of the reptilian brain will not let in any information that disagrees with our beliefs. To do so would make us insane. If I believe that you threaten me with your presence, then I will observe only those movements and behaviors in you that will be seen as threatening. To not do so, would be to relinquish survival.

If we are in a perceived scarcity or conflict situation where someone must lose, then the battle that ensues assures that we will be enemies. We are able to create all the necessary negative stereotypes to affirm your "enemyness" with those who believe as we do, our "group think."

Our intelligence is used to reinforce this stereotype and to prove our rightness instead of being used to solve the problem. The result is the negative outcomes that we feared. After all, that's what we wanted, isn't it?

In order to turn this around, the worst fears need to be acknowledged, and then the positive possibilities affirmed.

## **THE PERCEPTIONS AND ROLES WE WILL FOSTER**

At least part of the relationship problem between the various parties consists of the differing views and expectations we have of each other. We often have expectations of others that are different than their expectations of themselves, and they have different expectations of the us than we have of themselves.

When a perceived power struggle or scarcity exists in the situation, then the others are seen in their worst possible light. They are seen in their weaknesses rather than their strengths. They are seen as "taking away" rather than adding to. The result is that the different views of the community trivializes each other with negative stereotypes, reducing it's perceptions to the lowest common denominator.

Only rarely do we discuss, or explore the expectations that we can have of each other. Rarely do we explore the strengths, or the "richness" that we add to the situation. What is it that we "add to" the situation?

In this next task we explored the positive stereotypes, the expectations, roles, or perceptions, we will need to have of each other to resolve the issues. We describe the "richness" that each group brings to the situation.

## \* MANAGING STEREOTYPE POSSIBILITIES

In the stereotype task we learned that each of us has negative stereotypes of each other, that we know of these negative stereotypes, but we have positive stereotypes of ourselves. It looks like this:

The views they <u>have of me:</u>	I know their <u>views of me:</u>	My view of <u>myself:</u> _____
-	-	-/+

The views I <u>have of them:</u>	They know my <u>views of them:</u>	Their view of <u>themselves:</u> _____
-	-	-/+
(+)		

Notice that all the views are negative except with our view of ourselves. When we are asked to describe us, we can really "shine" on how positive we are. But, when alone, when talking to ourselves, we have this negative image that confronts us internally. So, we see ourselves as both negative and positive.

There are only two places in this relationship diagram that we have control over: The views I have of them (+), the "Pygmalian Effect, and the views I have of myself, the "Gallatea Effect." I can change either. That is all I control. I cannot control, or immediately impact the other's views at all.

I can decide to see the good in them, just as I see the good in myself. I can foster the good in me, just as I can foster the good perception of them. That doesn't assure me of a changed relationship or situation, it just provides the opportunity for this to happen. Time and experience will determine the outcome.



### **\* MANAGING STEREOTYPE POSSIBILITIES (Cont.)**

Positive expectations can be developed for relationships as "positive stereotypes". These best outcomes of relationships can affect the beliefs, strategies and behaviors of the groups. They can affect relationships so that there is an open and honest information exchange which may foster the best outcomes of an issue.

Developing these positive perceptions creates an opportunity for a "paradigm", or belief, shift which can positively affect the relationships of the parties.

But, it is "I" who must change my views of others, if there is to be change. I cannot get others to change their view of me unless I begin to acknowledge the possibility of their positive stereotype.

#### **The Question:**

- \* What Are the Positive Perceptions You Will Create of the Others Based on the Richness They Bring to the Situation?**

## THE NEW PERCEPTIONS WE WILL FOSTER

### RANCHERS:

**Our ranchers are good stewards of the environment and they love the land.** They are environmentalists and caretakers of the land. They are knowledgeable about the land (2). Ranchers are conservation ethic minded. As producers at a global scale they are providers of food (2), shelter and clothing.

**Our ranchers are family and people oriented (2) with a high level of integrity.** They are responsible, hardworking (2) pillars of the community. Our ranchers are open minded, compassionate, respectful, generous and courageous.

**Our ranchers are willing to change and are willing to look outside to our communities for solutions.** Ranchers feel comfortable joining, sharing, learning and teaching. They are essential to our community as well as committed to the community. As part of our community, they are also the backbone of our rural communities. Ranchers are our neighbors.

**Our ranchers help our neighbors and friends and the stranded tourist.** They are good business people, tax payers and voters. Our ranchers are well educated, resourceful and a great information source. They have a rich heritage as land stewards and are determined to do their best.

**Our ranchers are aware that the state of the fisheries is unacceptable and are willing to do their part restoring them.** As share takers of the land and water they are willing to work on tough issues. Our ranchers respect salmon as our cattle.

### ENVIRONMENTALISTS:

**Our environmentalists are willing to work with agencies, fisherman, ranchers and government agencies.** They are willing to come to the table and make concessions. They are capable of wanting to achieve great things with other players and see that we are all in it together.

**Our environmentalists are capable of recognizing when they are being polarizing and polarized and use that energy to achieve solutions.** They are willing to work on tough issues and are dedicated to developing creative solutions out of the box.

**Our environmentalists are known for their positive visionary skills.** They care about the land and care about the future. They have a vision that includes impacts beyond the local. Our environmentalists can see how we can protect the environment and have a healthy economy.

## THE NEW PERCEPTIONS WE WILL FOSTER (cont.)

**Our environmentalists are committed to making the world a better place for their family.** They are very knowledgeable of nature. As lovers of the land they become the force to helping agencies change in a positive way. They remind us that we are part of nature.

**Our environmentalists listen to the ranchers side of the story.** They understand and know us. They are open minded, reasonable and willing to work through the issues. Being objective, admirable world leaders, they are also part of community and are listened to. They are respected for their contribution. Environmentalists respect cultural diversity and are committed to sustainable communities. They are our allies.

**Our environmentalists fight the good fight and are sincere about their belief and cause.** They are creative, flexible, cooperative, sincere, courageous, compassionate, truthful, civil, trustworthy, helpful and intellectually honest. Our environmentalists are passionate, dedicated, Optimistic idealists who are diversified and resilient. They are loyal, articulate and valiant.

### AGENCIES:

**Our agencies are willing to work with everyone and are committed to make solutions work for everyone.** They have the understanding of the frustration with bureaucracy and are still able to implement positive change. They work through red tape to achieve a positive outcome.

**As public servants our agencies are a resource for landowners and citizens.** They are intelligent researchers and educators. They are professional and well educated. Our agencies are hardworking and trying to make it better. They have the highest integrity and trustworthiness and are effective at getting things done.

**Our agencies are an integral part of the communities(2).** They are community members (mom's and dad's). Our agency people are respected and looked up to. They are thoughtful and compassionate, understanding and available. Agencies truly care. Being friends and neighbors they shop locally.

**Our agencies try to communicate as much as possible and are respectful of many varying viewpoints.** They are honest individuals with best intentions and do consider the knowledge of others. Agency people understand the consequences of their actions as protectors of the land..

**Our agency people are dedicated, resilient, caring, dedicated, honest, respectful and respecting.** They are wise and competent, knowledgeable, helpful, kind and courteous. They are creative, flexible, trustworthy, possess integrity, courage, respect and honesty. They are polite and good humored.

## THE NEW PERCEPTIONS WE WILL FOSTER (cont.)

### ELECTED OFFICIALS:

**Our elected officials are able to assist the fishermen in our plight.** They are service the entire community and work for us, even through we are a small constituency.

**Our elected officials are people too.** They are drawn to public service because they truly care for other people. They share our values.

**Our elected officials learn about the consensus process and use it.** Aware of both sides of the conflict. They actively seek input from under represented, less vocal groups. They are capable of transcending human patterns and doing the right thing. worthy of their responsibility.

**Our elected officials are respectful, wise and just.** They are honored for their contributions. They are trustworthy, fair, honest, knowledgeable and transparent. Honest, trustworthy and working for the public good.

**Our elected officials are capable of achieving world peace.**

### COMMERCIAL FISHERMEN:

**Our fisherman are highly successful business people.** They are proud of our industry and desire to provide a product for the national market. They take responsibility to see that fish stocks are managed for abundance over time.

**Looking for a solution that takes into account the needs of all.** Fisherman have not desire to harm the agriculture community and appreciate the restoration work they're doing. Our fisherman will help insure they don't go bankrupt helping the noble cause.

**We participate directly and actively in fish restoration activities up and down the basin.** We enlist all Klamath stakeholders in our political efforts, and we support other stakeholders in theirs. We have things in common with agriculture. We are both hardworking and care deeply about our families, and we will use this to solve this problem.

## \* A CHANGE SPECTRUM

People will acknowledge the inevitability of change. "There will always be change," we say. Change is a constant. This is a true statement, yet not a complete one.

We assume that all change has been constant in its meaning, its nature. For the three generations that preceded this one, it has been, somewhat. Change has occurred at a relatively slow, acceptable pace, requiring minor adaptations, allowing time for reluctant acceptance. Today, the generations confront change that has a different, broader character. It is more rapid, compressing the time for acceptance.

There is a spectrum of change. The spectrum varies by its speed and intensity. It spans long term stability, or "status quo" to varying degrees of modifications and adaptations, to major transformation. The latter change is often referred to as a paradigm shift.

## A CHANGE SPECTRUM

NATURAL-->SOCIAL----> MINOR----->MAJOR----->  
EVENTS STATUS QUO ADAPTATIONS TRANSFORMATION

Sunrise Cultural norms Fads Re-organize Restructure  
Seasons Calendars Picture Day-timer Flex-time  
Reproduction Sex Roles Women working - Managers - Leaders  
Religious Religion Factions Cults Universal  
Constitution Laws Policies How to Global

## TIME BETWEEN CHANGES

Permanence--> Slow-----> Moderate-----> Rapid

## GENERATIONAL EXPERIENCES

Grandfather->  
Father ----->  
Me ----->  
My daughter Kathy ----->  
My Grandson Jeff ----->

### \* A CHANGE SPECTRUM (Cont.)

**NATURAL EVENTS**, like the sunrise and sunset, the seasons, the tides, are expected to stay the same. They provide a long term sense of stability, of permanence. Like everything else, the impact of human becomings can affect even these events. We have the ability to create sex changes, to impact natural reproduction. The impact on water quality, the "greenhouse effect", genetic research, and the depletion of the ozone layer can all effect the long term natural stability.

Maintaining the **STATUS QUO** is a rallying cry heard around the world. None of us likes change, so we try to hold every situation constant in the face of continual pressure for the opposite. Each **SOCIETY** develops its' cultural norms and rules. These provide the sense of stability that make community possible. We resist change in these basic societal norms of dress, religion, language.

This resistance will occur even in instances where we complain loudly about the existing situation. This is because we prefer the familiar to the unfamiliar. We prefer the devil we know to one that we don't know.

And, we succeed in maintaining status quo to a great degree. Things remain essentially the same. The calendar, the way we measure time and distance, the basic clothes that the different sexes wear, the Constitution, laws, ethics and rights, etc.

**MODIFICATION, OR ADAPTATION** is the most common accepted change event. This can range from minor to major adaptations. It can occur slowly or rapidly.

In modification there is a slight change, but, the original is still evident or obvious. This is similar to moving the chairs around the table, or changing the way a form is designed. Adding a picture to the basic calendar is a modification. A larger modification is the development of calendars that travel with us, such as the Day-timer, the computer scheduler.

Modification is often based on the need of the individual to express themselves in the environment. This type of change normally happens internally, with the external forces being resistant to it. The manager decides to change the organization to fit her needs. It is resisted by those externally who are impacted by the change.

The change happens at the level of strategies and actions. We develop action plans, assignments and schedules to carry out the modification of a process. There is still a perceived stability in the environment. While some things are changing, everything else is normal.

**TRANSFORMATION CHANGE**, or paradigm shift, requires more energy. There is a new original. Often the old original is not evident, except in some relict form. This form of change requires a change in basic beliefs and behaviors of the individual, the community, the culture.

### **\* A CHANGE SPECTRUM (Cont.)**

The change in the role of the woman, from the home, to the position of leader of the nation is an example of such a transformation. The development of flex-time requires a belief and behavior shift. The notion that all children can be educated in the same classroom requires a paradigm shift.

I can remember when the gas station was just that. We went to fill the tank, get the windows washed, the car lubed. Today we find a travel store, a convenience store, a video store. There is a relict of the past evident in the gas pumps, but it is obvious this is a transformation to a new thing.

This change is normally initiated from forces external to the culture or organization. It is resisted internally. The shift from being the worlds' only economic and industrial force, without significant competition, to one which requires we compete with the world is an example of such an external change that is fiercely resisted. "If only the others would be fair. If only they would appreciate what we have done for them in the past, and show us some favoritism." This is our lament.

The travel/convenience store was created by the oil crisis in the 70's. Flex-time was initiated by the demands rising from having two wage earners n the family.

This change is often chaotic. It feels as if everything is falling apart. It is as if a picture puzzle falls to the floor, breaks into many pieces that no longer fit together in the old way. They create a new picture when put together.

People feel as if they are being accused of being wrong in the past. They feel unappreciated. They want things to remain the same.

Beliefs and behaviors must be transformed. This does not mean that all the old beliefs or behaviors must be "trashed." They may, in fact, still be appropriate in certain circumstances. It does mean that new beliefs and behaviors are needed where the old are inappropriate, and don't work. Seeking to do this requires that those affected go through a process that allows them to adapt to new beliefs and behaviors.

## **THE EVIDENCE OF THE NEED FOR CHANGE IN THE SITUATION**

The same people who strongly express that change is not needed, will be willing to explore the opposite point of view. The expression of unneeded change, allows each person to state their apprehensions about the change, allowing the person to be reluctant, unwilling, reactive.

When confronted with the needs for change, the same people will explore the reasons to move ahead with needed change. Their integrity and concerns have been taken care of in the previous question.

In this task the participants first listened to a panel of agency, rancher, environmentalist, elected official and other community members express their evidence of the need for, the expectations for, "Transformational change." This question pushes their "envelope of belief" about the events that are affecting them, seeking to find if the change requires more than a modification. One person was selected from each of the six small groups to be on the panel.

### **The Question:**

**What Is the Evidence That Transformational Change Is Needed, or Expected in this Situation?**

**How Do You Feel about It?**

The participants then returned to their small groups, each representing one of the views. New small groups may be again formed, allowing for new relationships to be fostered. The group members answered the questions:

### **The Questions:**

**What Is Your View of the Need for Transformational Change?**

**How Do You Feel about It?**

After listening to each other, the participants wrote down the evidence they heard others represent on one side of a 3 x 5 card . Then they recorded one piece of evidence they provided on the other side of the card. These statements were then recorded and developed into collective statements.

Writing down what they heard makes the members responsible to create a common knowledge base beyond their individual view. It also introduces silence, an opportunity to balance each person's energy, internally.



## **THE EVIDENCE OF THE NEED FOR CHANGE IN RELATIONSHIPS BETWEEN AGENCIES AND AGRICULTURE**

**There is evidence of disrespect and open hostility.** There is anger at public meetings with threats of going outside the area for enforcement. We get into adrenaline behavior with shouting instead of discussions. We get anonymous letters and threats. There are hateful actions like vandalism and threats to individuals.

**Stereotypes of each other prevent people from being heard by each other.** We are ignoring instead of listening and entrenching instead of collaboration. We have negative attitudes and views about each other. These negative stereotype feelings are thriving! We are at an impasse.

**We see more and more polarization between people.** The polarization of the community calls for the need for community meetings. Other members of the community are having to take sides. There are denial or threats of denial of access and participation.

**People are tired and they have just stopped working together.** There is an unwillingness to communicate, work together or cooperate. They feel they are no longer playing on an even playing field. This creates disharmony and a lack of cooperation.

**The agriculture community and government agencies do not trust each other.** They don't trust each other, and they are no longer communicating with each other. Landowners won't let agency biologists on their property due to distrust. People don't trust the top down approach to agriculture issues or the support for political extremism.

**With a growing lack of trust there is fear and fear reactions.** There is fear to cooperate on an individual level because of the social censure. There are damaged relationships.

**There is division in the community and a level of fear and anger.** We see tiredness and resignation on the faces and in the hearts of people on both sides, which affects local children. Children of the agriculture community are leaving the community, or staying but having feelings of anger and hopelessness. Youth are not returning to farms, ranches and agriculture communities.

**We see the under performance of the watershed and the friction between the two parties.** Fisheries are doing poorly and the agriculture community is doing poorly. There is still conflict over water and fish. Fish are not recovering and the condition of local agriculture is more precarious than ever. More farmers are going out of business. Salmon is still declining due to the agriculture and agencies need for water.

**THE EVIDENCE OF THE NEED FOR CHANGE  
IN RELATIONSHIPS BETWEEN AGENCIES AND AGRICULTURE (cont.)**

**We are seeing economic loss.** We see a lack of new business coming into the community and at the same time we see more business leaving the community. We see the sale of ranches and threats of land conversion. Remember the 2001 thru 2004 fish kills? There is an increasing number of unfunded mandates and it has become very difficult for agencies to enforce them.

**There is inconsistent policy implementation, as illustrated by the bucket brigade incident.** Local decisions can be over ruled in DC. Klamath Basin is a political football ~ it's a national issue. There will be lawsuits.

**There is the issue of competing science.** There is inconsistent scientific data.

**We are holding training sessions like this in conflict management.**

## \* CHANGE AND LOSS

CHANGE IS CONSTANT...like death and taxes, it is inevitable. It is a paradox that must be faced and accepted if we are to be prepared for it emotionally and practically -- if we are to live fully and grow.

Changes are endings and beginnings -- a time when the body responds both physically and emotionally to the process of separation from the old, the certain, the comfortable, and the entry into the new, the unknown and the feared.

If we have the time to react, a person responds to changes in five stages:

DENIAL/DISBELIEF  
ANGER  
BARGAINING  
DEPRESSION  
ACCEPTANCE  
ADAPTING

Each person approaches change and loss in a unique way. All stages may not be experienced due to limited understanding, or refusal to consider the situation as real. A person may not have time to experience all the stages; they may combine them, skip around, or hide their feelings. Periods of enjoyment may be experienced, where the change is forgotten, or we get caught up in other more important events.

DENIAL -- DISBELIEF...a refusal to believe the change:

"Do you really think they will do it?..."  
"I can't believe he is gone!"  
"They can't do this to me!"

This stage is a normal reaction, allowing time for the idea to sink in, so people can begin to collect themselves. It is a defensive response, aimed at keeping the "status quo". It is usually temporary as reality becomes evident and we are forced to go on to deal with the change in our different ways. Often, however, denial and disbelief return and we will plan ahead as if nothing is happening.

This stage is also necessary to assure that the change is needed. Sometimes the denial results, correctly, in the status quo.

## \* CHANGE AND LOSS (Cont.)

ANGER...as a sense of helplessness turns to rage:

"I'll show them who is boss!"

"I don't deserve this!"

"They can't do this to me!"

This is a difficult, necessary stage, as anger comes unexpectedly and is hard to control. If denial and disbelief won't work, maybe some anger will force the situation back to the status quo.

Other people often become innocent targets, because it is not possible to confront "them". The innocent target finds it hard to respond with understanding instead of with anger, hurt feelings, and guilt. This often causes corresponding guilt feelings in the person undergoing change.

BARGAINING...an attempt to postpone the action:

"Let's wait until the action is really necessary."

"Why can't we wait until the children graduate... or leave the home?"

"Let's study the idea and try to find another way."

We often bargain when it appears that the anger will not change the situation. The bargain involves a promise of a change in behavior or some other specific promise in exchange for more time... with the hope that the change will then prove to be unnecessary.

The intent of bargaining is to delay, or, to try to get the decision moved as close to the status quo as possible.

DEPRESSION...occurs when the person faces the fact that there is no hope, no way to change the decision.

"It is hopeless... they won't listen!"

"I don't care what happens anymore... they won't listen to me."

When the reality is impossible to ignore, depression sets in. It is a painful time of grief and despair, guilt and shame, at failing. It is a time of letting go of the old, of reluctantly taking hold of the new.

It is in this stage that physical changes (frowns, sleeplessness, headaches, tiredness) occur, as well as emotional changes (crying, deep sadness, fear of death).

## \* CHANGE AND LOSS (Cont.)

### ACCEPTANCE... a healthy coming to terms with reality:

"You know... that was the best thing that happened to me."

"I'm still uncomfortable, but there are some new ideas I have."

When the emotion has drained away, the body has healed itself and there is a time of emotional calm, the events are seen in a new light.

New possibilities are seen in the situation. The past is relegated to memories, affirmed and acknowledged as good times. It is a time when creativity and new behaviors arise naturally, sometimes without any conscious effort. In working through the feelings and conflicts of change, the person has arrived at a new awareness.

### ADAPTING... taking control of future changes:

"I will look ahead for the next change and plan for it in advance."

"I will be the initiator of the next change..."

In an age of rapid change, we must be able to continuously adapt. Our existence as humans is testimony to our high degree of adaptiveness. But, being adaptive is a conscious decision. It is a decision to honor the past, to integrate it into the present, and to move on to the new.

The process of change and loss occurs continuously. The death of a friend, the wreck of a car, the moving of an office, someone sitting in your chair, a change in habit (like smoking), a new office policy, and a road detour, are typical examples. Some changes we go through rapidly, while others take years.

It is our reaction to change in others that creates problems. We may not understand what is happening when others are suddenly angry or despondent. We can't understand why they won't accept the situation, why they continue to want to delay the action.

The first three stages are particularly dangerous times. The person feels helpless, out of control, and fears the worst. Behaviors are acted out of these emotions and beliefs. We respond by stereotyping the person as angry, bitter, despondent, unbelieving. They are too willing to accept the role we give them. We foster and create the worst outcomes, establishing the negative experience base for the next change.

### **\* CHANGE AND LOSS (Cont.)**

This prevents others from moving into the acceptance stage. It ties us up into the drama so that we unwittingly spend energy keeping the person in the role or stereotype.

We can help each other through change by:

Trying to understand what is causing the emotion. This requires a questioning attitude, listening with respect for the person.

We can affirm the reality of the situation.

We can acknowledge the emotion of the person, and affirm the right to feel that way.

We can ask the right question, one that creates the hope of the best outcome, of growth, of acceptance. Once a person has thought, spoken about a best outcome, it is difficult to hold the process of acceptance back. With time and understanding, the result is movement to the final stage of acceptance.

**THE BEST POSSIBLE IN 10 YEARS  
BECAUSE AGENCIES AND AGRICULTURE  
HAVE COLLABORATIVE RELATIONSHIPS  
OUR LONG TERM 10 YEAR PURPOSE**

Before describing the changes we want to make, we need to know what outcomes we want created. These outcomes are the "ends", while the strategies and actions are the "means" to get to the "ends." A planning process, decision making process, ranch management approach, hatchery system are strategies and actions, or means to get to an end.

Each group is assigned a role to represent part of the community of interest (rancher, environmentalist, agency, Elected official, etc.)The participants answer the following question on the 3x5 card so they have time to prepare a deliberative answer, one that includes their new perceptions, as well as others.

**The Questions:**

- \* **What Will Be the Best Possible Outcomes for Your Group and the Other Groups of Transformational Change in the Klamath River Basin?**

These are the best outcomes we want from the situation. They consists of statements which are made in the present tense, as if the mission is already happening. This is an "active" way to express the mission. Each statement describes the long term mission of the participants.

These outcomes will rise from the belief that this is possible, and with the changed positive perceptions of each other. This will affect the behaviors and the strategies of the people involved.

**THE BEST POSSIBLE IN 10 YEARS  
BECAUSE OF COLLABORATIVE RELATIONSHIPS  
BETWEEN AGENCIES AND AGRICULTURE  
OUR LONG TERM 10 YEAR PURPOSE  
A SUMMARY**

- \* **A sense of community that is fierce and inclusive throughout the Basin with signs at every entrance to the watershed welcoming people to Klamath Country. *There is greater social stability in rural communities.***
- \* ***We have* collaborative, positive relationships. Agencies and agriculture have developed relationships that allow them to trust and support each other to achieve the goals of productive ranches, healthy streams, and abundant fish. A continued positive, collaborative relationship.**
- \* **Agencies, communities and elected officials are all working together toward common goals. Agencies, environmentalists, ranchers, farmers and elected officials are working together as a team.**
- \* **Goals will be achieved through volunteering by landowners. There is a free exchange of information and ideas between landowners and agencies.**
- \* **There is respect for agencies and ranchers. Agency people are part of the community.**
- \* **We improve the ecosystem health for the entire Klamath Basin. Healthy, self-sustaining populations of people and wildlife throughout the Basin. Riparian areas will be healthy or recovering.**
- \* **We have healthier fisheries and healthier communities. Salmon runs return to Klamath Basin in large enough number to support both ecological and economic systems. More economic diversity will be brought to communities.**
- \* **Ranching and fishing economies will be intact. Agriculture will be healthy and productive. Farmers are prospering and farms are productive. New water conservation strategies will be implemented, with more efficient irrigation systems.**
- \* ***We have* peaceful communities in the Basin. Our communities will be united civil and respectful.**



**OUR LONG TERM 10 YEAR PURPOSE  
A SUMMARY (cont.)**

- \* ***There is a healing of relationships between agriculture community and environmentalists, tribal members, agency employees and other citizens. Folks are friends and have you by for a party each year at the County seat. We have River celebrations.***
  
- \* **We get recognition for leading the way and providing other communities with a successful model.**

*“I want the best possible outcomes to last longer than ten years—25 years would be better.”*

**THE BEST POSSIBLE IN 10 YEARS  
BECAUSE OF COLLABORATIVE RELATIONSHIPS  
BETWEEN AGENCIES AND AGRICULTURE  
OUR LONG TERM 10 YEAR PURPOSE**

**A sense of community that is fierce and inclusive throughout the Basin with signs at every entrance to the watershed welcoming people to Klamath Country.** There is harmony in communities. An established community where safety and unity are a reality and not an idea. Communities will have developed new strategies for addressing natural resources.

***There is greater social stability in rural communities.*** *We have* a healthy, thriving agricultural community, a healthy agricultural business community. *We have* sustainable agricultural communities. A happy and thriving / balanced community with both new business and long-time (growing) businesses with young returning. Thriving agricultural communities, recovering fishery, and sustainable.

***We have collaborative, positive relationships.*** All new problems are approached collaboratively. Everyone (interest group supported by individuals they speak for) has a contribution to solutions. A group of citizens working together are using a diverse pool of expertise. Groups within the watershed are able to work with each other to produce viable / needed projects and expansion of collaborative private/public projects.

**Agencies and agriculture have developed relationships that allow them to trust and support each other to achieve the goals of productive ranches, healthy streams, and abundant fish.** The people in the Basin/watershed will be working towards solutions to water quality/quantity, energy supply, transportation, direct commodity marketing and distribution. These relationships are strong and resilient enough to accommodate on-going changes in the environment and community.

**A continued positive, collaborative relationship.** Farmers and ranchers participate as permanent members of agency advisory and review boards. Cooperation between agriculture and agencies is possible in other locations. A retention of process and with positive outcomes.

**Agencies, communities and elected officials are all working together toward common goals.** Agencies will continue to feel the connection that the papers that are shuffled everyday have families on the other side. Agriculture will have reason to trust agencies because agencies prove that they listen by using knowledge which has been carefully passed down generation to generation. You can not know the land from a book.

**THE BEST POSSIBLE IN 10 YEARS  
BECAUSE OF COLLABORATIVE RELATIONSHIPS  
BETWEEN AGENCIES AND AGRICULTURE (cont.)  
OUR LONG TERM 10 YEAR PURPOSE (cont.)**

**Agencies, environmentalists, ranchers, farmers and elected officials are working together as a team.** A new stakeholder-based and driven process is orchestrating fisheries restoration efforts basin-wide. Agriculture and agency work together to put in place a plan that allows joint use of resources. Every one gets a piece of pie.. Everyone gets what they need: Farmers, environmentalists, agencies, tribes, politicians.

**Goals will be achieved through volunteering by landowners.** There will be no more force or regulatory action used to achieve societal / agency goals. Contributions of resources-financial, technical, educational, research, promotion by agencies will support voluntary changes by landowners. *There is* shared responsibility in understanding science of the fisheries in the Scott / Klamath / etc. The cost of protecting species on private land is spread to include others outside the community.

**There is a free exchange of information and ideas between landowners and agencies.** Landowners (ranchers/farmers/tribes) have provided input to and made changes they feel are fair to have healthy fisheries. Landowners are able to have voices heard and acted upon through flexible agency regulations and open meetings. A trusting and non-aggressive discourse where disagreement is acknowledged and then resolved through consensus.

**There is respect for agencies and ranchers.** The Agency official does not feel threatened when a rancher comes to the office. Agency staff and ranchers who feel respect when they see each other. Agencies and members of the Ag community publicly honor one another.

**Agency people are part of the community.** Agencies and their staffs become more welcome and respected members of local communities. Agency folks have small farms and agricultural people volunteer in agency offices.

**We improve the ecosystem health for the entire Klamath Basin.** Ecosystems are restored to a healthy function. A more healthy environment. Healthy streams and healthy recovery. Healthy, thriving rivers and streams and fisheries. High quality water in Klamath and its tributaries.

**Healthy, self-sustaining populations of people and wildlife throughout the Basin.** Resilient Klamath communities of wildlife and sustaining populations of ranchers and farmers. Healthy, vibrant watershed - inclusive of all components. We have no loss of open space. Abundant water for all.

## OUR LONG TERM 10 YEAR PURPOSE (cont.)

**Riparian areas will be healthy or recovering.** Riparian ecosystems are healthy. Fish numbers are up, riparian areas are restored—willows and cottonwoods all along the Scott River.

**We have healthier fisheries and healthier communities.** The fish come back in increasing number and is an attraction. Coho recovery here to set a precedence for other issues in this community and beyond. Fish will be returning in ever greater numbers to the watershed. Adult and juvenile fish kills will be rare. The reasons for this decline in fish stocks will be understood.

**Salmon runs return to Klamath Basin in large enough number to support both ecological and economic systems.** There will be healthy and productive runs of salmon. A significant increase in the number of salmon returning up the Klamath River. Salmon and steelhead brood-year populations are all on the increase. A 20% increase in sustained salmon yield to the ocean. Healthy fisheries. The Coho listing goes away. Coho recovery / Chinook recovery / Sucker recovery.

**More economic diversity will be brought to communities.** New businesses have come to the county. Economic growth. Economic prosperity. Economic growth and development. The economy is able to support and sustain the entire families of County residence. We can work together on economic stimuli (use new or recaptured energy together).

**Ranching and fishing economies will be intact.** Commercial fishing will be brought into the equation. Agriculture and tribe continue to evolve and be economically viable. Happy, thriving, sustainable tribal fishermen communities. Thriving fisherman and agricultural communities. Local energy independence.

**Agriculture will be healthy and productive.** Farmers to have enough water to grow crops and support their way of life into the future. Agricultural families are healthy, with jobs for upcoming generations. greater longevity of family farms and ranches. Young people stay and raise their families to be well educated and connected to the land. More people want to be farmers.

**Farmers are prospering and farms are productive.** Abundant and profitable harvests come both from the land and water. Ranchers are credited with protecting and fostering the salmon fishery in the Klamath River. The local Ag economy is growing and diversifying. Land conversion is managed/held in check. Ranchers do not feel threatened. Ranchers don't want to dump the ESA.

**New water conservation strategies will be implemented, with more efficient irrigation systems.** New crop varieties will be developed that require less irrigation.

## OUR LONG TERM 10 YEAR PURPOSE (cont.)

***We have peaceful communities in the Basin.*** Healthy environment/united communities. Proud people in what they do. Pride of accomplishment. Smiles on people's faces. There is Joy. Regular circle meetings between agricultural communities and All levels of government. No more SOSS signs. Elected representatives visit when asked to.

***Our communities will be united civil and respectful.*** We have new beliefs and behaviors. The boundaries or divisions we see now are bridged. People are less polarized, instead they appreciate diversity of opinion and use it to spark creative problem solving. When community members come together, water doesn't make it into the conversation as a topic. Fears are acknowledged and appreciated, but then moved through to solutions. We do not fall into old patterns of doing business or stereotyping. Reduced racial tension. We get a whole hand wave in public.

***Healing of relationships between agriculture community and environmentalists, tribal members, agency employees and other citizens.*** Opportunity for forgiveness between past and present residents of this land we share now and into the future. Healing of guilt and blame between tribes descendants and descendants of settlers leaving behind untruthful myths, denial, blame and resentments to move forward together in a healthy community for humans and wildlife, fish and waterfowl. Apologies to tribal members including acknowledgment of shameful past injustices dating back to the 1860's. *We have a* truth and reconciliation process to include corrections of harmful misinformation, erroneous myths and lies perpetuated to this day about the history and treaty rights of the Klamath Tribes.

***Folks are friends and have you by for a party each year at the County seat.*** I have friends throughout the Basin that I can call and do call regularly. Families that live here now still live here.

***River celebrations.*** An inclusive Fall Harvest Celebration held to celebrate the bounty of the Klamath Basin. Sharing Thanksgiving with agriculture and agencies. I get invited to a round-up.

***We get recognition for leading the way and providing other communities with a successful model.*** The Klamath model is talked about everywhere and we share our experience throughout the west. The process used is being copied world-wide in areas of conflict. By example may bring resolution to other communities, counties, and on and on. "World Peace."

*"I want the best possible outcomes to last longer than ten years—25 years would be better."*

## DEVELOPING STRATEGIES AND ACTIONS FOR CHANGE

Strategies and actions can be developed in a number of different ways, depending on the amount of change, the level of change, the amount of information available and the risks involved. If the change is minor, a modification, with low risk and available information, then the participants can immediately respond with ideas.

If the change is transformational, with many changes involved, with high risk, and where the amount of information available is low, or not even known yet, then the participants need more time to develop and foster new beliefs, and create an adaptive information base with common understanding and support. Each of the approaches below can be appropriate across a range of circumstances:

1. **RECORDING DIRECTLY:** If the situation is a simple one, where the participants know the information and have ready strategies, they can record the answer to the question directly to the flip charts. This is similar to brainstorming, except that the participants take turns. This is important especially if members of the public participate. It creates a safer environment in which to offer ideas.

### **The Question:**

- \* **What Strategies or Actions Will Foster the Best Possible Outcomes?**

2. **RECORDING DELIBERATIVELY:** If the participants are uncertain about what to do, have them record to a 3 x 5 card first.

### **The Question:**

- \* **What Strategies or Actions Will Foster the Best Possible Outcomes?**

This allows them to think deliberately and deeply about what they would like to do to foster the best possible outcomes. They have information, but need time to develop the ideas in their own internal system. After recording to the cards, they then report and have their ideas recorded to the flip charts.

3. **EXPLORING, THEN RECORDING DELIBERATIVELY:**

If the change is transformational, but the situation is not complex, or seem impossible, the participants can explore possible strategies and actions before developing them. This starts with each person answering the question without recording:

## DEVELOPING STRATEGIES AND ACTIONS FOR CHANGE (cont.)

### The Question:

#### \* **What Strategies or Actions Will Foster the Best Possible Outcomes?**

The participants each express and explore strategies and actions, with the others listening. This allows the brain to respond to the question in the safest possible environment. Each expression allows others to think of new ideas.

It is normal for the participants to forget to speak in turn. When a person speaks, they will disagree, or raise impossible questions. They may want to add an idea to another persons. Or, they may want to brainstorm. This actually slows down the process. It focuses on one or two people, allowing others the opportunity to avoid the pain of thinking deeply, creatively, a somewhat frustrating and painful process. I will normally stop the groups, and remind them to speak in turn, to listen with respect, to suspend judgment.

This activity will allow for the needed deliberative discussion. The participants are now asked to record the ideas they heard and would support on 3 x 5 cards. They are encouraged to use their ideas as well as others, to integrate them.

### The Question:

#### \* **What Ideas Have You Heard (Yours and Others) That Would Successfully Foster the Best Possible Outcomes?**

These are recorded to the flip charts.

#### 4. **EXPLORING, EXPANDING AND REACHING CONSENSUS:** This process is appropriate if there is time, the situation is one of transformational change, a complex situation, where there are no set answers. It uses the deliberative exploration approach, seeking to foster new information and ideas, while seeking consensus. It is done in 4 stages:

1. The participants are first asked to respond to the question without recording. The participants each express and explore strategies and actions, with the others listening. This allows the brain to respond to the "vacant space" in the safest possible environment. Each expression allows others to think of new ideas. The process builds on itself, creating a sense of consensus.

## DEVELOPING STRATEGIES AND ACTIONS FOR CHANGE (cont.)

### The Question:

#### \* **What Are the Strategies and Actions That Will Foster the Best Possible Outcomes?**

It is normal for the participants to forget to speak in turn. When a person speaks, they will disagree, or raise impossible questions. They may want to add an idea to another persons'. Or, they may want to brainstorm. This actually slows down the process. It focuses on one or two people, allowing others the opportunity to avoid the pain of thinking deeply, creatively, a somewhat frustrating and painful process. I will normally stop the groups, and remind them to speak in turn, to listen with respect, to suspend judgment.

2. When all have spoken, the participants are then asked to answer the question:

### The Question:

#### \* **What Did You Hear from Others That You Liked, and What Additional Ideas Did You Think Of?**

This requires that the participants listen, and be able to describe the ideas they liked from others. This begins to build the needed consensus. It also recognizes that, as we listen, we get additional ideas. This is especially true if we have already spoken and been listened to.

3. These two activities allow for the needed intense and deliberative discussion. The participants are now asked to record the ideas they heard and would support on 3 x 5 cards, and record them to the easel. They are encouraged to use their ideas as well as others, to integrate them.

### The Question:

#### \* **What Ideas Have You Heard (Yours and Others) That Would Successfully Foster the Best Possible Outcomes? Integrate Ideas, Record Them Fully.**

Normally, the ideas recorded to the easel will be similar, within groups and between groups, so that two or three major strategies will emerge that are supported by all groups and participants.



## **DEVELOPING STRATEGIES AND ACTIONS BASED ON PURPOSE**

The participants were allocated to three small groups, each working on a statement from the long term purpose. Their purpose is to develop strategies and actions they would support that would foster their purpose. The task and process begin with a statement of that purpose.

**Group 1: “A continued positive, collaborative relationship.** Farmers and ranchers participate as permanent members of agency advisory and review boards. Cooperation between agriculture and agencies is possible in other locations. Retention of process and positive outcomes. I want the best possible outcomes to last longer than ten years—25 years would be better.”

**Group 2: “Agencies and agriculture have developed relationships that allow them to trust and support each other to achieve the goals of productive ranches, healthy streams, and abundant fish.** These relationships are strong and resilient enough to accommodate on-going changes in the environment and community.”

**Group 3: “Goals will be achieved through volunteering by landowners.** There will be no more force or regulatory action used to achieve societal / agency goals. Contributions of resources-financial, technical, educational, research, promotion by agencies will support voluntary changes by landowners. *There is* shared responsibility in understanding science of the fisheries in the Scott / Klamath / etc. The cost of protecting species on private land is spread to include others outside the community.”

Each group also had a different approach to developing strategies they agree upon. Each is based on the insight ***“Developing Strategies and Actions for Change.”***

In the following pages the process for each purpose is defined and explained, and the outcomes, in the form of collective statements is presented.

Facilitators for each group were selected. These facilitators moved their group through the entire process.

## GROUP 1 - THE PURPOSE

**A continued positive, collaborative relationship.** Farmers and ranchers participate as permanent members of agency advisory and review boards. Cooperation between agriculture and agencies is possible in other locations. Retention of process and positive outcomes. I want the best possible outcomes to last longer than ten years—25 years would be better.

## PROCESS

**Step 1:** *What is the evidence there is not a collaborative relationship between the agencies and agriculture?* Each person answers this question in turn. This allows the group to describe what is meant by not collaborating. What is the evidence this is happening? This helps to describe the situation as it exists.

The facilitator picks a recorder. This is recorded directly to the flip chart.

**Step 2:** *What will be the evidence of collaboration between the agencies and agriculture?* The facilitator passes out 3 x 5 cards first, states the question and the participants record the answers on the card. This allows the participants to describe the kind of relationship they want to create and to do it deliberately.

When all are done, the facilitator picks another recorder and has each person express their answer so it is recorded to the flip charts. (Reverse the direction of the first question.)

**Step 3:** *What strategies and actions will create this collaborative relationship?* The facilitator asks the question and each person answers in turn. The facilitator is encouraged to make sure people do not interrupt each other, but to speak in turn, to listen with respect. This allows the members to deliberately explore strategies and actions they feel will move them towards their purpose. (Do not record.)

**Step 4:** *What strategies did you hear and what additional strategies did you come up with?* The facilitator asks this question, reverses the direction of the talking circle. This allows each person to acknowledge what they heard, and to move on to additional strategies. (Do not record.)

**Step 5:** *What strategies or actions did you hear that you support?* The facilitator passes out 3 x 5 cards and each person records the answer to this question. This allows each person to deliberately select strategies they heard and would support. This acknowledges others as well as beginning to create a consensus.

The facilitator may select another facilitator and recorder, and act as the lead facilitator for this activity. The information is recorded to the flip charts. (Reverse the direction of the talking circle.)

**Step 6: The closure:**

*How do you feel about this activity?*

*What did you learn that will foster collaborative relationships between the agencies and the ranchers?*

The facilitator selects another person to facilitate this. Close the circle. Do not record. This allows each person to bring closure to the activity, as well as learn from what they did.

The following is the result of this activity:

**THE EVIDENCE THERE IS NOT A COLLABORATIVE RELATIONSHIP  
BETWEEN AGENCIES AND AGRICULTURE**

**\$ The Bucket Brigade!**

**\$ There is a lack of communication and dialog exhibited thru this activity in Klamath Falls.** There is a lack of participation in planning sessions.

**\$ There are angry editorials(2) in the newspaper, press releases in PO boxes and flyers that are negative about the relationship.** SOSS signs imply we are not all in favor/supportive of saving the Scott and Shasta Valley communities.

**\$ Agency personnel are nervous of peoples perception of them when they are in public.** Confrontations over agency personnel not being allowed on farmers and ranchers property.

**THE EVIDENCE THERE IS A POSITIVE COLLABORATIVE RELATIONSHIP  
BETWEEN AGENCIES AND AGRICULTURE**

**Meetings take place for collaboration ~ not conflict.** Everyone is engaged in the process, attending committee meetings, supporting SRWC and agencies in their projects Agency representatives publicly honor farmers/ranchers for all the work they do. Agencies learn to call farmers “farmers” and ranchers “ranchers.”

**There is an open door policy of communication.** Interactions between agency and agriculture communities are peaceful and respectful. We prove a literal and physical sign that the watershed can fit everybody as we know that we are working together and not being pulled apart.

**A positive sign indicating that the communities are working together.** Positive physical signs in the community that highlight and honor collaborative and positive working relationships between agency representatives and ranching and farming communities.

**We have created a town sign indicating all are working together.** *“You are entering the Klamath collaborative.”* Signs around the community which let everyone know we’re working together, not being pulled apart. SOSS signs disappear and are replaced by a SAVED Shasta and Scott Valley which are vibrantly and enduringly designed. Negative bumper stickers and signs are not present in the community.

**Money flows to the community to solve issues that are founded in common ground.** Projects being completed in a timely manner and we have field trips for legislators and citizens to see the successful results.

**Farmers willingly plant and restore stream side areas.** Not only are agency representatives allowed on farmers and ranchers land, the landowners work with agency representatives on projects that benefit healthier land and water. We have some school projects to do the work.

**Agency representatives don’t feel isolated or personally threatened.** Agencies are being shown respect at meetings, versus tense. Ranchers and farmers and agency representatives can be at the same social function and not be so uncomfortable. An open door policy.

**There are articles in the paper about successful projects, with interviews with positive quotes.** Joint press releases, *which are* positive. *Agencies get* invitations from service clubs to speak about successful outcomes. Negativity will be removed from printed materials.

**We have healthier fisheries and healthier communities.** *We have* a yearly Community Thanksgiving (community).

## **STRATEGIES AND ACTIONS FOR A COLLABORATIVE RELATIONSHIP BETWEEN AGENCIES AND AGRICULTURE**

**We have a strategic vision from the county in which everybody designs their actions for achieving that strategic vision.**

- \* Build a coalition of community members that describe a vision of what the valley will be in 10 years.

- \* From this each group can work together to design the tactics of a specific action each can take to achieve this direction.... chambers, agencies, grange, SSOS, cattle persons, associations, etc.

**By coming together we embrace our collective power to ask for the authority to become self determining communities.**

- \* One on one communication with each other.
- \* At first facilitated with this kind of process if necessary, which will help combat the de-humanization that has occurred.
- \* Join service clubs together.

**Posting physical signs to honor and recognize successful work groups: “community in transition” or “caution ~ community growing together.”**

- \* I like the idea of a positive community sign and positive media attention.
- \* Acronym development by the community showing collaborative attitudes.

**Field trips, publicity, signing of successful projects show already cooperative efforts (like Fire Safe council putting up signs.)**

- \* Field trips, public signing of successful projects showing already “cooperative efforts.”
- \* Field trips to see successful projects.
- \* Newspaper articles.

**Education of farmers, ranchers, agencies regarding timing of projects issues, especially for individuals who may be the most resistant to the process, are stuck in their corner.**

- \* There are always folks who resist a process. Get a liaison who all groups trust i.e. meeting over coffee.
- \* Liaison type person who mediates between parties (when Chadwick isn’t available to all parties.)
- \* Some who are the most resistant can create the most change!

**Agencies meet and work together to minimize impact to public.**

**A yearly community “thanksgiving” for acknowledgment.**

## GROUP 2 - THE PURPOSE

**Agencies and agriculture have developed relationships that allow them to trust and support each other to achieve the goals of productive ranches, healthy streams, and abundant fish.**

These relationships are strong and resilient enough to accommodate on-going changes in the environment and community.

### PROCESS

**Step 1:** *What is the present relationship between the agencies and ranchers, and how do you feel about it?*

Each person answers this question in turn. This allows the group to describe the present situation as it is and how it affects them. .

**Step 2:** *What did you hear is the present situation from others? (on one side of the card)  
What was your description of the situation? (On the other side of the card.)*

The facilitator passes out 3 x 5 cards first, states the first question and waits until the participants record the answers on the card. The facilitator has the members turn their cards over and asks the second question.

This allows the participants to describe not only what they said, but what they heard. This acknowledges others information before they acknowledge their own. They do this deliberately.

When all are done, the facilitator picks a recorder and has each person express their answer so it is recorded to the flip charts, completing the first side before moving on to the other side. (Reverse the direction of the first question.)

**Step 3:** *What strategies and actions will create relationship of trust and support for each other?*

The facilitator asks the question and each person answers in turn. The facilitator is encouraged to make sure people do not interrupt each other, but to speak in turn, to listen with respect. This allows the members to deliberately explore strategies and actions they feel will move them towards their purpose. (Do not record.)

**Step 4:** *What strategies did you hear and what additional strategies did you come up with?*

The facilitator asks this question, reverses the direction of the talking circle. This allows each person to acknowledge what they heard, and to move on to additional strategies. (Do not record.)

**Step 5:** *What strategies or actions did you hear that you support?*

The facilitator passes out 3 x 5 cards and each person records the answer to this question. This allows each person to deliberately select strategies they heard and would support. This acknowledges others as well as beginning to create a consensus.

The facilitator may select another facilitator and recorder, and act as the lead facilitator for this activity. The information is recorded to the flip charts. (Reverse the direction of the talking circle.)

**Step 6:** *The closure:*

*How do you feel about this activity?*

*What did you learn that will foster collaborative relationships between the agencies and the ranchers?*

The facilitator selects another person to facilitate this. Close the circle. Do not record. This allows each person to bring closure to the activity, as well as learn from what they did.

The following is the result of this activity:

**THE RELATIONSHIP WITH AGENCY AND AGRICULTURE  
WHAT WE HEARD OTHERS SAY ABOUT THE SITUATION**

**We have to find solutions.** Both individuals saw the necessity of being able and somewhat willing to work with each other to look for solutions because the need is great. People have not listened to each other. I heard the frustration that we have waited so long to solve this.

**The 2 participants are coming from 2 different levels. Survival (basis) and integrity - they want to do the right thing.** I heard people taking an offensive ~ and no solution found. I find appreciation for both views. It is emotional, hard hitting and both are crying out for help for basic survival. There is frustration with rules and regulations making a “simple” task so complicated. It comes down to dealing with survival issues.

**I heard there is sincerity and passion in the values of both ranchers and agencies.** I heard that both ranchers and agencies want a future with both ranches and wildlife. I see that ranchers and agencies have common goals but that conflict arises in part because it is easier to de-humanize than understand.

**I heard a lot of passion about hurt feelings over this issue. I also heard a lot of pain and sadness about the issue.** Personal, contextual ~ a mixture of personally important experience and ideas. It was visceral, honest, capturing the “facts” in a specific, narrow focus with great intensity. It was empathetic, reasonable ~ describing “feels” in an honest, truthful yet dispassionate way. Emotion, the root of her issue is grounded in her tie to the land fact that her survival/livelihood is impacted by the government.

**THE RELATIONSHIP WITH AGENCY AND AGRICULTURE  
WHAT WE HEARD OTHERS SAY ABOUT THE SITUATION (cont.)**

**An inability to respond to a situation that I had very little knowledge or experience in.** We do not embrace the idea of responsibility to others. A perspective of why I chose to do what I do and the federal government provided that for me. I don't live in your shoes, but I am empathetic and do care. However, I do realize that empathy does not equal reality.

**I, as an official, was the brunt of all of the governmental issues and red tape and the frustrations of working with governmental entities.** I heard Jay say the government lets him work outside. Behind all of the government speak, there is heartfelt passion for survival of the species.

**I was able to feel the emotion and pain that was expressed in the group.** It was difficult not to jump in and calm the emotion. It was emotional and difficult to deal with the emotion. Hard to listen with emotion the engagement of the lizard brain when the emotion really started to flow. Although it was emotional all were listened to with respect.

**One party was not even aware that the other party had any concerns/issues/strong feelings about agriculture versus agencies but were willing to start over.** We are down to knee jerk reactions to the threat of species. One party had tried to work with the other, but had given up since it appeared that the actual decisions were all made non- locally. It's all about survival!

**Economically it is becoming increasingly difficult to comply with regulations and conduct business in agriculture in the Klamath Basin.** There are livelihoods at stake. The decline in agricultural profitability is deeply impacted by other forces; especially NAFTA.

**THE RELATIONSHIP WITH AGENCY AND AGRICULTURE  
THE SITUATION**

**Things always change and it's hard for people to adapt on both sides.** We need to work together before that change. There is not just one answer to the question. The inability of the agencies to work together is affecting the survival of family ranches and farms. People genuinely want to work together towards positive change, but that desire can be usurped by bureaucracy. We acknowledge the conflict but need the willingness to work together. You may not have heard the words but I made you feel ~ giving us a chance to learn together.



**There are negative and positive relationships where individual relationships are built and where people are anonymous.** We need to work together to understand more about both perspectives so frustration, hurt and anger are resolved. There is hope but it is also a long shot so we all have to work together. I am guardedly hopeful about being able to start working together and being able to create effective communication.

**Fear. The fear of losing their land is tearing farming and ranching families apart and contribution to hate of the government.** On the ground conditions are not as bad ~ we all have bought into this via fear and mistrust. There is a lot of frustration, sadness, fear and anger between both agencies and agriculturalists.

**There is a lack of trust ~ mistrust of one another ~ between agriculture and agencies.** There is a mistrust of agencies. There is also a lack of understanding on both sides with farmers, family or cultural influence. There is a lack of understanding of depth of issues. However, there is understanding of each participant to the others solution.

**Mistrust makes communication less effective.** I am cautious about interaction because of the distrust from the past, and the lack of effective current communication. There is a lack of collaboration between multiple agencies. While listening, it was hard not to give in and interrupt.

**Agency and agriculture are on two separate time frames.** Agency time lines are affected by the policy put on them and the time frame to complete. Agriculture time lines are affected by production & the livelihood way of life. We are talking about agriculture long term generations. Government agencies and regulators see preservation of fish and agriculture as being dispensable.

**Recognize the position that the community puts the agencies in is almost impossible.** As a representative of an agency and a member of the community he needs to figure out how to be responsible to the entire public worked for and to individuals and families in the community. Agency personnel are caught in between the agency structure and the communities they work within.

**The energy and money farmers and ranchers and perhaps agencies spend demonizing and litigating is a waste.** A representative of a non-profit who developed a monitoring plan for fish in a river was told that his plan wasn't adequate and not approved by regulatory agencies. Agency people don't have to be as passionate about it because they don't have their land and livelihood at stake.

**Agencies are in disagreement internally due to a constantly shifting regulatory situation.** Agency people often try to maintain a human face/demeanor when carrying out their professional responsibility. Agencies appear and maybe have taken a by the book, cold inflexible approach to save resources. Agency members are not aware of the situation but are willing to work on it.

**The agency is trying to work within its framework and it is tough to satisfy all.** Agency is concerned, frustrated and their hands are tied. They want to work on a solution. It was reiterated that the agency wants to work with agriculture. Individuals within the agencies do care but they can't speak for higher ups in Washington DC or Sacramento.

**When agencies and groups get “stuck” in the issues and process we can all start over ~ and that is not a bad thing to do.**

**There is isolation and alienation of individuals in both the agency and agricultural community.** I must acknowledge that I too am a member of the community and give a perspective from the agricultural community. Many people in the agencies including myself, really want to help and be part of the community. It really hurts to be left or pushed out of the community. Agencies and agricultural of communities are on two separate planes that have common goals (but don't think that they do.)

**Farmers are blaming water issues for unprofitability of current farming operations.** There needs to be honest portrayal of the effects of resource protection on a farmers livelihood and culture. It is the have versus the have nots. Government employees represent the greater forces (socio-economic) that threaten the continuation of the family farm. There will be more money for conservation if that situation changes.

**Agriculture is fearful that their livelihood and way of life will not be passed on to their children and they are tired of dealing with bureaucracy that doesn't really understand.** Agriculture is concerned about making a living, and feel the agency is not hearing issues and concerns. Agriculture sees agencies as what will end up ending their life as they know it. Agriculture feels like if it came down to fish or agriculture they will be the ones on the extinct list.

**The lady at home was asked what she thought about the spotted owl issue and she said she had nothing against owls ~ but just wanted living wages for her family.**

**I see the views as rational, understanding and compassionate, but don't have the power to offer a solution.**

## **STRATEGIES TO DEVELOP POSITIVE RELATIONSHIPS**

**Agencies should get together, review the mandates they work under that will affect local industry, and devise a mechanism to ensure they approach, landowner and industry in a coordinated and efficient manner.** (Don't hit folks from “all” sides).

\* Get agencies together and make a consensus, have a single representative, not least to have the one voice.

- \* Agencies assign a single representative and pay for that job that is the only job that person has to work with agriculturists, ranching, tribes, etc. .
- \* All agencies get together and work together to resolve an issue.
- \* Work from the ground up.

**Higher ups in agencies are involved in the process and are willing to dedicate their time and their employees time and money to the process.**

- \* When agencies get the flack from higher ups, demonstrate to them we can do it and be successful so we can get their and our governing bodies support.
- \* Cooperation and coordination between the agencies on the local level in telling the agency administrators what the community consensus is will make (show) policy makers realize how serious the community is about solving the problems in the basin.
- \* No one in the decision chain should be excluded from the process. This is especially true for the agencies. Our big-wigs and attorneys must come face to face with the locals.

**Money is available for outreach to the public and to recruit other stakeholders to get involved.**

- \* Agencies and agriculture present a united proposal developed together (informally and “off the clock”) for a science review, fund-raising and implementation that will address agency management concerns and allow more local control.
- \* Agency staff are committed to fund-raising for existing community groups (RCD’s watershed councils).

**Build relationships through the consensus process.** Continue the consensus process as a basis for agriculture agency interactions.

- \* Collaboration and consensus processes should be used for developing and implementing conservation and restoration measures and should involve all people that could be involved in the decisions to adopt or reject the measures.
- \* Work among ourselves (Chadwick training facilitator cadre) to acquire consensus circles to get the community stakeholders “in process.”
- \* “Talk up” and endorse this consensus process, especially within our community and with our supervisors.

**More ranchers and farmers are committed to participating in the process.**

- \* “Landowner liaisons:” Agriculture community members are hired by the RCD’s to encourage community participation and receive compensation for involvement process.

**Work with the RCD’s and RAC to get grants to get things done.**

- \* Develop a local group, sort of a combination RAC and RCD that includes dedicated representation from all agencies involved and ranchers. Use this group to enhance and perpetuate communication, utilize agency resources, obtain grant funding and implement projects.
- \* Patterned after the AFRC and RCD.

## GROUP 3 - VOLUNTEER TASK

**Goals will be achieved through volunteering by landowners.** There will be no more force or regulatory action used to achieve societal / agency goals. Contributions of resources—financial, technical, educational, research, promotion by agencies will support voluntary changes by landowners. *There is* shared responsibility in understanding science of the fisheries in the Scott / Klamath / etc. The cost of protecting species on private land is spread to include others outside the community.

### PROCESS

**Step 1:** *What are all the reasons it is impossible to have the goals achieved with landowners volunteering?*

The facilitator picks a recorder. Each person answers this question in turn. These are recorded directly to the flip chart. This allows the group to acknowledge the difficulty of making this happen. It also expresses the beliefs that will get in the way of making it happen, since each statement is a belief statement.

**Step 2:** *What new beliefs or behaviors will foster volunteerism from the landowners?*

The facilitator passes out 3 x 5 cards first, states the question and waits until the participants record the answers on the card.

This allows the participants to explore the new beliefs they are willing to consider that will foster the outcome they want. By recording on the card first, they do this deliberately.

When all are done, the facilitator picks a recorder and has each person express their answer so it is recorded to the flip charts, completing the first side before moving on to the other side. (Reverse the direction of the first question.)

**Step 3:** *What strategies and actions will foster landowners volunteering to achieve our goals?*

The facilitator asks the question and each person answers in turn. The facilitator is encouraged to make sure people do not interrupt each other, but to speak in turn, to listen with respect. This allows the members to deliberately explore strategies and actions they feel will move them towards their purpose. (Do not record.)

**Step 4:** *What strategies did you hear and what additional strategies did you come up with?*

The facilitator asks this question, reverses the direction of the talking circle. This allows each person to acknowledge what they heard, and to move on to additional strategies. (Do not record.)

**Step 5:** *What strategies or actions did you hear that you support?*

The facilitator passes out 3 x 5 cards and each person records the answer to this question. This allows each person to deliberately select strategies they heard and would support. This acknowledges others as well as beginning to create a consensus.

The facilitator may select another facilitator and recorder, and act as the lead facilitator for this activity. The information is recorded to the flip charts. (Reverse the direction of the talking circle.)

**Step 6:** *The closure:*

*How do you feel about this activity?*

*What did you learn that will foster landowners volunteering to accomplish the goals?*

The facilitator selects another person to facilitate this. Close the circle. Do not record.

This allows each person to bring closure to the activity, as well as learn from what they did.

The following is the result of this activity:

### **WHY IT ISN'T POSSIBLE**

- \$ Landowners don't have time to volunteer. This is all good but I don't see how the agencies will have the time to work with landowners.
- \$ No matter how we try the real important decisions will still be made external to us. Agencies will never truly understand what it is like to work the land; to be a rancher or farmer.
- \$ You are asking the entire agriculture community to bear the entire cost of the solutions which is obviously going to put them out of business.
- \$ Agency policy is not flexible. The solution supposes a one to one relationship when there are actually multiple agencies with different management cultures.
- \$ People simply don't feel comfortable approaching those "other" groups. If I cooperate now, the agencies will just keep raising the bar (safe harbor.)
- \$ With declining budgets, agencies will not be able to contribute resources, finances, education.
- \$ There is competing science and competing interpretation of science.

## OUR NEW BELIEFS AND BEHAVIORS

- \$ Ranchers understand that agency staff often feel they must be reactionary.
- \$ There needs to be honesty and trust between ranchers and the agency. All levels of agencies meet with landowners on a regular basis to plan, communicate and get reconnected.
- \$ All different agencies must meet with each other to address issues that impact the community. Agriculture and agency need to spend time together in the field.
- \$ Agencies need to accept and be willing to think outside the box in enforcement and creation of law. They need to make people and not paperwork a priority. Higher level people in agencies can be directly contacted by people on the ground.
- \$ All decisions are done by consensus and transparently, including agencies, RC & D's and other organizations.
- \$ Landowners will have to be in a situation where they are comfortable voluntarily taking steps to restore fisheries.
- \$ Agencies will have to rethink their day to day position on the ground so they are working together with the agricultural community.
- \$ Landowners are not made of money and if need financial help to reach goals, needs to be a way for them to get money. We need a creative way to get funding i.e. grants, fund raising, etc.
- \$ We publicly display and show our cooperative relationship and approach. We truly believe together we are more effective than if we remain apart.
- \$ The other side is not evil. We expect to succeed and invoke the pygmalian effect. Each side must allay the fears of the other.

**NOTE... THE NOTES FOR THIS TASK WERE SOMEHOW LOST IN THE TRANSFER OF THE FLIP CHARTS - SORRY!!!**

## **APPENDIX**

## \* COLLECTIVE STATEMENTS

Collective statements are based on the belief that each of us sees the world from a different viewpoint. Our individual views are like pieces of a puzzle -- when we fit them all together we get the full picture.

In most meetings our views tend to be seen as competitive. When someone speaks, another person responds with a counter-statement, and the meeting progresses with each trying to convince the other of his or her rightness. This behavior is based on a belief in the "one right answer" to all questions. Only one of us can be right, so our intelligence is used to establish that rightness firmly. It becomes a competition in which each person's ego and intelligence are at stake.

This is either/or thinking -- either you are right or I am! Often, two or three people will capture all the time in a meeting with this either/or conflict, while others listen, get bored, and drop out. It is a time-consuming, ineffective process. The meeting ends with some vaguely worded compromise that relieves the participants. They leave with little commitment to it.

Collective thinking assumes we can all learn something from each other. We have different views of a situation, and all views are right.

This is done with many of the workshop tasks. The collective statements are the result of adding individual statements together, keeping each person's words to the best extent possible, creating a statement of the total group.



## **\* DEVELOPING A COLLECTIVE STATEMENT**

A collective statement process is based on the notion that we all have different views of a situation, and all views are right. Each of us perceives the world through our experiences, our values and beliefs and our desires.

In some tasks, statements made by each individual participant are recorded as accurately as possible. These statements are first segregated into common groups. The individual statements are then added together, keeping each person's words to the best extent possible, creating a statement of the total group.

At times it is necessary to add words to the brief recorded statements to clarify the intent. Or, a word might be added to bridge two or more statements together. This is kept to a minimum in order to retain the original recorded thought.

While some grammatical improvements may be made, the original statement and the original words are kept as close as possible.

As an example, these were the original recorded statements of the "Senior Citizens Worst Outcomes of the Situation":

### **SENIOR CITIZENS WORST OUTCOMES OF THE SITUATION:**

1. Unsafe community to live in
2. Will regress, if no progress
3. Things fine, no higher taxes
4. Our senior programs will be cut--lack of funds
5. My needs as senior will not be considered and taxes rise--skyrocket
6. More leave town, higher crime, higher taxes, less facilities
7. Leads to collapse of government
8. If not forward, then backwards.
9. Become retirement community, kids leave, no industry,
10. Uncertain, unhappy future

## **DEVELOPING A COLLECTIVE STATEMENT (CONT.)**

The statements are segregated to become like groups of statements:

### **SENIOR CITIZENS WORST OUTCOMES OF THE SITUATION:**

2. Will regress, if no progress
8. If not forward, then backwards.
  
3. Things fine, no higher taxes
9. Become retirement community, kids leave, no industry
  
5. My needs as senior will not be considered and taxes rise--skyrocket
4. Our senior programs will be cut--lack of funds
  
1. Unsafe community to live in.
6. More leave town, higher crime, higher taxes, less facilities
7. Leads to collapse of government
10. Uncertain, unhappy future

These statements are now linked together to form the final collective statement. Words that are added in the process are shown in parentheses:

### **THE SENIOR CITIZENS WORST OUTCOMES:**

(The community) will regress, if (there is) no progress. If (we do) not (move) forward, then (we slide) backwards.

(We all think that) things (are) fine, (as long as there are) no higher taxes. (We) become (a) retirement community, (the) kids leave, (there is) no industry.

My needs as (a) senior will not be considered and taxes will rise, skyrocketing. Our senior programs will be cut (because) of (a) lack of funds.

(This will be an) unsafe community to live in. (More business and people) leave town, (because of) higher crime, higher taxes, less facilities. (This) leads to a collapse of government. (We face) an uncertain, unhappy future.

## **DEVELOPING A COLLECTIVE STATEMENT (CONT.)**

This is another example of the process. Begin with the original recorded statements:

### **PARENTS WORST OUTCOMES OF THE SITUATION:**

1. Extremely large classrooms (40/50 room)
2. Children won't have educational background to get into college
3. If parenting skills not improved, what will it do to child's education?
4. If we can't solve drug problem, what is future of our children?
5. The children will never leave home.
6. My kids will waste their talents and be average like everybody else.
7. Dropping out!
8. The children won't be happy and won't be prepared for the next step after high school
9. Parents lack of concern will hinder ability of the child
10. Drugs and gangs will come into community
11. The lack of the best education and know-how to deal with life on their own.

Segregate them into the like statements:

### **PARENTS WORST OUTCOMES OF THE SITUATION:**

11. The lack of the best education and know-how to deal with life on their own.
8. The children won't be happy and won't be prepared for the next step after high school
2. Children won't have educational background to get into college
6. My kids will waste their talents and be average like everybody else.
  
1. Extremely large classrooms (40/50 room)
7. Dropping out!
5. The children will never leave home.
  
9. Parents lack of concern will hinder ability of the child
3. If parenting skills not improved, what will it do to child's education?
  
10. Drugs and gangs will come into community
4. If we can't solve drug problem, what is future of our children?

### **PARENTS WORST OUTCOMES OF THE SITUATION:**

Then put the statements together, adding words where absolutely necessary, keeping the original intent as much as possible.

#### **THE PARENTS WORST OUTCOMES:**

(The children will have a) lack of the best education and (the) know-how to deal with life on their own. (They) won't be happy and won't be prepared for the next step after high school. (Our) children won't have educational background to get into college. (Our) kids will waste their talents and be average like everybody else.

(We will have) extremely large classrooms (40/50 room). (The students are) dropping out (of school)! The children will never leave home!

(The) parents lack of concern will hinder ability of the child. If parenting skills (are) not improved, what will it do to the child's education?

Drugs and gangs will come into community. If we can't solve the drug problem, what is (the) future of our children?

## THE COMMUNITY IS TELLING A STORY

For years I sought for a way to help people understand at an integrative, or organic level, the value of the collective statements, and all of the activities that lead up to it. It was the story telling approach of an Indian elder that helped me to see how to do this.

**Everyone IS Telling a Story:** I ask 6 to 8 people who are seated together in the circle to stand and move one step into the circle. I walk out into the center of the circle and act as the director of this story.

*“I have learned, over time, that every conflict has a community of interest, that it brings together those who are influenced or impacted by the decision. I am asking these people to represent a community of interest.*

*Another thing I learned is that each community that is brought together around a conflict has a community story to tell, but the individual members do not understand that. They each come to the gathering believing that **they have the entire story in themselves**, and they are there to convince the others of the “truth” of what they know.*

*To demonstrate this, I am going to ask this group to tell a story. They are going to do this like we did when we were in kindergarten, and the teacher asked us to each tell a part of the story. We begin with Rob, who will repeat the first sentence that I give him. This is the beginning of the story. Then, Kathy will add her sentence to the story, followed by Laura adding a sentence, and so on, until Crista, the last person in the line, will create an ending for the story.*

I state for Rob the first sentence for the story: **“A porcupine walked into the meadow.”**

Rob: *A porcupine walked into the meadow.”*

Kathy: *(Thinking first) It was a warm and sunny day.”*

Laura: *“He saw another animal in the meadow.”*

Jon: *“It was a bear, an angry bear just waking up from a winter nap.”*

Debbie: *The bear growled at the porcupine when he approached.”*

Dawn: *“This frightened the porcupine, so he climbed a tree to get away from the bear.*

Crista: *There he met a female porcupine who became his mate for life.”*

With the ending of this story the large group will normally laugh and applaud. The members of the story group are often nervous about speaking and really think, trying to come up with the “right” sentence that makes sense.

I repeat the learning I have had about communities of interest.

*“I have learned that every conflict has a community of interest, and that community which is drawn together has a community story to tell. But, they don’t know that. They each think they have the full story.”*

**Everyone thinks they have the whole story:** I have Rob and Crista step out in front of the story tellers, turning to face each other. I encourage them to repeat their sentence to each other, to let the other know what the “true” story is.

Rob: *“The porcupine walked into the meadow.”*

Crista: *There he met a female porcupine who became his mate for life.”*

They both look at me, and I encourage them..... *“The other person has not got it yet.”* Keep repeating it until he gets it.

Rob repeats to Crista: *“The porcupine walked into the meadow.”*

Crista repeats: *“There he met a female porcupine who became his mate for life.”* with a tone of voice that is impatient.

Rob repeats with more vigor: *“The porcupine walked into the meadow.”*

Crista, her hands on her hips leans forward and repeats firmly: *“There he met a female porcupine who became his mate for life!”*

Rob: *“NO!!! The porcupine walked into the meadow!!”* He speaks with steely confidence.... this is the truth!

Crista, before he is done, loudly with emphasis and pointing her finger into his chest: *“There he met a female porcupine who became his mate for life.”*

Rob, leaning forward now, with more emphasis and a loud voice: *“The porcupine walked into the meadow.... and that is all there is to it!!”*

Crista, now leaning nose to nose with him, and just as loudly: *“There he met a female porcupine who became his mate for life.”*

The group laughs, often applauds, they recognize themselves, they have seen this in many meetings. I ask them, rhetorically, “Have you ever experienced this kind of argument before? They all nod their heads.

**Everyone wants the group to repeat their story line:** I have Rob and Crista return to the story teller group. I turn to the others:

*“What Rob and Crista both want is to win this argument, and have everybody else repeat their sentence as the entire story line.”*

I ask Rob to repeat his sentence, and for the others to repeat it exactly as he said it.

Rob: *A porcupine walked into the meadow.”*

Kathy: *A porcupine walked into the meadow.”*

Laura: *A porcupine walked into the meadow.”*

Jon: *A porcupine walked into the meadow.”*

Debbie: *A porcupine walked into the meadow.”*

Dawn: *A porcupine walked into the meadow.”*

Crista (resisting): *NO WAY! There he met a female porcupine who became his mate for life.”*

Again, the community laughs. They understand the implications of this activity. Now, they know, Crista wants everyone to repeat her sentence, because **she** has the truth.

**The story is all mixed up:** In addition to everyone wanting to be right with their “story line,” when the group meets, they are seated out of order. I move the standing participants around, mixing their order. Then I ask them to repeat their sentence:

Debbie: *The bear growled at the porcupine when he approached.”*

Laura: *“He saw another animal in the meadow.”*

Rob: *A porcupine walked into the meadow.”*

Dawn: *“This frightened the porcupine, so he climbed a tree to get away from the bear.*

Kathy: *“It was a warm and sunny day.”*

*Crista: There he met a female porcupine who became his mate for life.”*

*Jon: “It was a bear, an angry bear just waking up from a winter nap.”*

Now, this discussion doesn't seem to make any sense, especially if you are the manager who needs to make the decision. These people all appear to be in conflict with what they are saying. There is no similarity. Who should you believe? What can you base your decision on?

In the consensus process, we encourage each person to express their view, and, we record as it is being expressed. These are the different perceptions of the entire community. Then we take that information from this group, and any other group, and write a collective statement. When we do that it sounds like this:

(I move the story tellers to their original position and have them repeat their sentences)

*Rob: A porcupine walked into the meadow.”*

*Kathy: “It was a warm and sunny day.”*

*Laura: “He saw another animal in the meadow.”*

*Jon: “It was a bear, an angry bear just waking up from a winter nap.”*

*Debbie: The bear growled at the porcupine when he approached.”*

*Dawn: “This frightened the porcupine, so he climbed a tree to get away from the bear.*

*Crista: There he met a female porcupine who became his mate for life.”*

This collective statements tells the “whole story” and is inclusive of everyone views. Now that you know the whole story as a manager, you can begin to take action to do something about what is happening. *“It sounds to me like we have an angry bear up in the meadow. We better tell other humans about this to keep them away. Or, better yet, have the bear removed to a safer place, so the porcupines can climb down the tree and return to their home.”*

**If We Exclude Others, We Don't Get the Whole Story:** I then remove 4 members of the group. Rob is removed because he looks like a hippie, and we certainly don't want to give him any recognition. Jon is always looking for the negative in things, so leave him out. Then, Deb is a member of the public, what does she know about these things? Finally, don't include Dawn, she is part of that rabid environmentalist group. So, we are left with this story:



*Kathy: "It was a warm and sunny day."*

*Laura: "He saw another animal in the meadow."*

*Crista: There he met a female porcupine who became his mate for life."*

Now,... is that the same story? It is certainly a warm and positive story, but it is incomplete, and leaves out important information. If you made a decision to send a group of people up to this meadow, would they have all the information they need?

**Coalitions Form and a Battle Begins:** The four people who were excluded find they have a common purpose. They were not included, acknowledged, or their information listened to. They form a coalition to get the attention of those who make the decision. They form a line facing the "included group" and begin shouting their sentences at the same time to the others, wanting attention and acknowledgment of their views.

<i>All</i>	<i>Rob: A porcupine walked into the meadow."</i>
<i>Spoken</i>	<i>Jon: "It was a bear, an angry bear just waking up from a winter nap."</i>
<i>At the</i>	<i>Dawn: "This frightened the porcupine, so he climbed a tree to get away from the bear.</i>
<i>Same time</i>	<i>Debbie: The bear growled at the porcupine when he approached."</i>

This causes the "included" group to come together as a block, expressing their point of view just as loudly, and at the same time. No one listens, if they did it would just sound garbled.

<i>All spoken</i>	<i>Kathy: "It was a warm and sunny day."</i>
<i>At the</i>	<i>Laura: "He saw another animal in the meadow."</i>
<i>Same time</i>	<i>Crista: There he met a female porcupine who became his mate for life."</i>

Again, the message is visually and intellectually clear to the larger group. If you exclude people, do not hear or acknowledge their information, they will form coalitions and oppose you. In doing so, while all the needed information is expressed, little of it is actually heard.

**Including everyone, hearing the whole story, results in community.** I bring back the excluded members and they are integrated into the whole story. I remind them that the collective statement includes all words expressed by the individuals in the group. The purpose of the collective statement writer is to write the story.

*A porcupine walked into the meadow. It was a warm and sunny day. He saw another animal in the meadow. It was a bear, an angry bear just waking up from a winter nap.*

*The bear growled at the porcupine when he approached. This frightened the porcupine, so he climbed a tree to get away from the bear. There he met a female porcupine who became his mate for life.*

When this is done, Kathy sees her statement is in the story. It is between Rob and Laura's statements (I have Kathy hold Rob's hand and Laura's hand). She is part of the story connected with them. In like manner, Laura is connected by the story to Jon, and Jon to Debbie, etc. Soon, all the storytellers are connected.

*"This," I emphasize, "is community." Everyone has had their say, been listened too and acknowledged. And, what they have said has been put into a collective statement, linking them together. Now, they can decide what to do about this story they have created."*

I ask those standing to take a bow, still holding their hands, and then ask the members of the group to honor these people for helping them learn. They all stand and applaud.

## I MATTER

*“I didn’t think I mattered..... until today.”*

Those words were spoken by a junior in high school, a young blond haired teenager. She spoke them at the end of the day, as the group of students were doing the closure. All eyes, and all attention were immediately upon her.

She spoke these words carefully and deliberately. Her head was up and her eyes focused on the group. She was looking at 55 other students from her high school, a multi-colored, multi-ethnic group. These would have been considered the at-risk children in the school, children with learning problems that were physical, emotional, intellectual. They would be considered problem children by most of us.

To their teachers who were present, and their Principal, who sponsored this day, they were an opportunity. The group of almost 60 adults and high school students was brought together to explore the learning environment they had created in their school, educators and students. Their purpose was to explore and establish a movement to create the kind of learning environment that would motivate them to learn, to grow into capable, growing human beings.

They had engaged themselves in this exploration, with great focus and intensity, surprising all the adults with their interest in creating a learning environment that was healthy and functional. They knew what the situation was, why it was, and they knew what they wanted, and how to get there.

At the end of the day, the whole group sat in a circle, and each adult and student answered the closure questions:

*How do you feel about this session today?*

*What did you learn that will help us create that learning environment that you want?*

When it was her turn to speak, the young woman thought for a moment before speaking, her head down slightly. A pause. Then, speaking softly, but purposefully;

*“Before today, I didn’t really think that I mattered. I didn’t think I mattered to my family, to my classmates or teachers, or to anyone else. I often thought that it would make no difference to anyone or anything if I was even here.”* She paused.

*“I knew I didn’t matter. I often thought of not being here (sic alive), and if that happened, that nobody would even notice that I was gone.”*

The shocking nature of her statement was felt by the entire group. At this moment the entire attention of the group was focused on this young woman, expressing herself truthfully, authentically. At this moment, she mattered to them, and it was obvious.

*“Today has changed all that,” she said as she continued. Her eyes were misted with tears now, as were the eyes of many of the group. “I realized today that I did make a difference, that what I had to say was important, because it was different than what others had to say. And..... I was listened to when I said it. Then I heard the statements (collective statements) that we read at the end of the day, and I could see what I said was in there. And, it made a difference..... I made a difference.”*

*“That is what I learned,” she said softly, but clearly, her voice catching somewhat, “ that I make a difference, that I matter. After today I will never forget that. That is what I learned.*

There was a pause, silence for a moment, then a few sounds of applause, then more, until all were applauding and standing. As they did this I sensed they were not only applauding this young person and what she said, what she learned. They were applauding the impact of the statement on them, adult and student, .... they realized they mattered, they made a difference, and she had expressed this for all of them.

### **\* THE VIEW FROM MY MOUSE HOLE**

This story is written to demonstrate a collective statement in the process of development. It underscores the fact that we all have our different views from our different mouse holes, or perceptions.

As in real life, it sometimes takes a crisis to move from the individual view to the community view. It means that all of us need to be willing to share the mouse hole view, or perception of the others. This means suspending our normal narrow mouse hole vision to see the new view.

**\* THE VIEW FROM MY MOUSE HOLE**

In the countryside  
stood an old barn.

In the barn  
lived six mice,  
each with its own  
mouse hole.

One mouse lived  
in the south wall.  
This mouse was young,  
with soft fur, gentle eyes,  
and an innocent, trusting way.

In the east wall  
lived another young mouse  
with shiny fur, bright eyes,  
adventurous and intelligent.

An older mouse lived  
in the west wall.  
This was a quiet,  
deep-thinking mouse  
with dark fur, deep-set eyes,  
and long whiskers.

Another mouse  
long in the whiskers  
and long in the tail  
lived in the north wall.  
This was a wise mouse  
who had a cold, crisp manner  
and fur tinged with gray.

In the floor, in the center  
of the barn  
lived a friendly mouse with  
an earthy manner  
whose way was grounded  
in truth.

A mouse that loved life.

## **THE VIEW FROM MY MOUSE HOLE (Cont.)**

While high in the loft,  
lived the oldest mouse of all,  
with white fur,  
gentle twinkling eyes.  
A perceptive mouse  
with much understanding.

Like other mice,  
each of these had a  
territory, or area,  
which was its own,  
which it protected and  
which other mice  
respected.

Like other mice,  
these had short-sighted  
vision.  
They smelled or touched things  
with their whiskers  
but could only see that which  
was in front of them.

And that is what this  
tale is about.

One winter, the farmer  
stabled a new animal  
in the center of the barn.  
An animal the mice had  
never seen before.

They were discussing  
this new animal one  
afternoon while  
eating in the grain bin  
which was along the south wall.  
This is the only area  
they would come together  
to talk and eat.



**THE VIEW FROM MY MOUSE HOLE  
(Cont.)**

"That's such a strange  
animal," south mouse said  
quietly,  
"with only two legs and  
a tail, and black all over.  
It doesn't even have a head."

"Doesn't have a head,"  
west mouse said,  
thoughtfully.  
"Why, that can't be.  
From my mouse hole,  
the animal I see has  
a head with one horn and  
it has 2 legs, but it's black  
all over with white spots."

"You have lived in the dark too long," squeaked  
east mouse. "I can see much clearer.  
From my mouse hole,  
the animal has two legs,  
a head with one horn,  
as you said,  
but it's white all over  
with black spots."

"Neither of you sees very well  
nor speaks very wisely,"  
said the north mouse,  
twitching whiskers and tail.  
"The animal has two legs,  
I agree, but it has  
a head with two horns  
and it's white all over.  
Without a head, it couldn't  
even live."

**THE VIEW FROM MY MOUSE HOLE  
(Cont.)**

"Strange,"  
said the earth mouse,  
"when I look up at the  
new animal,  
it appears to have 4 legs  
and a soft, white underbelly."

"We all seem to have a view  
of a different animal,"  
said the rafter mouse, loftily  
and with twinkling eyes.  
"My animal has no legs,  
but it does have a head  
with 2 horns, and a tail."

"Surely this cannot be the  
same animal,"  
said east mouse,  
"Since I have the  
best view of all from the  
sunshine in the window,  
I think you should accept  
my view."

"Well,"  
said the north mouse,  
"I can't see how  
we can accept your view  
without also accepting my view  
which is closer to the animal."

The mice then began a discussion  
which inevitably led  
to an argument  
as to who had the proper view  
of the new animal.

**THE VIEW FROM MY MOUSE HOLE  
(Cont.)**

"I think," said the rafter mouse,  
"that we had better continue  
our discussion somewhere else  
as I can see  
the cat  
staring at us  
from the top of the grain bin."

"Run to my mouse hole -- quick --,"  
said south mouse, "you will have  
protection there."

This they did with much haste.  
The cat narrowly missed the slower  
rafter mouse.

"That was close," said the  
rafter mouse.  
"It's a good thing we saw the cat  
when we did."

"Hum..m!" said the west mouse  
thoughtfully.  
"Why is it that we all recognized  
the cat?"

"Could it be,"  
said the wise north mouse  
"that what we have been  
arguing about is  
really the same animal?"

"Look," said the east mouse  
excitedly,  
"we can see the view of  
the animal  
from the south mouse's hole  
and it is exactly as described  
by south mouse!"

**THE VIEW FROM MY MOUSE HOLE  
(Cont.)**

"I wonder if the view would be the  
same from each mouse hole?"  
asked the rafter mouse.

"If we really want to know what  
the new animal looks like,"  
said the earth mouse,  
"perhaps we need to see the animal  
from everyone's mouse hole."

"Surely," said the rafter mouse,  
"if south mouse can trust us  
in this mouse hole,  
we would be willing to  
allow everyone to visit  
the other mouse holes."

And so --  
that is what they did.

And they saw that the view from  
the east mouse hole  
was exactly as  
the east mouse described it.

And the view from the  
west mouse hole  
was exactly as  
the west mouse described it.

The views from  
the north and the earth mouse holes  
were exactly as  
they described them.

And, finally, they had a view  
from the rafter mouse hole  
where they saw not only  
the animal  
but also

**THE VIEW FROM MY MOUSE HOLE  
(Cont.)**

each of the mouse holes  
along each of the walls  
and in the floor.

They became very excited with  
this new view of  
the barn.

"What does it all mean?"  
asked the south mouse,  
innocently.

"It means that each of us  
saw a different view of  
the animal  
from our mouse hole," said  
the east mouse.

The west mouse  
thought for a moment,  
and then said,  
"Is it possible that  
all of these views  
put together  
would give us a description of  
the animal?"

The north mouse said,  
"If we really want to  
know what the  
animal looks like,  
I think it would be wise  
to do exactly that."

## **THE VIEW FROM MY MOUSE HOLE (Cont.)**

"Yes," said the earth mouse.  
"I think it is important  
to know the truth  
about this animal."

"We would then  
have a complete view  
of this animal,"  
said the rafter mouse,  
"rather than  
single views."

With that,  
the mice began to put  
together the different views  
that they had  
of the new animal.

What they came up with was  
an animal that  
had 4 legs, a head  
and a tail,  
with 2 horns on the head,  
black in back and white in front,  
with a black side,  
and white spots to the west side,  
and a white side  
with black spots to the east side,  
and a soft, white underbelly.

Just to be sure,  
the east mouse  
volunteered to venture  
to the floor of the barn  
and look at  
the animal from all directions.

**THE VIEW FROM MY MOUSE HOLE  
(Cont.)**

This he did  
very carefully, and  
running back to his comrades,  
stated that, "Not only was  
their description correct, but  
he found out from the animal  
that it was  
a cow."

With happy hearts, the mice  
returned to the grain bin.

"Perhaps," said the north mouse,  
"the reason we know what the  
cat looks like is  
because we have all seen it  
from different viewpoints."

"Why, that's right!" said  
the south mouse,  
"We have all seen the cat from  
every side!"

"Not exactly," said  
the rafter mouse.  
"You don't have a view of  
the cat from  
the inside."

"And we can all be happy about that!"  
said the earth mouse.

