THE MULTICULTURAL WELLNESS WHEEL, developed by the National Wellness Institute’s Multicultural Competency Committee. Introduced at the 2016 National Wellness Conference’s Multicultural Competency Academy “Generating Sustained Wellness and Community Building Through Multicultural Competency,” as a visual tool and guide for attendees of the Academy.

THE MULTICULTURAL WELLNESS WHEEL, serves as a tool for workshop engagement and personal reflection, supports Academy discussions and dialogues, and assist attendees with individual, family, workplace and community wellness goals related to their unique communities of practice.

THE MULTICULTURAL WELLNESS WHEEL, is designed to support wellness practitioners and related stakeholders in broadening their outlook as it relates to the concepts of Wellness and Well-being, and to support the recognition of the interlocking systems displayed within the wheel, and how this concept map addresses applied multicultural competency, the needs and goals of individuals, families, workplaces, and provides a guide for the development of well communities and civic infrastructures.

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WELLNESS AT AIRLINE COMPANIES IN GCC

WHY WELLNESS MATTERS?

Wellness matters because everything we do and every emotion we feel relates to our happiness. In turn, our wellness directly affects our actions and emotions. It’s an ongoing circle. Therefore, it is important for everyone to achieve optimal well-being in order to subdue stress, reduce the risk of illness and ensure positive interactions.

WELLNESS IS THE ROAD TO HAPPINESS.

WHAT DETERMINES WELLNESS?

- Genetics
- Life circumstances
- Our daily activities
Wellness is the equilibrium of body, mind and spirit, a reconciled state we all aim to find. It is important to see ourselves as a valuable person, participating in life rather than observing it; doing things you are good at, learn a new skill, reach out to others.

Effectively-designed wellness programs can keep healthy residents, support them with health risks to improve their health behaviors, and facilitate organizations to achieve workforce performance and personal goals.

At an airline company employee wellness is considered a vital force for its success and offer many programs. This will assist employees:

- In achieving ownership for their physical, mental, and emotional well-being, resulting in improving the overall happiness.
- To provide a social environment supportive of employee well-being.
- To be more productive.
- To provide opportunity to socialize and share their time for a

Our wellness policy is formulated based on the factors such as employee relations, stress management, employee working conditions, remuneration, job satisfaction, employee well being and flexible working.

It is highly debatable on how to evaluate the level of employee well being despite the weight given to the topic of employee well being and productivity. The aim of the management is to know whether happiness has impacts on employee performance and productivity.

We follow on the happy-productive theory by asserting that happy employees are highly satisfied with their jobs and hence they give high outcomes. It is further noted that less happy employees are highly influenced by work and changes in role and hence cannot cooperate or relate well with others at workplaces. Happiness is a function of psychological or emotional well being which is highly complex and subjective.

We constantly offer variety of programs that will ensure the employee feels appreciated in the organization and views the employer as the employer of choice.

The health benefits are extended to the family members of the employees. Health benefits include a health insurance policy for the employee and their family. This will help in motivating the employee and ensuring that their wellbeing is catered for leading to an improvement in their productivity and commitment to the organization.

It is indicated that employee happiness and productivity are affected by these factors at different rates. Therefore, it is the responsibility of employers and human resource managers to ensure that employees are provided with conducive working conditions, flexible working, good and satisfying remunerations, and good employee relations to increase their happiness and productivity. The happy-productive worker theory asserts that happy employees are highly productive employees.

The employee well being and productivity are affected by their working conditions. There is strong relationship between the two variables. Flexible working, employee relations, and employee working conditions are strongly related to employee well being and productivity. The working conditions provided to employees by their employers determine to a greater extent the level of their productivity.
OBJECTIVES

- Promote healthy living awareness for all UAE residents/public.
- Promote the community spirit for a worthy cause.
- Team building and socializing opportunities.
- To improve wellness level for participants.
- Awareness on stress management at a whole new level.
- Raise money for a good cause.
- Family fun day event catering the needs of adults and kids.
- Awareness on green environment.
- Promote Sports activities as a fitness tool.

INTERNAL INITIATIVES

- Wellness days and fairs
- Awareness events like tree planting day, blood donation, etc.
- Family fun days
- Internal sports events
- Internal team building and social events

COMMUNITY ENGAGEMENT

- Annual social public events like Run for a cause, Walk for a cause, etc.
- Public wellness fairs
- Regional/ Inter-company sports events
- Regional/ Inter-company social events
- Social events with volunteering opportunities
**WELLNESS INITIATIVES**

- Projects for people with special needs
- Projects for people with autism
- Global education projects
- Community welfare projects like donation events, meals for underprivileged people, distribution of gifts for orphans and elderly, etc.
- Projects for refugees
- Aid projects for people affected with natural calamities like earthquake, flood, etc.

**PROJECT MODEL VIDEOS**

<table>
<thead>
<tr>
<th>PROMOTION OF EVENTS AND PROJECTS</th>
<th>FUND RAISING EVENTS</th>
<th>OUTCOME EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run for a cause promotional video</td>
<td>1. Colour their lives event</td>
<td>Welfare project in Kenya</td>
</tr>
<tr>
<td></td>
<td>2. Run for a cause event</td>
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</tr>
</tbody>
</table>

Thank you.
The 2017 National Wellness Institute
Multicultural Competency Academy

Building Multicultural Health and Wellness Through Inclusion

Wednesday June 21, 2017

9:45 AM – 12:00 Noon

Mental health recovery is “a journey of healing and transformation enabling a person with a mental health problem to live a meaningful life in a community of his or her choice while striving to achieve his or her potential.”

Since its inception in 1948, New York City's Fountain House Clubhouse has expanded into an international movement. Based on the psychosocial principles of mental health recovery, clubhouse is a place where people with a serious and pervasive mental illness recover and thrive. A clubhouse is a “restorative environment for people who have had their lives drastically disrupted, and need the support of others who believe that recovery from mental illness is possible for all.”

The Clubhouse wellness-based approach to mental health recovery works to enhance the lives of its membership, building a vibrant community where authentic relationships and common purpose through work and play leads to a sustainable and long-term recovery.

Join us for a discussion on the ways that the Clubhouse Model of Recovery holistically and systemically addresses the needs of the SPMI population. We will
explore how a non-clinical and non-linear approach to care provides the safety and support needed for true transformation and healing.

References: NAMI.org
Clubhouse International Employment Manual

http://www.iccd.org/about_mentalillness.html

Karen Newman, Club House Wellness Coordinator, Generalist & Joshua (Josh) Swedberg, Health and Wellness Support Specialist
Harvard Pilgrim is one of the nation’s leading not-for-profit health services companies that, along with its subsidiaries, is improving the well-being of its 2.7 million customers.

Acting on the key tenants of its mission statement, “to improve the quality and value of health care for the people and communities we serve”, Harvard Pilgrim Health Care developed a multi-pronged enterprise wide inclusion strategy focused on improving the organization’s capability to attract and serve the needs of a growing market of diverse consumers, employees, suppliers, partners and members.

"It’s one thing to espouse embracing diversity; it’s another thing to build a model to support it.” David Small, vice president of human resources at the Edward M. Kennedy Community Health Center.

And, that’s what Harvard Pilgrim did – built an inclusion strategy model.

In 2012, the CEO, Eric H Schultz, created the Center for Inclusion Initiatives and announced the new role of Chief Inclusion Officer – a direct report to the CEO. The Center was established to catalyze, direct and ensure the implementation of the enterprise wide initiative. We have defined Inclusion as “valuing difference and creating value through difference.”

One of the first steps was a formal assessment of the organization’s capability to develop and implement an enterprise wide inclusion strategy. Leaders found that the perceived level of organizational readiness to focus on inclusion as a business strategy exceeded the actual results from the structured readiness assessment tool, which revealed the organization was in the nascent stages of readiness.

Next, six strategic areas of focus were identified: executive leadership, workplace, marketplace, supplier, community and health equity. Each area of focus operates
as a unique structure with a defined capability statement, accountable leadership, team and goals. The Center for Inclusion Initiatives Program Manager ensures synergy between the teams and alignment to the overall strategy.

Formal advisory committees, such as an [External] Inclusion Advisory Council, and [Internal] Inclusion Advisory Council were established to curate, innovate and test ideas.

The benefits of this approach were many. The language of “readiness” was experienced as engaging, and “capability development” was experienced as business focused. The results of the readiness assessment grew over time from a low of 13 out of 40 in (2011) to a high readiness of 38 out of 40 (2016) and this measurement provided a tangible scorecard of progress. Our model was itself a differentiator in the marketplace, attracting attention and contributing to business growth. The areas of focus, aligned to our corporate business strategy, achieved results that were linked to strengthening our core business and diversifying our products and services. The voices of the marketplace and workplace – our members and employees created new avenues of access to care.

Karen R Young, VP & Chief Inclusion Officer, Harvard Pilgrim Health Care, Wellesley, MA
A Comparison of Dialogue and Debate

Our goal in a dialogue circle is to better understand the issue and each other. We will look at different viewpoints and encourage a wide range of perspectives; we don’t have to agree. How we talk to one another is as important as what we say. The chart below will help you understand how the process of dialogue differs from debate.

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Debate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue is collaborative: two or more sides work together toward common understanding.</td>
<td>Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.</td>
</tr>
<tr>
<td>In dialogue, finding common ground is the goal.</td>
<td>In debate, winning is the goal.</td>
</tr>
<tr>
<td>In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.</td>
<td>In debate, one listens to the other side in order to find flaws and to counter its arguments.</td>
</tr>
<tr>
<td>Dialogue enlarges and possibly changes a participant’s point of view.</td>
<td>Debate affirms a participant’s own point of view.</td>
</tr>
<tr>
<td>Dialogue reveals assumptions for reevaluation.</td>
<td>Debate defends assumptions as truth.</td>
</tr>
<tr>
<td>Dialogue causes introspection on one’s own position.</td>
<td>Debate causes critique of the other position.</td>
</tr>
<tr>
<td>Dialogue opens the possibility of reaching a better solution than any of the original solutions.</td>
<td>Debate defends one’s own positions as the best solution and excludes other solutions.</td>
</tr>
<tr>
<td>Dialogue creates an open-minded attitude: an openness to being wrong and to change.</td>
<td>Debate creates a closed-minded attitude, a determination to be right.</td>
</tr>
<tr>
<td>In dialogue, one submits one’s best thinking, knowing that other peoples’ reflections will help improve it rather than destroy it.</td>
<td>In debate, one submits one’s best thinking and defends it against challenge to show that it is right.</td>
</tr>
<tr>
<td>Dialogue calls for temporarily suspending one’s beliefs.</td>
<td>Debate calls for investing wholeheartedly in one’s beliefs.</td>
</tr>
<tr>
<td>In dialogue, one searches for basic agreements.</td>
<td>In debate, one searches for glaring differences.</td>
</tr>
<tr>
<td>In dialogue, one searches for strengths in the other positions.</td>
<td>In debate, one searches for flaws and weaknesses in the other position.</td>
</tr>
<tr>
<td>Dialogue involves a real concern for the other person and seeks to not alienate or offend.</td>
<td>Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.</td>
</tr>
<tr>
<td>Dialogue assumes that many people have pieces of the answer and together they can create a workable solution.</td>
<td>Debate assumes that there is a right answer and that someone has it.</td>
</tr>
<tr>
<td>Dialogue remains open-ended.</td>
<td>Debate implies a conclusion.</td>
</tr>
</tbody>
</table>

Adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Other members included Lucile Burt, Dick Mayo-Smith, Lally Stowell, and Gene Thompson.
### Deliberation & Leadership Skills – *What Skills Look Like When Exhibited By Facilitator*

<table>
<thead>
<tr>
<th>Db Skills</th>
<th>What Deliberative (Db) Skills Look Like When Exhibited By Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>• Listens actively</td>
</tr>
<tr>
<td>Speaking/Communicating</td>
<td>• Engages everyone in the discussion</td>
</tr>
<tr>
<td>Consensus-building</td>
<td>• Speaks only when necessary – not after each comment; doesn’t attempt to answer every question</td>
</tr>
<tr>
<td>Organizing</td>
<td>• Encourages participants to talk to each other</td>
</tr>
<tr>
<td>(organizing tasks, acquiring needed resources)</td>
<td>• Helps the group to look at the issues from multiple (many different) points of view. If one or more perspectives is not getting a fair hearing, asks if someone in the group can make a case for that point of view</td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>• Draws out the underlying concerns and things held valuable to participants</td>
</tr>
<tr>
<td>Diversity</td>
<td>• Helps the group recognize the points they agree on and the things they share (even if that doesn’t lead the group to agree on actions),</td>
</tr>
<tr>
<td>(rich understanding of, sensitivity to, &amp; respect for human diversity in a pluralistic society)</td>
<td>• Re-names or re-frames the problem in ways that lead the group to choose future actions for themselves individually and collectively,</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>• Guides the group to recognize the differences in this way of approaching decision making</td>
</tr>
<tr>
<td>(Applying, analyzing, synthesizing and evaluating information/issue to make a judgment)</td>
<td>• Leads open discussion</td>
</tr>
<tr>
<td>Collective decision-making</td>
<td>• Challenges other participants and connect with them</td>
</tr>
<tr>
<td>(expressing one’s opinions, understanding other’s preferences, &amp; working towards a decision for the collective or common good)</td>
<td>• Engages in an open dialogue about each option</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>• Presents a safe environment for people to express their views</td>
</tr>
<tr>
<td></td>
<td>• Draws out diverse views</td>
</tr>
<tr>
<td></td>
<td>• Plays the devil’s advocate for views not expressed or not expressed clearly</td>
</tr>
<tr>
<td></td>
<td>• Helps participants understand each option; expands learning ideas</td>
</tr>
<tr>
<td></td>
<td>• Aware of group dynamics taking place in the room</td>
</tr>
<tr>
<td></td>
<td>• Encourages people to step outside of their comfort zone</td>
</tr>
<tr>
<td></td>
<td>• Is inclusive, open-minded, understanding, and tolerant</td>
</tr>
<tr>
<td></td>
<td>• Interjects only when necessary, mostly listens and observes the content and process of the deliberation</td>
</tr>
<tr>
<td></td>
<td>• Gets everyone involved</td>
</tr>
<tr>
<td></td>
<td>• Encourages personal reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ldshp Skills</th>
<th>What Leadership (Ldshp) Skills Look Like When Exhibited By Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>Proactive: Always thinking three steps ahead &amp; working to master the environment with the goal of avoiding problems before they arise</td>
</tr>
<tr>
<td>Delegating</td>
<td>Flexible/Adaptable: Adapts to new surroundings and situations, doing his/her best to adjust</td>
</tr>
<tr>
<td>Partnering</td>
<td>A Good Communicator: Listens a lot and is willing to work to understand the needs and desires of others—asks many questions, considers all options, and leads in the right direction</td>
</tr>
<tr>
<td>Calculating</td>
<td>Respectful: Treats others with respect and earns the respect of others</td>
</tr>
<tr>
<td>Designing</td>
<td>Quiet Confidence: Sure of oneself with humble intentions</td>
</tr>
<tr>
<td>Planning</td>
<td>Enthusiastic: Is passionate about what one is doing. Works to motivate and excite others to follow.</td>
</tr>
<tr>
<td>Coaching</td>
<td>Open-Minded: Works to consider all options before a making decision and evaluates the input from all interested parties for the betterment of the whole</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Resourceful: Utilizes available resources; if answers aren’t known, then you find out by asking questions. A leader creates access to information</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Rewarding: Recognizes the efforts of others and reinforce those actions.</td>
</tr>
<tr>
<td>Collaborating</td>
<td>Well-Educated: Works to be well educated on community policies, procedures, organizational norms, etc. Knowledge is power.</td>
</tr>
<tr>
<td>Explaining</td>
<td>Open to Change: Takes into account all points of view and is willing to change a policy, program, cultural tradition that is outdated, or no longer beneficial to the group as a whole.</td>
</tr>
<tr>
<td>Producing</td>
<td>Interested in Feedback: Seeks feedback from others to improve one’s leadership skillset.</td>
</tr>
<tr>
<td>Communicating</td>
<td>Evaluative: Evaluates and changes programs and policies that are not working.</td>
</tr>
<tr>
<td>Initiating</td>
<td>Organized: Prepared for meetings, presentations, events and confident that people around you are prepared and organized as well.</td>
</tr>
<tr>
<td>Proving</td>
<td>Delegator: Realizes that s/he cannot accomplish everything on her/his own; recognizes the talents and interests of people around her/him and delegates tasks accordingly.</td>
</tr>
<tr>
<td>Coordinating</td>
<td>Initiative: Works to be the motivator; takes initiative in the planning and implementing of new ideas, programs, policies, events, etc.</td>
</tr>
<tr>
<td>Motivating</td>
<td>• Authentic, Credible, and Trustworthy</td>
</tr>
<tr>
<td>Referring</td>
<td>• Ethical and Equitable</td>
</tr>
<tr>
<td>Creating</td>
<td>• Empathic and Compassionate</td>
</tr>
<tr>
<td>Negotiating</td>
<td>• Collaborative and Resourceful</td>
</tr>
<tr>
<td>Resolving</td>
<td>• Accountable, Available, and Reliable</td>
</tr>
<tr>
<td>Networking</td>
<td>• Respectful and Humble</td>
</tr>
<tr>
<td>Summarizing</td>
<td>• Committed and Passionate</td>
</tr>
<tr>
<td>Supervising</td>
<td>• Persistent and Resilient</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>• Enthusiastic and Optimistic</td>
</tr>
<tr>
<td></td>
<td>• Visionary, Inspirational, and Motivational</td>
</tr>
<tr>
<td></td>
<td>• Knowledgeable – about self, others, and context</td>
</tr>
</tbody>
</table>
Guidelines for Deliberation

- Let participants speak their mind freely, but don't let them monopolize the conversation.
- Listen carefully to others. Try to really understand what they're saying and respond to it, especially when their ideas differ from others on the issue or about the available choices.
- Encourage participants to avoid building their argument in their head while others are talking; ask them to jot down their thoughts, so that they don't forget it.
- Deliberation is about sharing ideas and building new ones; it is not a contest to see whose ideas are best.
- Encourage others to put themselves in someone else's shoes, and see if they can make a strong case for an argument with which they disagree. Are there things that they can appreciate about that perspective?
- Encourage participants to develop one another's ideas. Listen carefully and ask clarifying questions. For example, "Can you explain further what you meant by..."
- Paraphrase points to confirm understanding of others' points. For example you may say, "So are you saying..."
- Build off of each other. Refer specifically to other deliberators and their ideas. For example, start by saying, "As [________] said, I think we need to look at the issue of..."
- Encourage participants to be open to changing their mind. This will help participants really listen to others' views.
- When disagreement occurs, don't personalize it. Keep talking and explore the disagreement. Look for the common concerns beneath the surface.
- Be careful not to discredit another person's point of view. For example you may raise a new concern by asking, "I share your concern that..., but have you considered...?"
- Although participants are trying to listen to and build on each other's ideas, that doesn't mean that everyone has to end up in the same place.
- Do not be afraid to say you don't know or to say you've changed your opinion.

A Critical Thinker:

- Is open-minded and mindful of alternatives
- Desires to be, and is, well-informed
- Judges well the credibility of sources
- Identifies reasons, assumptions, and conclusions
- Asks appropriate clarifying questions
- Judges well the quality of an argument, including its reasons, assumptions, evidence, & degree of support for the conclusion
- Develops and defends a reasonable position regarding a belief or an action, doing justice to challenges
- Formulates plausible hypotheses
- Plans and conducts experiments well
- Defines terms in a way appropriate for the context
- Draws conclusions when warranted – but with caution
- Integrates all of the above aspects of critical thinking

Creating a safe environment

- Create common guidelines for the group to follow
- Start with an icebreakers: finding commonalities – or let participants give a one-minute introduction
- Ask questions about participants' experience and values to build trust
- Give everyone a chance to speak, sit on the same level
- Give people time for self-reflection – silence is OK, so give people an opportunity to pass; but come back later
- Try to build a group bond, mix people together
- Encourage different ideas
- Be enthusiastic and mindful of diversity in the group
- Be aggressive if you notice someone creating a potential problem

Getting the Audience Involved and Engaged with Each Other

- Generate icebreakers, find similarities, introductions
- Ask for or find conflicting opinions
- "Go Around" exercises with option of passing
- Split into pairs or smaller groups – or change groups after each option is discussed, if the group is large
- Past out paper to write down thoughts, distribute thoughts and comments
- Ask individuals to state something they like about the issue or option
- Bring different view together into focus
- Make sure questions stimulate discussion, not one word answers; make questions neutral to invite different answers
Wellness-Centered Engagement

Presented by: Deborah A. Wilcox, PhD – Founder/CEO Confluency Consultants

Wellness-Centered Engagement is an interactive dialogue approach that is deliberative, and fosters a process in which people listen to one other deeply enough to be changed by what they learn during the engagement. In deliberative dialogue groups, participants have the opportunity to make a serious effort to take others’ concerns and viewpoints into their own picture, even when disagreement persists. No person gives up their identity, but each recognizes enough of the other’s perspective that he or she will act differently towards other participants within the group. In Wellness-centric Engagement people have the opportunity to open their minds to absorb new views and enlarge their perspectives. This dialogue process allows participants to build sustainable and productive relationships; rethink biases and assumptions; construct and generate new goals; transform their perspectives; discover common ground and plan for action.

Guidelines for Wellness-centric Engagement

- Everyone is encouraged to participate
- Deliberative dialogue is not a debate to win over others in the conversation
- Everyone is a teacher and learner during the dialogue process (collective learning)
- Everyone is encouraged to share the oxygen; no one person should dominate
- Treat one another with respect and with good regard
- Listening and speaking are signs of active participation
- Examine your own assumptions as well as the assumptions of others
- Explore the advantages and disadvantages of diverse viewpoints
- Speak from your experience, not hearsay
- The goal is to move towards a deeper understanding of the complex issues, and not rush to quick fix decisions.
- Try to imagine who is not present in the group and what they would say about the issues
- Discover common ground and plan for action

Wellness-centric Process for Engagement

Stage 1: Agree to Engage
- Participants agree to engage in a wellness planning process
- Co-construct a way of working together
- Establish a culture of collective learning via deliberative dialogue

Stage 2: Identifying Challenges and Barriers
- In dialogue participants identify major obstacles, challenges and barriers that prevent the achievement of their desired outcomes
Stage 3: Exploration of Identified Challenges and Barriers
- In-depth exploration of specifics challenges
- Work through the specific challenges
- Frame strategies and approaches
- Set the general direction for an wellness action plan

Stage 4: Planning for Organizational Wellness
- Describe and list areas for change
- Describe and list innovations
- Construct steps to address the identified challenges

Stage 5: Development of the Organizational Wellness Plan
- Reexamine the data generated from Stage 4; modify, change, provide additions
- Identify needed resources, supports, collaborations, and capabilities for implementation
- Identify needed steps for completing the organizational wellness plan
- Identify needed steps for implementation of the wellness plan within the organization(s)

Post Engagement:
- Group reflections
- What didn’t we work through?
- Can we identify any shared sense of purpose or direction?
- Which trade-offs are we willing to make to move into joint action?
- Which trade-offs are we unwilling to make?

Next-steps
- What do we still need to talk about?
- How can we use what we have learned in this engagement?
- Do we want to engage again?

Note:
Process questions for each stage will be developed according to the mission, goals, and desired outcomes of the group.

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WHAT IS DELIBERATION?

Deliberation is an unbiased kind of talking that starts where the problem starts—with your experience of it. It’s not a bunch of abstract backroom negotiations, but real, genuine, human struggles of which we are a part. Unlike debate, or lecture, or an airing of grievances, deliberation asks us to begin with what we hold most dear and share our personal experiences with a given issue. It’s not about reaching agreement or seeing eye-to-eye. It’s about looking at the costs and consequences of possible solutions to daunting problems, and finding out what we, as a people, will or will not accept as a solution.

We must listen to one another, explore the unbiased facts, test ideas, weigh options and balance tradeoffs to find where our various interests overlap—where purposes can be joined towards a shared future.

WHY DELIBERATE?

Studies show that the patient practice of deliberation leads to CHANGE.

Perhaps you want to do more than vote. More than sign a petition or send an email. Because you’ve realized that no one person, no single group has the answer to society’s
toughest problems. Deliberation is a way to act together with your community to better understand and deal with problems more directly. A two- to three-hour session in a thoughtful people-to-people setting, with ground rules that encourage deep dives into the facts, and a thorough examination of several possible solutions can result in clear reasons for a recommended action. Instead of asking your leaders, “What are you going to do for me?” the question becomes, “Here are our investigations and recommendations. How will you apply these to the problem?”

Continued practice makes us stronger. The more we get together and talk, the more we establish a shared future in which we have control.

Additional Resources:
www.nifi.org (Kettering Foundation National Issue Forum)
www.Kettering.org (Kettering Foundation)
www.info@everyday-democracy.org (Everyday Democracy)
www.publicconversations.org (Public Conversations)