

**CONSENSUS ASSOCIATES**

**Beyond Conflict To Consensus**

=====

**PO Box 235**

**Terrebonne, OR 97760**

**(541) 548-7112**

**THE CONSENSUS INSTITUTE**

**BEYOND CONFLICT TO CONSENSUS WORKSHOP**

**MANAGING POWER**

**REPORT AND LEARNING MANUAL**

December 4-6, 2007

**Sponsored by:**

The National Riparian Service Team  
Forest Service National Partnership Office  
The Bureau of Land Management Prineville Office  
Crook County Natural Resource Planning Committee

Prineville, OR

Prepared By:

**CONSENSUS ASSOCIATES**

PO Box 235

Terrebonne, OR 97760

(541) 548-7112

(541) 548-4701 FAX

wick5836@aol.com

**THE CONSENSUS INSTITUTE**  
**BEYOND CONFLICT TO CONSENSUS WORKSHOP**  
**MANAGING POWER**  
**REPORT AND LEARNING MANUAL**

CONTENTS..... i

WORKSHOP REPORT AND LEARNING MANUAL .....1

\* THE CIRCLE.....3

\* GROUNDING AND GREETING.....4

\* INSIGHT ON GROUNDING.....4

THE GREETING CIRCLE.....6

AN ADAPTIVE LEARNING PROCESS .....7

AN INCLUSIVE QUESTION.....8

THE WORST AND BEST POSSIBLE OUTCOMES OF THE WORKSHOP .....10

THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP.....11

\* WORST/BEST/POSSIBILITY.....13

\* WORST/BEST OUTCOMES.....13

THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP .....15

A SUMMARY .....15

THE BEST POSSIBLE OUTCOMES .....16

LEARNING MODULE 5 - MANAGING POWER .....19

EXPLORING POWER AND EQUITY .....19

THE DEFINITION OF POWER .....20

HOW WE FEEL ABOUT POWER .....21

## CONTENTS (cont.)

THE EVIDENCE OF POWER STRUGGLE.....	23
THE EVIDENCE OF POWER STRUGGLES .....	24
HOW WE FEEL ABOUT POWER STRUGGLES IN OUR ENVIRONMENT .....	26
THE WORST POSSIBLE OUTCOMES IF THE POWER STRUGGLES ARE NOT RESOLVED .....	28
THE WORST POSSIBLE OUTCOMES .....	29
* A VISUAL ACTIVITY IN BALANCING POWER .....	31
EXPLORING POWER EQUALIZING BEHAVIORS .....	34
POWER EQUALIZING BEHAVIORS OTHERS EXHIBIT .....	36
POWER EQUALIZING BEHAVIORS I USE .....	39
* THE EMOTION SPECTRUM .....	41
THE SITUATION FROM DIFFERENT VIEWPOINTS .....	45
THE GROUPS WORST POSSIBLE VIEW OF THE SITUATION .....	46
EXPLORING STEREOTYPES .....	49
STEREOTYPES DEFINITION.....	49
* CREATING STEREOTYPES - A PROCESS .....	50
THE STEREOTYPES WE MUST OVERCOME.....	53
* STEREOTYPES .....	59
THE PERCEPTIONS AND ROLES WE WILL FOSTER.....	61
* MANAGING STEREOTYPE POSSIBILITIES .....	62
OUR POSITIVE STEREOTYPES .....	64
THE EVIDENCE OF EMPOWERMENT .....	69
THE BEST POSSIBLE OUTCOMES.....	70

**CONTENTS (cont.)**

MANAGING POWER - A PROCESS.....76

A STEREOTYPE PROCESS AGENDA .....77

APPENDIX.....78

    \* A RELATIONSHIP CONFRONTATION/RESOLUTION PROCESS .....79

    \* COLLECTIVE STATEMENTS .....82

    THE COMMUNITY IS TELLING A STORY .....86

I MATTER.....92

\* THE GREETING CIRCLE - A VARIETY OF APPROACHES.....94

**THE CONSENSUS INSTITUTE**  
**BEYOND CONFLICT TO CONSENSUS WORKSHOP**  
**MANAGING POWER**

**WORKSHOP REPORT AND LEARNING MANUAL**

This report 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 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.

In reading this report, remember that these are real words, expressed and recorded by real people. 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.

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 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.

The process for developing collective statements is in the APPENDIX.

# **COLORADO EDUCATORS CONSENSUS INSTITUTE 2000**

## **MANAGING POWER**

### **LEARNING MANUAL 2 REPORT**

This report 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 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.

In reading this report, remember that these are real words, expressed and recorded by real people. 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.

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 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. The process for developing collective statements is in the APPENDIX.

**\* 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 "count 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, followed by the "feeling and learning" question.

## **\* INSIGHT ON GROUNDING**

### **The Questions:**

- \* "Introduce Yourself and Your Relationship to Power."**
- \* "What Are Your Expectations of this Workshop?"**
- \* "Tell Us How 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.
- \* Allows apprehensions and hopes for the meeting to be expressed.
- \* Brings people into the "here and now." Allows participants to express hidden agendas (like leaving early, a flat tire, a sickness, etc.)
- \* 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 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 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 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 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, 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. It 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.

## **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 travelling 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 the 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 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 participants then expressed their answers individually to the small group. The individual statements were recorded on flip charts as they were expressed. 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 Spending 3 days in the Workshop?**  
**What Are the Best Possible Outcomes of investing 3 days in the Workshop?**

## THE WORST POSSIBLE OUTCOMES OF THE WORKSHOP

**Nothing will change and there will be increased conflict.** There will be negativity. I feel worse than when I started because I don't understand power and how to channel that energy. People walk away frustrated that the workshop didn't address their issues or needs. Methods for dealing with power struggles will not be developed and energy levels will remain depleted. We will be powerless in finding a new civility and/or a new model for working together.

**The worst possible outcomes are we are all wasting our time and we get nothing out of the workshop.** We are wasting time. This was a waste of my time and others. My personal and professional appearance was it is a waste of time. My district will have wasted money sending me here. There will be an interruption of current events that I set in motion before I came and we waste three days. So it is a waste of time. This is a waste of time.

**I will learn nothing new that I can use including no new knowledge or skills learned and we do not learn anything.** I won't have a clear understanding of power and how it impacts change. We won't learn anything and we don't learn anything useful. We do not learn anything that will help us at our job. We would not learn. I would not feel like I could do something different. I will not have learned anything. Leaving with nothing that will help me improve the way I do my job and I will not walk away with any tools.

**Not making a change in my view or understanding of power because nothing shifts and my brain shuts down.** I will embarrass myself and do not find any answers. There will be missed opportunities. Somehow I harmed the Sierra Club's image and the facilitator felt so frustrated by this particular group they would never facilitate again I become alienated and not being connected with anyone.

**My brain wasn't able to kick into professional thought and I do not apply what I have learned.** There will be an inability to apply the Facilitation and Consensus techniques to my own work environment. I learn things I want to implement and the district does not support me. I am not able to be engaged and don't learn as much as I want to. I would not engage and not learn as a result. I have learned nothing useful. Not learning or relaxing!

**People will not learn to communicate better.** We begin to manipulate others with what we learned. Disengaging and closing ones mind so as not to gain from the information provided. I learn nothing and make enemies that haunt me to my grave. In fact, I would have distanced myself from people I know and have become disillusioned about the consensus process. At the end we all felt animosity toward each other and we would be walking away angry without any perceived benefit.

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

**I am not getting work done and getting too little done at the office with an important meeting around the corner.** Paperwork won't get finished. Progress reports and report cards won't get finished by Friday so I get behind at the office. I ignore work and delay projects. Urgent emails are unaddressed, seminars unattended and there is lost productivity at work. I have forgotten an appointment and not available to my employees today, at a critical time of the year.

**I will get further behind on my work with no benefit from the workshop.** My workload at the office is going to increase while not being home for an emergency. By being here I may need to donate personal time to get regular work done, which has the potential to violate an agreement I made with myself. I will not get listening sessions set up for my job and my friend Heidi, who I invited here, will have a bad experience. My business will lose money while I am gone.

**I will get way behind at home and never catch up.** I lose by having time away from home. My pile at home gets higher and deeper. My first worst outcome is sitting too much, back pain, no exercise, and fatigue. Maybe I will miss a once in a lifetime opportunity somewhere else. I realize I lack the energy and confidence to wish or want to continue the struggle. It is time to take an extended vacation.

**I will get snowed in and spend three more days at the Salt Lake Airport. I break down or get in a traffic accident.** The roads will get icy and I will need to get up at 5 am to get here safely. Everybody got food poisoning from the lunch. Somebody got hurt and died in a car accident. I am sad to miss kick boxing and it won't be worth it if I don't learn how to control my personal power. My sheep die due to grain overdose.

**I will feel guilty because I may learn all my past processes were poorly done or that I have left a legacy of poor public processes in my wake.** We feel angry, frustrated, hopeful, determined, pessimistic, and optimistic. We realize it could be an opportunity to resolve conflict, so we are challenged, present and at times appalled. I will not know what to do with the information I learned and I will feel guilty for not using it. I feel pissed off, sad and hope for change.

**There will be no bad outcomes.**

## \* WORST/BEST/POSSIBILITY

**Worst Outcomes:** These are feared future outcomes, often based on past experience, with a presently experienced emotion 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 outcomes, sometimes not previously experienced, but intensely imagined, with a presently experienced emotion 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  
(A SUMMARY )**

**I gain a different outlook regarding power which makes changing new ways of conflict resolution possible. Everyone leaves here with a sense of what power is and how to use power constructively and not abuse power.**

**I shift and integrate my relationship with power. We learn how to address issues of power successfully.**

**I find a desire is to learn more about myself and my role as a leader. I learn things I can apply to my personal life so that I get to know myself better and learn to be more effective in my power struggles with others for joint benefits.**

**I will become an even better facilitator and use what I learned to help others and we will all work together in different places in the future to help others understand what we learned here. I will learn new techniques of working with others to obtain a desired condition.**

**Our district uses consensus at a deeper level and therefore operates as a team. We learn more about power in a group dynamic and how to use it to further the consensus process to help our new organization grow.**

**Another positive outcome is to be able to organize and facilitate a meeting to build consensus.**

**I get to learn new techniques and skills to apply to collaboration and meeting facilitation. I learn skills learned from this workshop to help people unite, fulfill purpose and realize their potential.**

**I learn how to become empowered and to empower others thru better coordination of the creeks and communities cadre to refocus TMDL thinking and PFC thinking in NV and address ecological thresholds thru proactive vegetative management.**

**While making new friends I am getting inspiration and knowledge and support that will help provide clarity and direction I support or contribute to the resource.**

**This was a wonderful productive use of time. Personal Growth!**

## THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP

**I gain a different outlook regarding power which makes changing new ways of conflict resolution possible.** I gain competence for self empowerment and learn how to control and use my power correctly. I can build new relationships and better understand my own power and how to use it. There is an “aha” moment

**Everyone leaves here with a sense of what power is and how to use power constructively and not abuse power.** I will have a better understanding of my power at various levels and will have learned how to use it to create a greater good with those that I interact with. I will understand more about power, my own and others, and how to create an environment of power and not fear.

**I shift and integrate my relationship with power.** I appreciate and manage personal power. Power becomes my ally rather than my oppressor. Power sharing becomes the norm. I will be more perceptive of how power does affect my life and job in ways to deal with it more effectively. This applies to me as well as those around me at work and in my life.

**We learn how to address issues of power successfully.** We successfully develop methods for dealing with power seekers without giving away personal power. Endorphin will rule over adrenaline.

**I find a desire is to learn more about myself and my role as a leader.** I could help my community and family tackle the changing world around us to find solutions to problems, while still maintaining the quality of life. I will learn about myself and others in order to be a better husband and dad. I am able to work with my power to achieve more inner peace. As a result, incorporating the principals and practices into all areas of my life becomes the norm for me.

**I learn things I can apply to my personal life so that I get to know myself better and learn to be more effective in my power struggles with others for joint benefits.** I become a better supervisor and able to resolve conflict in my basin. In addition, I become a better person and program manager. I establish connection to wonderful people who are taking positive steps for the health and wellness of people and the planet.

**I will become an even better facilitator and use what I learned to help others and we will all work together in different places in the future to help others understand what we learned here.** I am more effective at empowering participants, increasing my confidence as a facilitator and learning to avoid conflict by listening and learning and empowering others. I want to learn how to empower others and how I can become a person that facilitates interests rather than positions.

## **THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP (cont.)**

**I will learn new techniques of working with others to obtain a desired condition.** I will gain knowledge and strategies which will aid in facilitating change in a positive way. I hope to develop and refine skills necessary to be a catalyst for change and positively influence my community, and help myself and others use power more effectively and in a manner that creates a positive outcome for communities and individuals.

**Our district uses consensus at a deeper level and therefore operates as a team.** I am more effective in the groups I choose to work with. I will be better able to work with groups of diverse interests and ideas such as a coordinated and integrated aquatics program on the forest and lead and facilitate consensus on the Klamath Basin Bull Trout group.

**We learn more about power in a group dynamic and how to use it to further the consensus process to help our new organization grow.** I will gain a new understanding of the processes related to power and a better understanding of how groups work. I learn to better empower others so the group learns and grows from information shared.

**Another positive outcome is to be able to organize and facilitate a meeting to build consensus.** We learn new skills and new tools to facilitate power in groups and at home. Also, we learn how to facilitate team meetings, learn better facilitation in general and learn really applicable techniques for conflict resolution.

**I get to learn new techniques and skills to apply to collaboration and meeting facilitation.** I learn and use facilitation tools to foster movement to consensus decision making in current and future opportunities. I learn facilitation and consensus building techniques that I can apply to my work environment. I increase tools and knowledge for work.

**I learn skills learned from this workshop to help people unite, fulfill purpose and realize their potential.** I will be able to use what I learned both at work and in my personal life. That the group is able to take that knowledge they learned here and apply that to friends, family and co workers.

**I learn how to become empowered and to empower others thru better coordination of the creeks and communities cadre to refocus TMDL thinking and PFC thinking in NV and address ecological thresholds thru proactive vegetative management.**

**While making new friends I am getting inspiration and knowledge and support that will help provide clarity and direction I support or contribute to the resource.** I will meet people and form understanding of how they perceive things. I will leave here with something that will help me do my job better and meet and learn from people that will help me meet that goal. Establish personal and professional contacts and to build connections with people who inspire positive change.

## **THE BEST POSSIBLE OUTCOMES OF THE WORKSHOP (cont.)**

**This was a wonderful productive use of time.** I have re-grounded in skills learned and presented at last year's workshop and continued insight into habits and thought processes I have wanted to change. I enjoy myself and feel like the class was worth my time AND, I find a good microbrew in Oregon.

**Personal Growth!**

## **LEARNING MODULE 5 - MANAGING POWER:**

Nothing makes people more uncomfortable than the management of the power struggles that exist in every environment. The subject is often too threatening to even confront. It is more likely to be avoided. Yet this basic instinct and behavior lies behind many conflicts.

This module allows the participants to experience others needs, and their own needs, for power and control over others and events. The participants will experience power experientially and visually, and understand it's impacts on them.

The participants are introduced to the emotion spectrum concept, and how conflicts rise from increasing emotional states. They will use the process to develop movement to equity and empowerment--that inner motivation inside themselves and others. The concepts of personal power and position power, and the importance of perception are explored.

### **EXPLORING POWER AND EQUITY**

In my past experiences with consensus seeking, it was unusual for a group to be open to exploring power. The word, the concept, the meaning, the experience are viewed so negatively, often with so much fear, that few groups will address it. In the past 5 years, however, as we have had to confront scarcity, it is becoming more acceptable to acknowledge "power struggles", to confront the issue of power and its' uses.

The exploration begins with a panel of individuals who express the strongest energy on power issues. The panel members then served as facilitator of the small groups, allowing each person to express their point of view. The groups then recorded the definitions they heard about power.

#### **The Questions:**

- \* **What Is Your Definition of Power?**
- \* **How Do You Feel about It?**

## THE DEFINITION OF POWER

**Power depends on the method of application.** One must be willing to share power and empower others. Power if exercised in a legitimate public process creates positive change. Outside of a legitimate process, power a.k.a. decision making leads to exploitation. Power should come with checks and balances so it is not abused.

**Power is a mental construct with physical attributes but does not necessarily have physical attributes.** Physics definition of power is energy per unit of time. In every situation power is present. People automatically adjust themselves to a situation in a power level.

**Power is the human definition for the animating force of the universe.** Power is an agreed to energy that people assign to a person or place and provides for individual needs. It's an abstract concept that is applied differently in different contexts. It can be a catalyst for both positive and negative outcomes.

**Power is the ability to influence things the way you want it to go ~ an ability to influence the outcome.** Power is the ability to influence people or events. Power is energy: directed, harnessed, and/or channeled to influence an outcome. Power has the ability to make change ~ the ability to make things happen, keep things from happening, or change the way they happen. Power has the ability to influence positively or negatively.

**Power is influence (my interpretation is) when used in a group process toward a common goal.** The influence of power can be collected to generate change. In regard to people power is a cognitive force that only exists if more than one person is involved and to be able to change outcomes, influence empower people and situations.

**Power is a way of influencing positive and negative events.** The negative could be Congress who is trying to forestall the war. The positive would be trying to win the war. In general, there are two kinds of power: power wielded by positive influence and power by force.

**Power is how someone perceives it in their own mind.** Perception is reality to them. You can have it from inside (example is self confidence) or from the outside (by being appointed.) I see so much power used for the wrong reasons, to me power is intimidation.

**Power is many layers and it MOVES PEOPLE!** Power leads to decisions that affect other people's life and therefore, it is a tool that comes with great responsibility. Power influences what happens and how it happens. Power can be seen as neither positive or negative. It can lead to the freedom of making decisions. Power is neither good nor bad.

**Power is my 5 year old daughter asking me to push her on the swing.** It is an action that is given to those in decision making positions. Power is a force, an energy that when applied influences or affects an outcome.

## HOW WE FEEL ABOUT POWER

**Power is a component of every interaction and power is necessary.** There is not a single form of life that does not struggle with power. It's a necessary evil, and I think that some people have power than comes to them naturally...for good or bad. If power is used correctly, it does not have to be done in an intimidating way.

**Power is much more than what is seen or perceived and it is the most misunderstood of dynamics leading to causing and preventing suffering.** One must be willing to manage disappointment when influences change a sense of outcome. However, it may not end up that way. Be willing to accept varying opinions of consent.

**Power is given and taken so I feel it is difficult to control and not very predictable in its use.** I feel uncertainty and tentativeness in my attempt to be diplomatic when working with difficult groups. It is a dynamic and changing process that has many layers and complexities.

**Power is sometimes comfortable or sometimes terrible.** Depending on the situation, one can feel excited and inspired, fearful and resentful, or humble with a sense of responsibility. For me, power of itself is distinguishable from abuse of power.

**Power kind of scares me.** There is responsibility of power: with power comes responsibility and as long as those are kept in balance, you will be okay. I feel good when power is used responsibly and with due process and I feel bad if power is not.

**If someone has "it" and you don't, you can be powerless.** Power can be uncomfortable in a situation or circumstance if you are given the power to make the decision. I accept that power is, and have earned the right to do it myself. Power can feel good or bad and depends on if others agree with me ~ when power is in my own hands.

**Power makes me feel fearful and confused.** Power makes me feel intimidated and empowered. How I feel about it at this moment is much more neutral than when I came in the door because when I came in the door I was functioning in the good/bad thing (judgment.) It depends on the situation and what it is used for. If it is used for bad, it is horrible.

**Power as control doesn't feel good, and power as empowering (leadership) feels good. It depends on the situation.** I feel both good and bad about power. It depends on my perception of whether that thing is helpful or hurtful. If power is in the right hands, power could be good. For example, the democratic government is using power in a negative sense.

**I feel overwhelmed when people don't realize their personal power to change their world.** I experience much frustration with apathy and sense of ineptness that exists. I feel angry, frustrated, and disappointed in people's unrelenting drive for personal power over others. I feel overwhelmed.

## **HOW WE FEEL ABOUT POWER (cont.)**

**Power is about change and that is hopeful.** It is positive and good when a group is empowered by a leader that has a clear vision. One can feel better with consensus because the power belongs to everyone.

**I am encouraged by the potential of power to be used in a positive manner.** If it is used for good it is great because it is used for the greater good. The best way to use power is towards a common goal. There is more opportunity to play with power. I feel empowered, excited, invigorated, awestruck, frustrated and scared. I feel empowered when I tap into my personal power and feel confidence in that.

**I aspire to those (wisdom, leadership, charisma, team orientation and trust worthiness) traits.**

## **THE EVIDENCE OF POWER STRUGGLES IN YOUR ENVIRONMENT**

Power only becomes an issue when it moves from an influencing behavior to a forceful behavior. This latter behavior is referred to as a "power struggle" between the opposing forces. Each power interest is trying to force its views or needs upon the other.

Differences exist between all of us. I can use my "personal power" to influence you in seeing things my way. This may not require that you give up your way, just that you will understand my way.

If I cannot get you to see things my way, or if I want you to go my way in spite of your resistance, then I must apply power. This is normally done through "position power." As the parent, the boss, the teacher, I assert my authority and expect you to respond appropriately. If you don't, I will discipline you. If you resist, then we are in a "power struggle."

Power discussions become the focus only if there is a perceived power struggle. This task asks the participants to describe the evidence of a power struggle between various elements in the community that were identified in the Key Issues (Learning Manual 1). This allows the members to acknowledge the struggle, while defining the behaviors that result from it.

Talking about power, defining it, and how it feels, is somewhat abstract. The evidence of power "struggles" allows the group to acknowledge the emotional energy that exists around this concept in the real world. It allows each person to acknowledge the reality of power struggles in their personal world.

### **The Questions:**

- \* **What Is the Evidence of a Power Struggle in Your Environment?**
- \* **How Do You Feel about It?**

## THE EVIDENCE OF POWER STRUGGLES IN YOUR ENVIRONMENT

**Decisions are being made without much input from the people who these decisions will have an impact on.** Decisions being made for managing resources lead to conflict between groups with opposite interests in the outcome of a decision. Individuals and groups are unwilling to talk with the other side and trying to influence outcomes by going to a higher administrative level.

**There is apathy to become involved in the change process by many individuals and then the same individuals find fault with the changes made.** We are not able to hold a meeting with open exchange and trust with co-managers so there is breakdown of respectful communication to non-productive dialogue that stops the decision making process. There is inaction on ineffective action.

**Absentee stakeholders have the ability to exert disproportionate influence in consensus building process.** For example, the vocal minority claiming to speak for a population of 10,000 while members of the less vocal majority say action needs to be taken but won't speak formally for fear of retribution.

**Individuals with institutional power due to their position are trying to influence and control my work toward a very negative outcome.** Money influences outcomes. Since consensus cannot be reached then the outcome is attained thru controlling the budget for the process to get the desired outcome. Non-informed decision making is evidenced by one person wanting to do away with another organization.

**Another bit of evidence is when an individual commands action or participation based on their perception of their own position.** People are not willing to move off their position on issues. Perceptions of how to best manage forest resources leads to much controversy, adversity and animosity about land management decisions. This can result in lack of productivity to multi-task overload.

**Not sticking to agreements and subterfuge and lying about situations leads to hierarchical non-informed decision making and fear of change due to in the box thinking and not looking for best possible outcomes.** Staff peers cannot confront a situation directly but go behind backs, creating an environment of mistrust. This leads to information withholding, intimidation and put downs, and group think against change causing complaints.

**Natural resource issues go unresolved.** Information is limited to the very few. Others work to limit or reduce the power of others. For example, the struggle to move the Badlands to permanently protected wilderness. This has come down to over 150 businesses that support, support of 1000 of people, support of lots of environmental groups, etc. to one county commissioner and one motorized ATV group that are in opposition.

## **THE EVIDENCE OF POWER STRUGGLES IN YOUR ENVIRONMENT (cont.)**

**Knowledge is power is the model used.** We see outbursts in meetings which are totally off topic and inconsistent with the mission, agenda, and vision. Sometimes it seems like a race to control land and people are taking sides. For example: The Southern County local rule and reaction of a vocal minority of residents.

**People are struggling to break free from labels, expectations and beliefs.** There is a negative attitude in the community. People are territorial and not living the life they are capable of ~ which is wasted time. They are anxious people. There are letters to the editor, escalating domestic violence and basic public inactivity. Who takes out the garbage?

**There is the impression by the public that it is the Feds versus people's rights.** There are lawsuits, litigation, booked court calendars. There are arguments over every rule and regulation and manipulation of legal and political processes leads to fear of entities that have learned the ability to stop resource management.

**Direct confrontation on issues of control, perspective, re-adjusting boundaries and practices leads to interpersonal conflicts.** People play mother, god and dictator. There are raised voice and tone, people distancing themselves from each other, gossiping and recruiting support, resistance, non compliance, uproar, mistrust, positions, polarization and anger.

**There is a necessity to beg or bargain for teaching materials from our office.** Also, there is a public perception that some schools are better than others.

## HOW WE FEEL ABOUT POWER STRUGGLES IN OUR ENVIRONMENT

**I feel angry, resentful, impatient and disgusted.** I feel angry, frustrated, intimidated, overwhelmed and a full on determination to get the Badlands USA through the legislative process protected permanently as wilderness. I feel sad and frustrated to look for ways to work within the current framework. Angry! Angry when unexpected outcomes occur.

**I feel this is unproductive and further enhances the struggle for power and increases animosity among the group.** I feel angry, frustrated and wish that the process would be more inclusive because a better outcome could be the result. I feel ethnically challenged, frustrated, violation of public trust and empowered as a public servant to address regional issues in a constructive manner.

**I feel frustrated when individuals choose to find fault or place blame rather than allow them self to get involved with the process.** I feel like a referee, monitoring the negative behavior of myself and others who perceive the negative aspect of power struggles. I feel like I am not doing the job I was hired to do.

**I feel betrayed because trust has been violated and I am unable to trust any agreement because of this past history.** I am frustrated that what I value as my profession is put at risk. Lack of vision and guidance can lead to mistrust, conflict, disagreements, tension, misunderstandings and chaos dominating the work place environment.

**I agree that some governmental policies were not thought out on how it would affect both agencies and the public relationships.** The majority won't speak on the record or in public settings because of threats of retribution from their vocal neighbors. It is frustrating that power is not equitable.

**I feel like we need many opportunities to have workshops like this one with community and agencies to move towards potential solutions.** Find the power of making change through deciding to do something together ~ even if that "something" is a variety of activities. Do something worth while in the mix even if unrealistic.

**I am excited to try different ways around this because this can be a great learning experience.** This is a natural process for becoming empowered. Use power to take action through consensus and collaboration. Then use power to observe, learn, monitor, accept or change for better future management outcomes. Keep powering forward.

**I am unsure of where do I start, how do I make a difference, and is it realistic to be helpful.** Power and conflict are often inter-related: we are powerless at times and power abusive at times. I just want the co-manager groups to work together on conservation

## **HOW WE FEEL ABOUT POWER STRUGGLES IN OUR ENVIRONMENT (cont.)**

**I feel frustrated, weary, disappointed, mostly powerless and occasionally frustrated and sad.** I feel frustrated because I want to help change attitudes to Best Possible Outcomes, but I find myself at times falling into the negative rut.

**I feel frustrated, non-supported and that I am wasting time which creates a sense of urgency for change to occur.** I feel frustrated by feeling like I must explain and defend why the rules are in place. Powerless and frustrated which allow me the illusion that I am able to adequately force the decision to match my vision.

## **THE WORST POSSIBLE OUTCOMES IF THE POWER STRUGGLES ARE NOT RESOLVED**

The small groups explored the worst possible outcomes if the power struggle is not resolved. Since each group (Power Interest, Community, Educator, Youth, Adult) has a different worst outcome focus, their communication is often incompatible and discordant.

Their worst outcomes affect the beliefs, strategies and behaviors of the groups. They affect relationships so that information exchange is severely hindered. This actually may foster the worst outcomes of an issue.

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. They often describe the existing situation from the parties viewpoints.

### **The Question:**

- \* **What Are the Worst Possible Outcomes If the Power Struggles Are Not Resolved?**

## THE WORST POSSIBLE OUTCOMES OF POWER STRUGGLES

**We will see the loss of government organization that's a positive living example of collaborative and adaptive management.** This leads to an inability to progress ~ inhibiting positive outcomes. We render ourselves incompetent and ineffective in the mission we were charged by the American public to do. This brings about a violation of public trust and litigation.

**Fear of mismanagement.** Unchecked land management activities may lead to WOPR: degraded watersheds or over cutting without foresight of climate change. There could be too much too fast. Fear of mismanagement leads to land managers doing whole sale cutting resulting in no public "cops" which means no conservation oversight programs.

**There is loss of opportunities working with diverse stakeholders.** There is mistrust and the unwillingness of people to work together in the future, so school bonds fail and quality of education is decreased due to overcrowding. There will be no forward movement. Ending of partner conservation leads to loss of local stewards and lack of productivity. Significant contribution is ceased, squelching inclusivity.

**The democratic process will not prevail if funding goes toward lawyers, lawsuits, litigation and not to projects i.e. more wealthy lawyers.** Loss of credibility and trust results in continued polarization, resentment and anger. With abandoned shared vision you will not triumph over conflict.

**We will have the loss of environmental quality.** Loss of ecosystems to catastrophic events like insects and fire leads to species becoming extinct at an accelerated rate. Noxious invasive plants take over native vegetation, wetlands are filled and old growth characteristics removed for single stands.

**We will have degraded mosaic burnt over watersheds, degraded non-functioning stream systems and the loss of threatened and endangered habitats.** The only source of drinking water in the headwaters of the Deschutes will be completely contaminated. There is an overwhelming fear of forest fuel load.

**There will be a loss of community and social values.** There will be a reduction of quality of life. In 100 years the prairie and its wildlife are hopelessly damaged and no one is around to fix it without ranchers and biologists. Many private developments on what used to be private forests. We completely lose local perspective.

**There will be the loss of rural community.** Social and economic structures are turning into ghost towns because of a non-sustainable environment and no water. People move away. All of the individuals retire or move and none of the younger people move in to replace them and we end up repeating what has always happened in the past.

## **THE WORST POSSIBLE OUTCOMES OF POWER STRUGGLES (cont.)**

**Unhappiness and animosity in the workplace leads to deterioration with relationships and ending of relationships.** We could kill each other due to an increase in juvenile delinquency. With conflict escalation my community won't exist. There will be loss of culture and careers will be destroyed, degrading human capital. My position will be terminated, resulting in natural resource degradation.

**Destruction of our environment is characterized by explosions of needs, fire, OHV trails and no food for the USA and the world.**

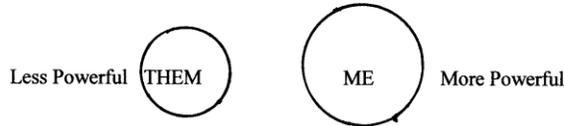
**\* A VISUAL ACTIVITY IN BALANCING POWER**

Power is rarely visible in human affairs, but it is deeply felt. This activity attempts to make power visible, to show how people will balance power.

I begin by passing out 3 X 5 cards to each person. I ask them to draw a power circle for themselves and a person they believe is more powerful than them.



I then ask them to draw a power circle for themselves and someone who is less powerful than they are.



I ask a tall male to come to the center of the circle. I designate him the superintendent. I ask a small female to come to the center of the room. I designate her as the secretary.

**1. DISTANCING:** I ask the secretary to use distance to equalize what she perceives to be the power of the Superintendent. Normally, the woman will turn and walk to the corner of the room. This is still not enough. She may step behind the door, or turn her back. The man is amazed at this action.



Distancing is one of the ways that we equalize power with people. I feel less threatened by you if there is more distance between us. I may enter your office, stand by the door and come no closer. I may want a chair between us to stand that close. These are power equalizing strategies.





## EXPLORING POWER EQUALIZING BEHAVIORS

The rule with power, especially in conditions of perceived scarcity, or with well educated people, is:

**"FOR EVERY ACTION, THERE WILL BE AN EQUAL AND OPPOSITE REACTION."**

This is the second law of thermo-dynamics, which deals with fluid situations. It also applies to human relationships where power is being exerted.

If this law does apply, as a beginning assumption, then what are the power equalizing behaviors that people use? This question is answered for "others" first. It is easier to talk about others. We will explore how those less powerful than us equalize power with us.

Then it is answered for yourself. What are your equalizing behaviors? This question is more difficult and personal to answer. It is not easy to admit that I have power equalizing behaviors. Yet, this information is more truth than the first question, because we can only guess others intent. We know ours.

### The Questions:

- \* **What Are the Behaviors Others Use with Us to Equalize Power?**
- \* **What Are the Behaviors We Use with Others to Equalize Power?**

These statements are then developed in a collective statement, categorized by the type of approach. In responding, there are five general approaches we are familiar with. Each depends upon the perceived power imbalance between the parties.

**1. AGGRESSIVE BEHAVIORS:** These are the "fight" behaviors, where there is open, confrontive aggression between the parties. Normally, there is an assumption of apparently equal power between the parties that justifies this confrontive approach. Escalation of violent behaviors indicates that each party has misread the perceived power imbalance.

**2. PASSIVE AGGRESSIVE BEHAVIORS:** There is a perceived imbalance seen on the part of one party that causes it to seek a more defensive "fight" position. This requires reinforcements, with others, or the use of some behind the scenes subtle way of balancing the power. This requires a more dishonest approach, saying one thing, behaving another.

**3. PASSIVE BEHAVIORS:** One of the parties perceives itself to be substantially overpowered, so that a “flight” approach is needed. This may not mean a physical flight, but rather a mental flight. Behaviors are designed to not call attention to the person, to allow the person to appear to be invisible. Often behaviors become “obsequious” and “servile,” a dehumanizing experience for the person involved.

**4. POWERLESS BEHAVIORS:** This response comes from those who truly feel powerless, hopelessly at the command of others. They give up their rights to personhood and rely on others to think and almost act for them. They attach themselves to an aggressive persons’ numbers, adding an appearance of power, but they are more a burden than a help.

**5. ADULT TO ADULT BEHAVIORS:** When a person understands their own personal power, or feel equal to the other person in organizational power, this approach comes to the fore. A deliberative response is made that focuses on problem resolution, seeking to acknowledge and respect other’s power, or empowering others. This approach is made with awareness, deliberately, to resolve the issue, not establish who is more powerful.

It is always interesting to note that we see ourselves as more adult in our response than others are. This indicates, at the least, that we know there are more appropriate adult responses that would balance power than we are willing to use.

## **POWER EQUALIZING BEHAVIORS OTHERS EXHIBIT WHEN THEY FEEL LESS POWERFUL THAN YOU**

### **AGGRESSIVE:**

**People speak loudly and interrupt.** They speak louder. There is obnoxious tone of voice. The tone of voice becomes snappy and sarcastic. They interrupt people or use a mocking voice. They use a loud voice ~ they raise their voice. They get uncomfortable when asked to speak and then use a soft spoken voice. Or, there is yelling, crying and waiting at the door rather than coming in.

**Flight or fight.** Fight! React, revert and attack. Flight! With anger they yell and point fingers from their office. They yell. They will assume worst possible outcomes and it is flight or fight.

**There is wagon circling for more support.** People develop coalitions and group up and gang up. They add numbers for support and bring others in your space with them for support. They build alliances and add allies for support. They form a group or coalition and plot and scheme. This creates conflict through resistance and alliances. They will gather others to join in their cause or idea.

**People will enlist others to come with them when they talk to me.** They come to you with an issue with a listener or alone with trepidation. They don't ask me for guidance but instead ask their peer. They will leave the room and get a recruit or invite more people to a meeting. The person may bring in another person that they feel has power to stand next to them.

**A person may undermine the process and try to get conflicting statements.** They tell me I explain things in too complicated a way and say too much. They do their own thing and become empowered with their own plan or goal or they may go to higher level to be heard. They will go around or thru someone else to get something done. They will send out emails to a broad audience.

**There is character assassination with the person trying to get you out of your comfort zone.** They will single you out.

**There is violent motion or threatened violence.** Someone brings a gun. They use expletives and denigrations and resort to regretful behavior. There is a confrontational attitude with a person being quick to react. There is intimidation. A person will naturally oppose with disruption and aggressive behavior. There are physical or legal threats, aggressive behavior and vulgarity. They will hire an attorney and file a lawsuit.

**Finally, they may say “nothing will ever change” and quit.** They may try to bargain and negotiate. They seek attention on their schedule, leave notes or only work their assigned hours.

**POWER EQUALIZING BEHAVIORS OTHERS EXHIBIT  
WHEN THEY FEEL LESS POWERFUL THAN YOU (cont.)**

**PASSIVE AGGRESSIVE**

**Avoidance. Avoidance. Avoidance. Avoidance, Avoidance. Avoidance. Avoidance. Avoidance. Avoidance. ~ Avoidance.** There is ignorance and avoidance. People walk away and ignore what I recommend. They won't speak to you. They may approach me with issue or may have some else approach me with an issue, but they don't include me and don't talk to me. They won't participate. They are not participating in decisions when asked and then complaining about the decisions made.

**There is distance ~ physical distance.** One is standing away at a distance. They will keep distance ~ physical distance. They are standing at a distance with a barrier. People will stand or move further away and won't confront you with tough issues. They try and keep all contact brief. Don't come into my office. Don't approach me. Don't respond. Communicate only in writing.

**There is a lack of eye contact.** There is rolling eyes or no eye contact. The person will not talk to me socially, will only show eye contact. They fail to meet my eyes or give eye contact. There is no or limited eye contact. People don't look me in the eye. There is no eye contact and people will look down as if unsure of my reaction. There is less eye contact.

**There is gossiping and backstabbing.** There is gossip and negativity. They will triangulate gossip and vocalize concerns to others ~ telling others about problems or issues. There is whispering behind backs and criticizing behind backs. People talk behind your back and won't face you and stand sideways. They complain to others and talk to others about you to garner support.

**They will sabotage by trying to undermine, or question my credibility and expertise.** They use passive aggressive statements. They may withhold information, or write letters to the editor or calling their Congressman. They sabotage work projects by not completing a task in time. They discredit your knowledge base, behavior or humanity directly or indirectly. They request to meet in a neutral area or on home turf.

**PASSIVE**

**Body language is nervous and fidgety.** Their body language is fidgety and they have restless hands and feet. They are quite and withdrawn with slumped shoulders. They are frustrated, like they can't be heard. They are standing and not sitting and cross their arms.

**POWER EQUALIZING BEHAVIORS OTHERS EXHIBIT  
WHEN THEY FEEL LESS POWERFUL THAN YOU (cont.)**

**The person feels left out and are withdrawn.** They appear to stop trying. There could be a defensive posture. Withdraw, escape and guilt. They act angry but say nothing.

**POWERLESS:**

**Some are less likely to engage in conflicting behavior by creating a mentor to mentor relationship.** They seek my advice and cater to me and keep using what I want to do. They may come into my space and use humor. They will avoid confrontations ~ compliance and wait for the right moment to talk to me. They ask for advice, support, feedback, lobby interests and ally themselves with me. They will subvert, get help or repeat their qualifications.

## **POWER EQUALIZING BEHAVIORS I USE WITH SOMEONE I PERCEIVE AS MORE POWERFUL THAN MYSELF**

### **AGGRESSIVE:**

**Enter into their space and square off physically.** Publicly go toe to toe. Demand their attention but only when needed. Get mad at them but don't communicate. Use a physical barrier, and stand in doorway. Touch them and invade their space. Try being passive aggressive. Overwhelm them with my "knowledge" and try to redirect the attention to myself.

**Get on my high horse and speak louder.** Speak louder and speak quickly when I talk with them. Use body language and a louder voice to equalize. Raise my voice if necessary and oppose if I have another viewpoint. Change my tone of voice, standup and draw a crowd. Raise the anti, and sabotage by gossip and criticize. Withhold information or open with personal inquiries. Complain, email and write.

### **PASSIVE AGGRESSIVE:**

**Group up, gang up and vocalize disagreement to others.** Gather forces. Build or seek allies and bring in friends for reinforcements. Bring along others for support. Ask others for input and use their input. Bring others to support my opinion. Get someone of equal or greater power to address the issue with the person of power. Lobby for support of my positions from people with power to a person if I don't feel I can equalize.

### **PASSIVE:**

**Avoidance. Avoidance. Avoidance. Avoidance.** Avoidance of a casual conversation. Avoid the person when possible. Avoid contact and avoid talking to them. Not take the risk to introduce myself and distance with only limited contact ~ contact only when absolutely necessary. Communicate in writing. Distance myself and ignore. Stay away if I am feeling like I am being ignored.

**Become quiet, withdraw, escape or accommodate.** Occasionally blow up. Appear irritated. Talk fast or use less eye contact. Shift sitting positions. Be quiet, look down at the table and act nervous around them. Shut down eye contact. I have less concentration and reduced functioning.

## **POWER EQUALIZING BEHAVIORS I USE WITH SOMEONE I PERCEIVE AS MORE POWERFUL THAN MYSELF (cont.)**

### **ADULT TO ADULT:**

**Uses the power of persuasion and try to make your ideas seem to be theirs.** Show them how their ideas will make them more successful. Find a rationale for my beliefs and then plant seeds in their mind to make them think it is their idea in the end ~ thus getting my way. React, revert and persuade. Give them my input and get over it through time and effort if I wasn't able to influence them.

**Talk to them and engage them in conversation.** Offer input and get their views. Bring factual information to him/her only after multiple attempts to solve issues independently. Use consensus and discuss issues at their level. Psych myself up to expect success. Think positively about the individual. Think thermodynamics. Have self awareness.

**Understand the appropriate process for engagement and be mindful of etiquette.** Use respectful communication, speak soft, have an open posture, approach, stand close and ask a lot of questions and advice. Dress up and be prepared. Go to my strengths, do my own thing and wait my turn to talk to them. Step away from other conversations when they are ready to talk to me. Try to figure out what they want of me. Join their team.

**Listen more intently to what they say and do it in a way that they notice.** Listen. Clam up and shut up. Other times listen to understand and change my vision about them and then share my feelings. Force myself to approach and introduce myself ~ which makes me uncomfortable and then use more listening and less talking even if I have the opportunity to talk. I wait to be asked for my opinion.

**Try to balance power with humor.** Be light hearted. Invite them to coffee or set up an appointment to visit. Use humor (3) and flattery. Show a good persona (act or whistle a happy tune.) Compliment them and admit my own faults.

**Act professional, polite and organized when around that person.** Be of service and develop a bank account. I make sure I know the issues and facts down well and I am prepared. I present myself in a very professional manner and may bring up my geese to make everyone feel more comfortable and at ease. I use a respectful tone and use their title if they have one. I wait for an invitation to sit or enter ~ basically I do as I am told.

## \* THE EMOTION SPECTRUM

The emotion spectrum is a concept I developed to explain the behavior I observed with groups in conflict. It is not scientific, is mostly based on subjective or anecdotal information. It is diagrammatic, a "road map" which provides a general overview of a perception, a concept.

Facts do not attach us to issues, emotions do. If I am emotionally involved in an issue, I will respond with more energy than for an issue which is of little interest to me.

The emotion spectrum uses descriptor words that are defined in the following page. Each word describes an increasing level of emotional attachment to an issue.

It is assumed that the public emotional attachment for or against an issue will be expressed in some sort of normal curve, although there may be a skew to one side of the argument or the other.

In any issues, there are unconcerned people (the "silent majority") who allow others to represent them, and assume this is being done. It is not wise to assume that unconcerned people are unconcerned about all issues. These unconcerned people, may, at some point, be assertive on some other issue.

They rely on the observers to sound any alarm, if one is needed. The observers, in turn, look to the supporters to let them know there is an increased need for concern.

The assertive representatives are the ones on the front line, encountering the opposition. They feel the implied responsibility from others to see the issue is fairly represented. If the other side is receptive to their advocacy, then the issue is solved without too much conflict energy.

If, however, the other party is not receptive, and becomes aggressive (an emotional, or power move) then the assertive members will respond, in kind, with an equally, or slightly more, aggressive stance, balancing the power.

This is the point at which a decision can be made to move back towards resolution, acknowledging each parties advocacy, and seeking a responsive solution. Or, a decision can be made to move out more aggressively, based on worst outcomes, becoming defensive, becoming "adversary".

### \* THE EMOTION SPECTRUM (Cont.)

If the latter happens, then the groups will tend to respond in increasing emotional intensity towards arrogance, and then violence. Each party increases the "fight" energy, or pressure, in the hope of eliciting the "flight" mode from the other party. This is now like a game of "chicken". The "survival of the fittest" is the operational belief. Facts and figures no longer matter. Stereotypes of the "enemy" become operational.

The move to violence is done in stages, beginning with words that are demeaning, threatening and violent. The response to this may be equally violent, or may move to damaging the property of the other party (breaking windows, damaging machinery, blowing up buildings). This is responded to in the physical arena, pushing, shoving, punching, injuring, killing.

Two other elements now become imposed. There are people in the violent end of the curve who will move to become the leaders, or the "coyotes", for the group, urging each side towards more violent actions. They are the inciters, delighted with this opportunity to be on center stage, to be acknowledged. They teach the here-to-fore assertive people the ropes for violence, or act as their surrogate.

The other element is the general public (the unconcerned) who now are aware of the violent consequences, and who tend to choose sides, with the curve skewing toward the "underdog" or the "little people" as opposed to the "government bureaucracy", or those "in power".

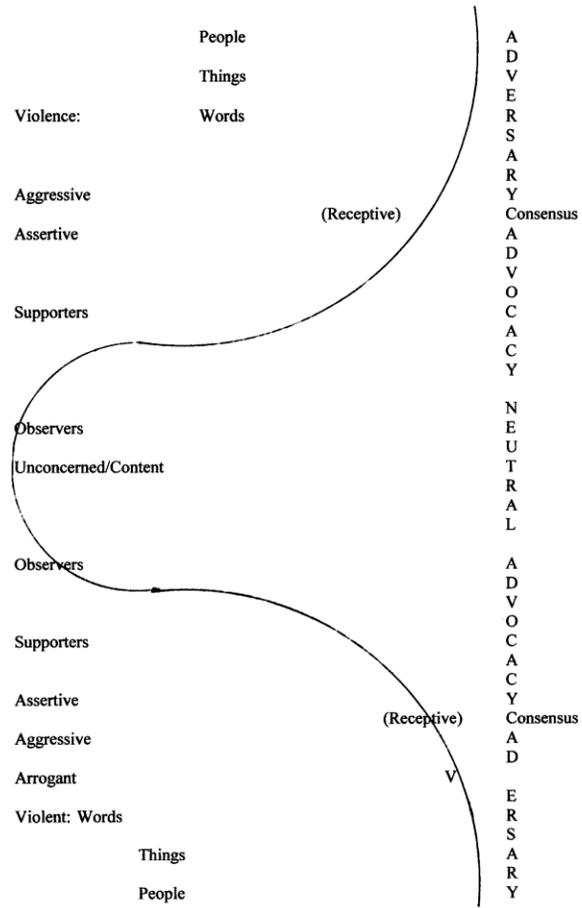
At any point in time, the group can be moved back to the assertive, or advocacy position. It requires a willingness to risk the encounter, and a process that balances the power, bringing equity, lowering the voices, venting the emotion so that the words can be heard, and increasing the respectful listening so that a new information base is created.

**\* THE EMOTION SPECTRUM (Cont.)**

Definitions

- Violence: Physical force used to injure, damage, or destroy; extreme roughness of action. Unjust or callous use of power or force, as in violating another's rights or sensibilities.
- Arrogance: Overbearing pride or self-importance. Haughty. Full of unwarranted pride. (Contemptuous, defiant, imperious, insolent, proud, sure, vain.)
- Aggressive: Ready or willing to take direct issue or engage in direct action; militant. Aggressive implies a bold and energetic pursuit of one's ends, connoting, in derogatory usage, a ruthless desire to dominate; and, in a favorable sense, enterprise, initiative. (Attacking, energetic)
- Assertive: Positive or confident in a persistent way. To state positively; declare, affirm. Implies a way of representing ourselves, our integrity, in a non-threatening, helpful way. Assertiveness needs receptiveness to be effective.
- Receptive: A way of receiving asserted information in a respectful way, through listening, assuming the information may have value to the listener.
- Supportive: Giving approval to, or be in favor of. Advocating (implies support in speech or writing and sometimes connotes persuasion or argument). Helping (bearing, comforting, confirming, reinforcing, helping, maintaining, financing).
- Observers: To pay special attention to, perceptive or alert. To take notice of. To be curious.
- Contented: Implies a filling of requirements to the degree that one is not disturbed by a desire for something more or different.
- Advocacy: The act of speaking or writing in support of something. (Justifier, supporter, advise, urge.)
- Adversary: A person who fights or opposes another; an enemy, an opponent.

**\* THE EMOTION SPECTRUM (Cont.)**



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

The participants are re-introduced to the evidence of the power struggle with a panel of seven selected individuals. These individuals have been asked to represent different viewpoints; Land Managers, Anglers, Ranchers, Elected Officials, Regulators, and 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. 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 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:

### **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 GROUPS WORST POSSIBLE VIEW OF THE SITUATION

### THE WORST SITUATION ~ LAND MANAGERS:

**We are trying to help.** We feel like both sides hate us. They don't understand rules that govern the tools that we can use. Congress passed a law we have to enact with no budget. We don't have the money and personnel to do what we want to do.

**No one is listening to anyone.** There is mis-information. Is long term sustainability being addressed? Has there been an environmental study done to find out the effects on the land? An environmental study is not done. Emotion versus science is being used.

**There is the fear of change.** We loose control and stakeholders tell us what to do. We let stakeholders define the problem. Mayhem occurs and someone gets killed.

**The general public doesn't understand laws and regulations.** People are confused. Land managers know what the problem is but stakeholders may not. Someone doesn't like the fact that she is grazing non-native species on public land. Does she have a valid permit? Who cares?

**The agency completely ignores the situation due to other priorities.** The agency will look bad and we get sick due to stress, lose staff or lose our jobs. We feel apathy and powerless because nothing will be resolved. As a result, the organization ends.

**Communities and resources are damaged.** There will be permanent damage and the land is destroyed. Noxious weeds are overcoming grasslands. Grasslands will be over grazed. Fish will become extinct. Ranchers are sneaky and don't know what's best for the land.

### THE WORST SITUATION ~ ENVIRONMENTALISTS:

**There is a lack of respect and no listening.** Words used to describe the situation include hostile, close minded, narrow minded, unaccountable, chaotic and non- productive. Things are "cult like". Win/lose prevails.

**There is a false sense of rights.** There is a false sense of righteousness. If taken personally people get loud and defensive, and we have the escalation of violence and verbal abuse.

Cows will bring in noxious weeds and degrade riparian habitat. There is loss of native songbirds ~ loss of native fish ~ and loss of wetland habitat.

**If they only would listen to us everything would be okay.** If you don't listen to us mad cow, E coli and West Nile virus will cause us all to die. Our litigation will not get what we want. E Coli causes death. Others will starve to death.

## **THE GROUPS WORST POSSIBLE VIEW OF THE SITUATION (cont.)**

### **THE WORST SITUATION ~ ANGLERS:**

**There will no habitat, no fish, no voice, no management, loss of fishing and cultural heritage, no revenue, it will be over regulated and there will be health concerns if we can't eat fish.**

**Communities and teams fail to empower themselves and will be isolated from one another, causing increased conflict.** Families will lose the ability to love one another. Public land users and the resources are the biggest losers due to litigation. The public would not be heard and there would be no common goal or direction. Anarchy and undo influence will prevail.

**Programs will not be successful.** People will not be respected leading to unnecessary training. There will be lost will, no hope, total stress, anger, and depression. No future opportunity. Bad decision making and unwise and inefficient use off funds will result in wildlife taking it in the shorts and the users will lose as well.

**We have a loss of rights.** Water in Oregon is owned by the public. We don't have fishing access. We want access ~ like OHV access to a fish hole. We do want access ~ but healthy streams, and a healthy flood plain. Get your act together and keep cows out of streams, poop, loss of vegetation, mud hole!

**We don't keep the environmentalists off the land.** We won't have a flood plains conserve. Keep trees, grasses and riparian areas but cut back willows for fly fishing. Get rid of LWD. Cars are good fish habitat. The Chubs and carp fishing should be okay.

**People will make decisions that are not their responsibility to make.** People will destroy the environment for short sighted, selfish, economic ends. In the beginning there was grass.....now there are condos!

## THE GROUPS WORST POSSIBLE VIEW OF THE SITUATION (cont.)

### THE WORST SITUATION ~ RANCHERS:

**Not a lot of listening going on.** We are not being heard. Why are you telling me what to do with my land? We have been stewards of the land for generations. We are the original environmentalists. Who is going to feed the world? I have more knowledge in my little toe than you have!

**We will face bankruptcy and lose the ranch and a way of life.** Children have no heritage. There will be a hostile assault on my livelihood. We have a loss of local knowledge of how to steward land. There will be no more good beef ~ a loss of control of food. There will be the loss of the American West. Basically, loss of friends, community, family and wildlife!

**Environmentalists and land grabbers mismanage the land.** What will happen to the land? There is no respect, no common ground and misunderstandings. There will be CHAOS! Developers come in and change the character of the land.

**Things become fragmented.** There is side taking and defensiveness. Everybody thought they were experts! Regulatory is going ~ save you all.

### THE WORST SITUATION ~ ELECTED OFFICIALS:

**There are power issues around different people and agency philosophies and personal training.** The real condition of the land has not been considered like soil banks, water etc. There are no clear guidelines as to what type of grazing was okay on public and private lands.

**The community is controlled from outside interests.** An example is outsiders coming in and trying to tell us what to do and not paying attention to my constituents or the history of the area. I saw somebody interfering with private property rights.

**There will be a loss of community support and trust of community officials.** We are slandered in the media and lose the next election.

**We lose power and the land is turned into a golf course.** The community, diversity, people and plants are lost.

## 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 begin by defining "stereotypes" to move their mind into this arena of thought and feelings.

### STEREOTYPES DEFINITION

(Collective Statement)

**Stereotypes Are Misconceptions and Preconceived Notions.** Stereotypes put values on people without evidence. They are expectations not based on reality. Stereotypes are self-centered and biased. They are rooted in past experiences or perceptions

**Stereotypes Are Close-minded and Narrow.** They are generalizations based on ignorance and irrational fear. Stereotypes pigeon hole people. They are a trap -- little boxes you don't let people out of. Stereotypes assign people to groups based on prejudice.

**Stereotype Means Sameness.** Stereotypes are negative. They are always used to describe someone else. Stereotypes are used to blame -- a controlling mechanism. They leave us feeling threatened - a "we vs. them."

**Stereotypes Are a Response to Diversity and of Being Different.** There is competition and "one-up" behavior. Stereotypes are ethno-centrism, a projection of your perceptions. They are generally biased and untrue -- judging others based on only your beliefs.

## \* CREATING STEREOTYPES - A PROCESS

This process is inserted in the change process, after the exploration of the worst possible outcomes of the situation.

STEP 1. After reading off their definitions of stereotype, the groups are directed to record the stereotypes they have of the other groups. These are the descriptors the group uses to describe the others when they get together.

The group is directed to get a clean flip chart sheet, dividing it in half, down the middle. On the left side they write the stereotype of one assigned group, and on the right side they write the stereotype of another assigned group. This is their "group think" view of the "enemy." They are allowed two minutes for each stereotype.

### The Question:

\* **What Are the Stereotypes You Have of (Name Two Groups) When You Get Together and Talk about Them? (2 Minutes Each.) NOTE: the following is a sample:**

Support Staff - Principals  
- Students

Teachers - Parents  
- Legislators

Board - Senior Citizens  
- Support Staff

Principals - Support Staff  
- Parents

Legislature - Educators  
- Board of Education

Parents - Principals  
- Legislators

Students - Adults  
- Senior Citizens

Senior Citizen - Students  
- Teachers

**\* CREATING STEREOTYPES (Cont.)**

**STEP 2.** The groups are directed to move to another clean flip chart page, divide it down the middle, and record the stereotypes they know the others have of them on the left side.

**The Question:**

**\* What Are the Stereotypes That You Know the Assigned Groups Have of You? (One Minute)**

**STEP 3.** The groups are directed to record the stereotypes they have of themselves on the right side of the flip chart.

**The Question:**

**\* What Are the Stereotypes You Have of Yourselves? (One Minute)**

**STEP 4.** The groups are directed to select a representative to speak to the other groups. This person takes the chart with the stereotypes created of others and brings it with him/her to the center of the room where there is a circle of chairs facing each other. The members of the group are asked to stand behind their representative seated in the chair and root for them.

**STEP 5.** Each representative is allowed to express the stereotypes his group has of the other groups, in turn. The confrontation is done knee to knee and face to face. Voices are raised with harsh and judging tones. The groups respond with support or with derision. There is a lot of uncomfortable laughter. Often, the person reading the stereotypes of a group, belongs to that group, but is playing the role of another.

**STEP 6.** When all groups have read their stereotypes to each other, the representatives are directed to read them all at the same time. The supporters are encouraged to chime in. The result is a large group of people talking at the same time, their voices raising to screams, with some representatives standing for effect, others making threatening gestures. It is mayhem and chaos. This is allowed to proceed until the voices are loud and the energy is intense. Then the process is stopped.

## \* CREATING STEREOTYPES (Cont.)

**STEP 7.** The following points are made for the group when their attention is gained:

- o Have the members sense the energy in the room. There is a lot of excitement and emotion in this kind of conflict and confrontation, in a negative sort of way.
- o I point out to the participants that I never asked them to develop negative stereotypes, yet that is what they created.

Someone will state that stereotypes are always negative. I have them read the stereotypes they created of themselves and they see that these are all positive.

- o The stereotypes they created of others are negative, and the stereotypes they know the others have of them are negative. The stereotypes they have of themselves are positive.
- o I point out that the groups, being diverse, know all the stereotypes they have of each other, they are not hidden, although they are rarely openly expressed to each other.
- o These stereotypes are the images they create of each other in the minds of the public when they speak to them. Would they be willing to invest in people with these images?
- o The concern is not that they have stereotypes, but that they speak about them to others, rather than to them. There is a dishonesty and disrespect shown.
- o These images create the self-fulfilling prophecies that are so destructive to the mission of the group.

**The task ends with a film "PRODUCTIVITY AND THE SELF FULFILLING PROPHECY: THE PYGMALIAN EFFECT." CRM FILMS, 2233 Faraday Avenue, Carlsbad, CA 92008-9829 1-800-421-0833.** This film is most effective when there is a learning experience preceding it on stereotypes. It allows the participants to relate the film to their own actions.

## THE STEREOTYPES WE MUST OVERCOME

### LAND MANAGEMENT AGENCIES:

#### Their View of Us:

**Land Management let their land be mismanaged so we must save them from themselves.** They do not have a clue. They are scared to take care of the environment because they are commodity driven. Land managers are scared of losing their jobs because they are lazy, just drive around and eat donuts.

**Land Managers don't understand oral people so they don't change fast enough.** They are uninspired clock watchers who are indecisive, manipulative, rigid and unbending. They bend to pressure. Land managers are divorced from the community.

#### We know their view of us:

**People believe we land managers are lazy, incompetent, disconnected and out of touch.** They think that we are behind the times. They think we are men and that we are red necks.

**People think we land managers are bureaucratic ~ working in an ivory tower and taking decisions from Washington DC.**

#### Our view of ourselves:

**We land managers are caring, competent, thoughtful and trying hard.** We land managers are responsible for the health and welfare of the natural resources and are doing the best we can.

**We land managers are research based, and team oriented.** We are concerned about both present time and at least seven generations. We want what is best for the environment. We are concerned citizens who strive for balance between land users and resource protectors.

**I don't know what they do.**

## THE STEREOTYPES WE MUST OVERCOME (cont.)

### ANGLERS:

#### Their View of Us:

**Anglers are being disrespectful for land.** They damage riparian areas and grass. They think fish ~ not habitat. They chase cows and complain about cows. Anglers have no respect for private property and create noise, loss of privacy, leave gates open and leave garbage.

**Anglers are wealthy men in SUVs who are urban dwellers.** They are group oriented and believe in safety in numbers. Anglers are unconnected and narrow minded.

#### We know their view of us:

**They see us anglers as single minded, lazy complainers who are wealthy and uninformed.** They think we are retired elitists, who have free time to complain.

#### Our view of ourselves:

**We anglers are true conservationist, environmentalists and stewards.** We are active, educators who provide community service and economic stimulus. True, we are wealthy, LL Bean outdoorsmen. We are Latte Sippers!

## THE STEREOTYPES WE MUST OVERCOME (cont.)

### ELECTED OFFICIALS:

#### Their View of Us:

**Elected Officials have no vision and do not have community concerns at heart.** They are not part of the people. They are glad handlers and back slappers who talk out of the side of their mouths.

**Elected Officials are uninformed, greedy, worthless power mongers who are arrogant and weak.** They are suits with split loyalties.

**Elected Officials are corrupt and in the developers pocket.** They get paid off and are in bed with special interest. They are bribe takers with no sense of the law and are above it. Money talks!

#### We know their view of us:

**They see us Elected Officials as ineffective, corrupt and ignorant.** They believe we are two faced liars who lack integrity. We are bureaucratic dictators who think we are God.

#### Our view of ourselves:

**We Elected Officials are public servants who are honest, responsive visionaries.** We are Statesmen who are idealistic. We are over worked 24/7.

## THE STEREOTYPES WE MUST OVERCOME (cont.)

### ENVIRONMENTALISTS:

#### Their View of Us:

**Environmentalists are trust fund kids who are granola hippies who don't know how to make a living.** They are fear monger litigators who are also media hounds. They are extremist and communist.

**Environmentalists are urban dwellers who are also progressive liberals.** They are group oriented and like safety in numbers. Because they are closed and narrow minded, they do not understand the world, and are destroying the local economy.

#### We know their view of us:

**People see us environmentalists as Birkenstock, granola backpackers and tree huggers.** They believe we are extremist and eco terrorist who only want to stop progress.

**People believe we environmentalists are unrealistic, unbending and just want us to live in caves.** They believe we won't listen to science.

#### Our view of ourselves:

**We environmentalists are right!** We are looking at long term sustainability and healthy ecosystems. We believe we are losing the circle to uphold the environment and the land.

**We environmentalists are the last line of defense and speak for Threatened and Endangered Species.**

## THE STEREOTYPES WE MUST OVERCOME (cont.)

### REGULATORS:

#### Their View of Us:

**Regulators have tunnel vision and are narrow minded and controlling.** They are lazy coffee drinking clock watchers, inefficient, ineffective bureaucrats who are uninformed and have the wrong priorities. They are just dumb.

**Regulators have a heavy hand in rule making and are a front for decision making and restrictions.** It's a conspiracy. They don't understand because they don't ask the real land stewards. They are Easterners's with a back east perspective.

**Regulators consume government money and are revenue wasters.** They create scarcity, are boon doggly and gloom and doomers. They are purist.

#### We know their view of us:

**People think regulators create too many restrictions.** They believe we are Nazi's who are hard asses, stupid, unrealistic and only know how to use the hammer. They believe we are co-opted jack booted twigs.

#### Our view of ourselves:

**We regulators are public servants who are overworked and underpaid.** We are professional, objective concept travelers who are doing Gods work. We can see the long term and we can see the outcome of our work.

## THE STEREOTYPES WE MUST OVERCOME (cont.)

### **RANCHERS:**

#### **Their View of Us:**

**Ranchers are conservatives and are stubborn and hide bound.** They have a sense of entitlement, are closed minded ~ believing cows rule. They are big whiners who are stuck in their ways.

**Ranchers just think about their pocket book.** They are scary, mean and afraid of change.

#### **We know their view of us:**

**People believe ranchers are ignorant and uneducated.** They think we are red necks who are dinosaurs when it comes to conservation. While our way of life is no longer viable, they believe we are greedy with the land and expect subsidies.

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

**Ranchers have a cultural heritage and are the salt of the Earth.** We are open minded, intelligent and educated and also learn by experience. We know the land and want to be here.

**Ranchers are stewards of the land and are hard workers.** We study and live the talk. We understand cycles. We are managing for healthy wildlife habitat. We are resource producers based on the past and future needs of society.

**Ranchers are the best source of knowledge about resource conditions.** Ranchers are concerned about keeping heritage alive.

## **\* 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 scarcity. 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 eight 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 our self. 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 different interest groups at the local level consists of the differing views and expectations we have of each other. We often have expectations of Ranchers that are different than their expectations of themselves, and they have different expectations of the community than they have of themselves.

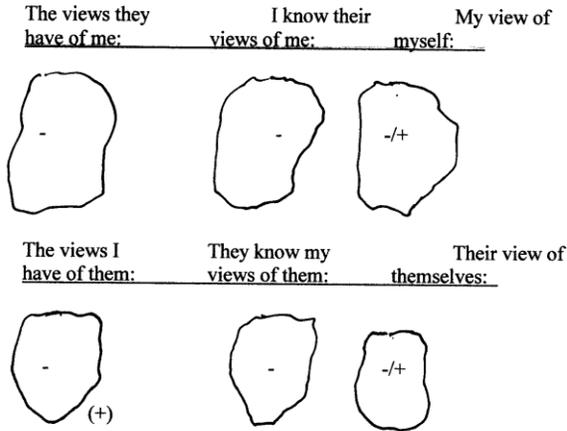
When perceived scarcity exists in resources, then the others are seen in their worst possible light. They are seen in their weaknesses rather than their strengths. They are seen as "taking away" rather than adding to. The result is that the community trivializes itself, reduces its perceptions to the 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:



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 their 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?**

## OUR POSITIVE STEREOTYPES

### ENVIRONMENTALISTS:

**Our environmentalists are included in projects at the grand level by being present, open and willing to listen to others.** Environmentalists are committed to healthy ecosystems now and in the future and deserve a seat at the table. They have a deep caring passion for natural resource management.

**Our environmentalists are passionate people who make social and financial sacrifices in order to speak for the parts of the world who have no voice.** They are passionate and politically influential and are looking for a solution that benefits all parties.

**Our environmentalists are proponents of the futures needs.** They care about now and seven generations in the future. They are responsible caretakers of natural resources and are willing to cooperate in consensus building processes. They consider social, economic and ecological implications for all our actions.

**Our environmentalists are able to balance the stewardship of natural resources with our constituent livelihoods.** Our environmentalists are willing to work tirelessly for what they believe to be the best quality environment. They are knowledgeable and passionate. They are committed to attending to the care of the land thru thoughtful intelligent choices.

**Our environmentalists are concerned citizens interested in the quality and sustainability for all members of that habitat.** They are looking to develop a sustainable society that restores the natural balance of the earth. They are attempting to improve habitat and wildlife for everyone.

**Our environmentalists are willing partners in building consensus for better land management that enhances and restores diverse forests and resilient watersheds for future generations of fish, wildlife, wild lands, and healthy habitat for humans, animals and plant communities.**

## OUR POSITIVE STEREOTYPES (cont.)

### ANGLERS:

**Our anglers are passionate about the resource.** They are people that have respect for the land and appreciate what it has to offer. They provide support for clean streams and access to those streams. Our anglers are passionate about their ability to access streams and they are impassioned with tradition.

**Our anglers are well organized and focused.** Anglers are a hard working bunch that represent our history and provide food for communities. They are involved in projects at the ground level by being present, open and willing to listen to others. They understand our views and concerns with recreating on private lands.

**Our anglers are loyal land stewards enjoying the benefits of the outdoors.** They take care of resources they are allowed to use. They are considerate and respect private land and its owners. They are considerate of property owners by showing good resource ethic. They close gates and pick up trash. They are also considerate, helpful, weed warriors.

**Our anglers are supporting healthy ecosystems and sustainable fisheries.** They are responsible stewards of the land. They are concerned about water quantity and water quality. They are concerned about water quantity and water quality. They are conservation, community members, educators, and law abiding citizens.

### LAND MANAGERS:

**Our land managers are passionate people and dedicate time to improving the quality of life for ALL species by managing land in the very best way they know how.** They are committed to managing the resource, and providing opportunities for the public to experience those resources. They are passionate people dedicated to balance.

**Our land managers are dedicated to serving the landscape and work hard to do right by it.** They are knowledgeable, open, present, connected to the ground and the community to make sound transparent decisions. They are responsible caretakers of natural resources and are willing to cooperate in consensus building processes.

**Our land managers are committed to managing land for long term sustainability while meeting the needs of multiple stakeholders.** They are looking to restore proper functioning of public lands with partnerships and collaboration with all stakeholders. They are intelligent caretakers of the land and resources.

**Our land managers are attempting to do more with decreasing budgets.** They are fostering full involvement of the public. They are truly concerned with maintaining and enhancing forest and watershed health and wildlife habitat for the benefit of ecosystems, economies and communities.

## POSITIVE STEREOTYPES (cont.)

### REGULATORY AGENCIES:

**Our Regulatory Agencies are law makers and guardians of future resources.** They are concerned about helping ranchers keep their heritage alive. They are the trustees of the resources and working hard to conserve healthy landscapes for future generations. They are doing their best to sustain long term healthy ecosystems and bio-diversity.

**Our Regulatory Agencies are the people who will make the rules to protect the streams for fishing.** They will work to develop and implement effective regulatory rules and regulations that benefit the community. They are dedicated professionals who desire to enact regulations that provide everyone quality of life.

**Our Regulatory Agencies are conscientious about the law, the spirit of the law and communication for the affected public.** They are people that check and balance use of land allowing everyone to have a voice and a chance to use the land. They are balanced, fair and neutral officials considering all sides and circumstances when assessing the impacts to the fisheries. They are also effective in helping us gain access.

**Our Regulatory Agencies are opening their eyes and beginning to work collaboratively with us in meeting common goals and solving resource issues.** They are thoughtful collectors of data and public input who use these skills to protect our fisheries for the future. They are open to feedback and willing to talk with us in the process of regulating our activities.

**Our Regulatory Agencies are fair and open minded most of the time.** They are trying to be fair and objective. They are considerate, listeners, helpful, weed warriors, and good communicators. They are empathetic to the impact regulations have on my way of life. They are good listeners and want to encourage change.

## OUR POSITIVE STEREOTYPES (cont.)

### ELECTED OFFICIALS:

**Our Elected Officials are working in complex environments to strive to do a greater good for the larger community.** They are dedicated to the greatest common good thru open governance and do process. They are here to truly solve the problem without any personal or political agenda.

**Our Elected Officials are accountable to the public and represent the desires and objectives of the community.** They are working hard to balance citizen desires and political needs. They are looking to use community input to fashion a sustainable future for all. Elected Officials are informed and informative people who thoughtfully act to protect our environment and our communities for the future.

**Our Elected Officials are committed to the best interests of our communities.** They represent the communities both short and long term interests. They are representative of their citizens, informed, easily approachable, and open minded to angler concerns. They value recreation and the revenue generated.

**Our Elected Officials are engaged with the citizens.** They are able to see the whole picture of the needs and wants of all parties. They are well informed, self motivated, visionary, independent, fiscally responsible and respected. They are public servants who represent the citizens of the community by making informed decisions that benefit our community.

**Our Elected Officials are the shepherds for the public good today and into the future.** They are hard working professional people who are cognizant of what the public wants. They are receptive and concerned that they fulfill the people's needs and wishes. Also, they are willing to listen to special interest groups.

## OUR POSITIVE STEREOTYPES (cont.)

### RANCHERS:

**Our Ranchers are good land stewards who understand the processes of life and management.** They are committed to managing a healthy landscape while maintaining a lifestyle that is viable and contributes to food production needs.

**Our Ranchers want to work together with other people, agencies and interest groups to manage natural resources and land for all interests.** They are open to hearing constructive feedback from others. They are open to new ways of caring for the land that will preserve it for future generations.

**Our Ranchers are true stewards of the land, using holistic decision making, and enhancing the soil, water and species.** They are open minded, well intentioned stewards of the land. They are devoted, nurturing, caring stewards of the land. Our Ranchers are citizens who are looking to protect their lifestyle with an awareness of the changing nature of that lifestyle. They are the backbone of our community heritage and tables.

**Our Ranchers are caring families who work hard and respectfully to maintain a healthy landscape, including people, wildlife and livestock.** They are polite, considerate, good communicators, good stewards of land and weed warriors. They are willing to produce food for those that disagree with us. Ranchers are thoughtful of natural resources while making a living.

## **THE EVIDENCE OF EMPOWERMENT**

A balance of power... is equity. A sense of fairness. A sense I am acknowledged as an equal member of the group, honored and respected for what I bring to the group. This sense of equity is often referred to as "empowerment"... that internal drive that fosters actions out of self esteem.

What is the evidence of empowerment? This describes the situation that is the opposite of the "abuse of power". This allows the participants to develop the best outcomes, or the environment they want to create.

It is interesting that this group found it easier to develop the information on power than on empowerment. This is because we are used to being "powered" by those in command. This is the cause of the "power struggle". Exploring empowerment allows us to develop the conditions we want to create that go beyond the struggle.

The questions focus on empowering the youth, the student. They are the group that is powerless. They are empowered in two environments; the community, the building.

### **The Question:**

- \* **What Will Be the Best Possible Outcomes of Empowering All the Groups?**

## THE BEST POSSIBLE OUTCOMES

### RANCHERS:

**Ranchers become cooperative, collaborative stakeholders working together to find solutions.** We see ourselves working in partnership with all groups. We are seen as part of the solution and working in partnership to implement the solution. We are open to considering new ways.

**Ranchers will have the opportunity to utilize natural resources so as to maintain, sustain and pass on the lifestyle.** We will operate sustainable ranches that have healthy ecosystems and provide food for our nation. Ranchers will achieve a more productive and sustainable operation. We continue to supply food and the stability we need at the core of a healthy community.

**Ranchers remain and retain the lands and the lifestyle.** We remain an important part of our communities and foster good relations among diverse groups who want healthy landscapes. We feel secure in preserving our heritage. Ranchers are paid a living wage for providing food and fiber.

**Small family farms and ranches thrive economically and spiritually, because they work collaboratively with everyone to keep our natural resources in optimal condition for generations to come.** Ranchers are open and committed to try new ideas to protect the land for future generations. They are open and committed to protecting and restoring the lands they steward.

**Ranchers will maintain their lifestyle while contributing to conservation goals.** Their private lands provide for greater bio diversity. Ranchers are allowed to work the land and do what they need to do with unnecessary government regulation. Ranchers will have adequate access to resources while not depleting or causing permanent harm to the environment.

**Ranchers will be happier because the HEAT is off them and technical, financial and community support is available to them.** They raise happy food.

## THE BEST POSSIBLE OUTCOMES (cont.)

### REGULATORS:

**Regulators are effective listeners and implement regulations.** We are respected for the balance protection of the land for the benefit of all. We are cooperative, collaborative and working together to find solutions. We work collaboratively together with various interest groups and private landowners in order to provide regulations that address resource issues and benefit all.

**Regulators work closely with private parties and local governments generating understanding and collaboration.** Regulators are supported by stakeholders to meet their responsibilities and are understanding and considerate of interest and shared vision. We are appreciated, recognized and respected.

**A collaborative effort will be created for stakeholders to work towards positive resolution of land use issues.** The agency will be listened to seriously and therefore be more effective in its core mission. Regulators have a more enjoyable work life experience. There will be lots of personal growth.

**We see successful implementation of conservation measures with community support.** There is the knowledge and authority needed to make sure streams and access are managed in a sustainable way while providing access for use. Our work leads to beautifully healthy landscapes.

**There is little regulation and supported regulation.** We have law, policy and action that reflect an inclusive common good and recognition of this role for regulations and regulators. We have reasonable regulations that are applicable to everybody.

**We have common sense regulations that meet community, economic and ecosystem needs.** Regulators are not needed in a regulating sense because everyone is working together so well and regulating themselves. All groups follow cooperative agreements that reduce or eliminate need for regulations on anglers.

## THE BEST POSSIBLE OUTCOMES (cont.)

### LAND MANAGERS:

**Land Managers are seen as a partner.** We are observed with increased legitimacy or role in the community. We will make informed transparent decisions regarding the public resources. We will function in an inclusive and transparent way. We complete our work programs in a timely manner with the support and understanding of the broader community.

**Land Managers are truly implementing adaptive management.** Conflict resolution and problem solving teams will benefit all stakeholders. As a result we and our stakeholders detect functioning improvement on the landscape and we can see improvements in habitat health and wildlife. We use innovation, collaboration and learning from their projects to develop proper functioning ecosystems that address the long term sustainability of them.

**Land Managers will be able to move forward with on the ground solutions with all stakeholders that will result in land conditions improving visibly each year for years to come.** We have a better understanding of the desires of our stakeholders to make more informed decisions.

**Land Managers will be inclusive of all stakeholders when considering management direction and are transparent and communicate in decisions we make.** We honor our mission by collecting quality data that generally assists in decision making because we include stakeholders vision, experience, skills and interests.

**Land Managers have the support, money and staff to sustain agreed upon management actions, plans for balanced land use and bringing people together.** They get where they can actually do adaptive management and provide excellent wildlife and people habitat. Land Managers get practical stuff done that protects and enhances the land.

**Land management agencies get out of the way and let the forest be thinned as necessary and create improvements in water quality as necessary.** There is successful management of lands by balancing uses and necessary measures for ecosystem health. All will be able to work together with us regulators to address common goals that meet the land managers objectives.

**We have consensus and viable working agreements.** We will work together to provide viable resolutions for maintaining healthy habitat. Decisions would consider sound natural resource management that takes in all viewpoints. Land managers would work to create policies in collaboration with scientists and environmentalists for ecologically based sound management.

## THE BEST POSSIBLE OUTCOMES (cont.)

### ELECTED OFFICIALS:

**Elected Officials are seen as part of the solution and willing to make the necessary decisions for the solution.** We will feel valued and trusted and act with integrity. As a result, we are able to help the group come to consensus that benefits not only parties involved but the community we represent. We make decisions that help our community flourish as a whole.

**Elected Officials will see the whole picture and involve all parties in consensus decision making.** The job gets easier because people are willing to come together and work on difficult issues and new leadership is developed in the community. We build networks of trust in our community to protect our natural resources.

**Citizens feel that elected officials are reflecting their values by caring for important resources.** Elected Officials will listen to concerns from the public and agencies managing the lands to support good decisions. Elected Officials are understanding and representative of interests and shared vision.

**Decisions of Elected Officials will be a reflection of public wishes and desires.** They will have a plan that will use the land wisely and in a balanced way, ensuring the balance of the resources to maintain healthy habitat for generations to come. Public official fishery and watershed decisions are supported by their constituents.

**Our Elected Officials value consensus and viable working agreements.** The elected officials would always have a wildlife biologist and a conservationist at the table before making any public land decisions. Through community collaboration they effectively resolve issues at River City.

**We have an electorate focused on celebrating success and new positive change.** They will donate all their salaries to non profits, never take any breaks or bribes or abuse their power or get involved with any sex scandals while in office. They will be fair and honest and be known for serving with integrity. They will foster peace, healthy economies and communities.

**We are receptive to helping out the larger community and move to a future where issues and solutions are for the greater good and not one group.** We will work to provide funding for ecological restoration and change current policies that require tree harvesting to provide revenue for restoration work to be done.

## THE BEST POSSIBLE OUTCOMES (cont.)

### ENVIRONMENTALISTS:

**Environmentalists work together to find a solution that benefits all parties.** They feel valued and empowered to participate toward common goals. To be seen as part of the solution and working in partnership to implement the solution. Stereotypes of them are changed and they are welcomed into the process.

**Environmentalists are trusted players in the process of protecting and restoring our world.** They are listened to and respected and their stake and interest in the “common good” is acknowledged. They are embraced by the others because their work is appreciated. They will have the opportunity to contribute and be heard.

**Environmentalists will work together and make more informed decisions.** They will be able to trust that all groups are making the best decisions for the environment and they get to spend more time and money in the places they love. We will have internal consensus and action oriented strategies that help us meet our objectives.

**We environmentalists protect land and the people there.** We understand the local issues and proactively participate in public land management. We bring all of our knowledge and energy to creating a long term solution. We have a solution to the issue which ensures that Sustainability for the long term is the main design criteria used.

**Environmentalists communicate openly and transparently with us, assist in gathering information that we need, and act as our ally by getting information to the public.** We will find a plan that would use the land wisely, in a balanced way ensuring the balance of the resources to maintain a healthy habitat for generations to come.

**We have in place consensus and viable working agreements.** We will work with elected officials and land managers to define ecological guidelines for forest and watershed management and work to enhance laws that govern the land. Conservationist/environmentalists would be able to press legislation with stronger protection for land, air, water and wildlife. NEPA would always be upheld.

**Land managers would come to their venues and end all livestock grazing on public land and ban motorized recreation use on BLM and FS public land.**

## THE BEST POSSIBLE OUTCOMES (cont.)

### ANGLERS:

**Anglers understand that we want the same thing they do.** They have a new found understanding of their perspective, role in the process and ability to make positive changes in the collaborative setting. There is a new found understanding of other stakeholder perspectives, role in the process and ability to make positive changes in a collaborative setting.

**Anglers are included in the process and opportunities and concerns are acknowledged and addressed.** Anglers engage all stakeholders to resolve fisheries and watershed issues with outcomes that are beneficial to all. They share their opinions about specific concerns and are willing to work on solutions with local stewards of the resources.

**Anglers enjoy more functional watersheds with more water on the land for fish and other land uses.** All streams have healthy populations of fish with ample opportunities for anglers to catch them. Access would be retained to healthy stream environments that are managed for sustained fisheries. There is accessible clean water that is abundant with aquaria life.

**Anglers make real definable progress towards preservation of native fish for the future.** They divide their time on streams between fishing and collecting monitoring data. They will feel liked, valued, and are involved stakeholders. They will get more opportunities to share and enjoy land, water and fish for years to come.

**Recreation enthusiasts respect the land and its managers/owners and work collaboratively with everyone to keep our natural resources thriving for generations to come.** We have a healthy environment, abundant fisheries, infinite access, and shared vision. We have healthy watersheds and fisheries by working in partnership with private and public land owners and managers.

**The angler passion and interest will be focused on implementing their vision while respecting others property, interest and agency management plans.** They publicly support the land managers, bringing not only money but volunteers to address resource issues and projects and others, such as newspaper, TV and other types of media.

**As anglers, we have access to fish on private land.** Anglers have access to the resource as well as recognition as a stakeholder in developing and maintaining the resource. They will help ensure the long term health of aquatic habitats and fisheries while enjoying our passion. We all share quality experiences.

## **MANAGING POWER - A PROCESS**

### **1. Defining Power:**

- \* What Is Your Definition of Power?**
- \* How Do You Feel about It?**

### **2. Exploring the Power Struggle:**

- \* What Is the Evidence of a Power Struggle Between the interest groups?**

### **3. The Worst Possible Outcomes:**

- \* What Are the Worst Possible Outcomes If the Power Struggle Is Not Resolved**

### **4. A Visual Activity in Balancing Power**

### **5. Exploring Power Equalizing Behaviors:**

- \* What Are the Behaviors Others Use with Us to Equalize Power?**
- \* What Are the Behaviors We Use with Others to Equalize Power?**

### **6. The Emotion Spectrum**

### **7. The Evidence of Empowerment:**

- \* What Will Be the Best Possible Outcomes of a empowering all interest groups?**

### **8. The Beliefs and Behaviors of Empowerment:**

- \* What New and Adaptive Beliefs and Behaviors Will Foster Empowerment?**

### **9. The Strategies and Actions of Empowerment:**

- \* What New and Adaptive Strategies and Actions Will Foster Empowerment?**

## **A STEREOTYPE PROCESS AGENDA**

### **Step 1. Role Playing Perceptions:**

- \* What Is Your View of the You Are, or Have, Confronted in Your Environment?**
- \* How Do You Feel about It?**

### **Step 2. The Worst Possible Outcomes:**

- \* What Are the Worst Possible Outcomes of Adapting/not Adapting?**

### **Step 3. Define Stereotype:**

- \* What Does the Word Stereotype Mean? (1 Minute.)**

### **Step 4. Creating the Stereotypes:**

- \* What Are the Stereotypes You Have of (Name Two Groups) When You Get Together and Talk about Them? (2 Minutes Each.)**
- \* What Are the Stereotypes That You Know the Assigned Groups Have of You? (1 Minute.)**
- \* What Are the Stereotypes You Have of Yourselves?**

### **Step 5. The Stereotype Confrontation:**

### **Step 6. The Film: the Self Fulfilling Prophecy (Optional)**

### **Step 7. The Perceptions We Will Foster:**

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

## **APPENDIX**

## \* A RELATIONSHIP CONFRONTATION/RESOLUTION PROCESS

The participants have explored the nature of their relationships, and developed the beliefs and behaviors that would foster their desired outcomes. In doing so, they have experienced listening with respect, creating a new and shared knowledge base. They have experienced being trusting, open and honest.

The educators are now asked to experience confronting the conflicts that are unresolved in their relationships. They experience a process for resolving relationship conflicts by actually confronting the conflicts between them.

This is the process that was demonstrated and experienced:

- STEP 1: The individuals in conflict are asked if they would be willing to confront their issue with the larger group. The process was first explained to them. At this point, the participants readily agree to the experience.
- STEP 2. The conflict persons select 1-2 individuals to listen for them, normally someone of the opposite gender. These people play the role of allowing the persons in conflict to be natural and reactive when speaking to the other about the conflict. They hear the left brain material that is hidden in the right brain and reactive tones of voice.
- STEP 3. The first person having the issue with the other begins by expressing the nature of the relationship conflict as she sees it, and describes how she feels about it.  
*What is the situation as you see it, how did it get to be this way?*  
*How do you feel about it?*
- STEP 4. The listener for the other person repeats what she heard the first person say.  
*This is what I heard (the speaker) say.*
- STEP 5. The other person responds by providing his reaction to the situation as expressed by the first person, providing his view of the situation, and how it makes him feel.  
*What is the situation as you see it, how did it get to be this way?*  
*How do you feel about it?*
- STEP 6. The listener for the first person expresses what he heard the other say.  
*This is what I heard (the speaker) say.*
- STEP 7. There are a number of options here, some, or all, of which can apply:

**\* A RELATIONSHIP CONFRONTATION/RESOLUTION PROCESS (Cont.)**

- o The first person reacts and responds to what was said. The listener again repeats what she heard to the other. The other person responds and reacts to the new information. This is repeated by the other listener. This allows each person to clarify information, to get other feelings out, to maybe even be more confrontive now that it feels safe.
- o The listeners are asked to state what they feel are the key issues between the parties. This provides pro-active information to the protagonists, and helps them process the conflict.
- o Other members of the group are asked to state what they heard, how they feel about it, and what some resolution of the problem would be.
- o If others were mentioned by either of the two protagonists, they are given an opportunity to provide their view of the situation and how they feel about it.

STEP 8. The first person is asked to express the needs of the other that she heard need to be met. This is an expression of the other's best outcomes in the relationship. She then expresses the needs she has that the other person can meet to help the relationship.

STEP 9. The other person states the needs he heard the first person has, and states what his needs are. He then states what he is willing to do to meet the needs.

STEP 10. The first person repeats the needs she hears the other has, and states her willingness to meet those needs.

STEP 11. (OPTIONAL) Each person describes the relationship they will have with the other in a set period of time. This description may be recorded. This provides a best outcome or mission of the parties.

STEP 12. Each person who participated states how they feel about the confrontation and resolution, and what they learned from the experience. Each of the listeners speaks first, then the parties in the conflict close the discussion.

**\* A RELATIONSHIP CONFRONTATION/RESOLUTION PROCESS (Cont.)**

- o How do you feel about this experience?
- o What did you learn that will make the group successful?

STEP 13. The parties are honored by having them go to the center of the room. This allows them to make some physical gesture of resolution.

The facilitator manages this process. It is important that the individuals agree to the process in the beginning. Once the individuals start to speak, they are allowed to continue without interruption. It is not unusual for the other person to want to immediately set the record straight as the first person talks. The facilitator must encourage this person to listen until the first person is done.

Sometimes another member of the group wants to interrupt and set the record straight. Again, the facilitator must ask the person to wait until the protagonists themselves have spoken before letting others be involved. Each person is allowed to speak, but in turn, when the individuals in conflict have had their say.

Sometimes one of the parties wants to go back over old ground. It is best to move the parties on, cautioning against the natural desire to remain in the conflict. The individual may be allowed to add information, even if repetitive, provided the solution is given at the end of the statement. It is the responsibility of the facilitator to encourage the participants to move ahead, while still being respectful of the need to confront.

## **\* 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 (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.

*All*                      Rob: *A porcupine walked into the meadow.*”

*Spoken*                      Jon: *“It was a bear, an angry bear just waking up from a winter nap.”*

*At the*                      Dawn: *“This frightened the porcupine, so he climbed a tree to get away from the bear.*

*Same time*                      Debbie: *The bear growled at the porcupine when he approached.”*

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.

*All spoken*                      Kathy: *“It was a warm and sunny day.”*

*At the*                      Laura: *“He saw another animal in the meadow.”*

*Same time*                      Crista: *There he met a female porcupine who became his mate for life.”*

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 Robs 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 with their hands.

*“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 GREETING CIRCLE - A VARIETY OF APPROACHES**

The greeting circle is powerful because it brings us back to our roots. It is a way of making contact, establishing relationship, confronting self consciousness, apprehension, creating awareness. It does all this and more.

Because the greeting circle is so powerful, it is the least preferred task of a consensus session. People just shrink inside at the thought of having to do this a second time, or even for the first time. This is because it is such a contact sport. In spite of our proclaimed outgoing nature, we shrink from the notion of having to go through a time of superficial talk, having to decide what to say, not wanting to be seen as a jerk, etc. The greeting activity is filled with apprehension, uncertainty, and is persistent, relentless in confronting you with others.

Most facilitators prefer not to do a greeting circle, because they feel these same fears and feelings, not only for themselves, but for the others. There is a fear of being criticized, judged, questioned about. I know this, because I have to go through it each time I announce that we will do a greeting circle. It is particularly difficult to do with a group that has been through the activity a number of times before.

And yet, it is a necessary ingredient in helping people to confront conflict and reach consensus. This is the first conflict experience to be confronted by everyone.

I have learned that there is too much power in the experience to let my fears, apprehensions, resistance of others get in the way of proceeding with it. So I just breath deeply, and move ahead, fully aware of my apprehensions, and understanding of others fears. These are some ideas to consider when using the greeting circle.

1. Do not let the concerns expressed by others about doing the greeting circle "again" prevent you from greeting each other.
2. Always follow the greeting circle with the life-long learning questions. If this is not done, the circle tends to become like a greeting line at a wedding, a social event, or a wake. It is trivialized if there is no learning activity connected with it.
3. Do not be concerned if someone drops out of a greeting circle. This has happened only once to me. It is ok if that person wants to wait until the circle is complete. Be sure to include her in the life long learning task after the circle is completed.
4. There is a tendency to want to hug people before they are ready to hug. If I am leading the circle with a group for the first time, I will not hug the first people, especially if, or even if, I know them well. I know this would set a model of behavior for the others that would not be respectful. Later, in a circle, or in a session, I will feel it is appropriate to hug those whom I feel will accept it.

## \* **THE GREETING CIRCLE - A VARIETY OF APPROACHES (Cont.)**

5. It is not necessary to give the greeters a pre-determined set of questions to answer in the greeting circle. This is an attempt on the part of the facilitator to give the circle some meaning, but it meets the needs of the facilitator and not the group. Let the participants decide what to say, what to focus on. This moment is intended to be uncertain, self-conscious, apprehensive. Don't take that opportunity away from the participants.

The greeting circle is of value more often than in the beginning of a session. I often use the greeting circle at the beginning of each day, especially if the group is in deep conflict, does not know each other well, are learning about each other, and see each other differently as the days pass by. I may also use the greeting circle if new people have joined the group on the second or third day.

I may use a greeting circle only on the first day with a group that has worked together before. If time is short, and they know each other well, are used to confronting each other, then I may not use the greeting circle at all.

I may vary the activity by having it performed in small groups rather than with the large. Or, I may use some other approaches than the large talking circle.

### **OPTION 1: THE TALKING GREETING CIRCLE:**

With this greeting circle, all participants are allowed to speak. The greeter and the greeted have the opportunity to put their voices in the room.

It is common for this circle to not be completed, with each person being the greeter and the greeted. While people are apprehensive at the beginning of a greeting circle, they soon become enamored with the opportunity to meet and talk with others. The result is that the circle tends to become slower, and will often come to a halt as people get into talking with each other.

I like to let the circle go on until at least 1/3 of the group has been both the greeter and the greeted. This allows each person to have had a different experience to relate to during the life-long learning discussion.

Since there is sound in this circle, it allows the apprehensions of a group to be expressed in laughter, in loud voices.

**\* THE GREETING CIRCLE - A VARIETY OF APPROACHES (Cont.)**

**OPTION 2: A NON-VERBAL GREETING CIRCLE:**

The participants are asked to greet each other without words or sound. This greeting circle balances the previous sound circle.

"In this circle I want you to greet each other silently, without words, acknowledging and affirming the presence of each person in the group. Be respectful of each other in this circle. I caution you to not hug a person unless you see they are comfortable with that action. After the circle is completed, you will be asked to answer the questions:

What are your feelings about this circle?

What did you learn that will help this group resolve their conflict?"

This greeting circle is best introduced on the second or third day of a workshop. Because the words are taken away, it is a more honest and intimate greeting opportunity. It requires that people know each other in a more personal way.

This circle will always be completed, because it takes much less time to greet people in a more honest fashion. The life-long learning task is followed by an insight on the value of non-verbal communication.

**OPTION 3: AN APPRECIATION GREETING CIRCLE:**

In this greeting circle, the members are asked to speak only if they are in the inner circle. The people in the outer circle are expected to listen, to be silent until they are inside the circle. This provides an opportunity for those who speak to provide expressions of appreciation to the listener. It is not necessary to tell the participants to do this appreciating and affirming. It will happen naturally.

This greeting circle takes time, and must be allowed to finish. It is best used when closing a workshop or conflict session. Normally I allow up to an hour for this to occur.

