

February 14, 1977

Dear Mark,

A month has passed since we assembled at Camp Gainesboro. I hope your memories of the Sierra Winter Retreat are as good as my memories are.

The enclosed booklet is intended to supplement your notes of Roy Sano's presentations on the mornings of January 15 and 16. We saved some of the sheets of paper he had hanging around the room and tried to summarize the exercises. Some additional material has been added from the books by Crystal and Bolles. (See the bibliography at the end of the booklet). This booklet is not meant to duplicate the presentations of Roy at our retreat. It is being presented merely to remind you of the general flow of our ideas during the morning sessions.

You will also find a directory of all the "refugees" at Camp Gainesboro.

Gordon Honda and I have been considering another retreat. If you are interested in either working on or attending another retreat, have criticisms or favorable remarks about the last retreat, or have suggestions for the next one, please drop either of us a note or give us a call. (Any ideas for a theme?) Gordon and I have some ideas right now, but we don't want to pollute you with them until later. Of course, we'll let you know our plans as soon as they become more concrete.

Much happiness and success to you in the coming year!

Sincerely yours,

Bruce

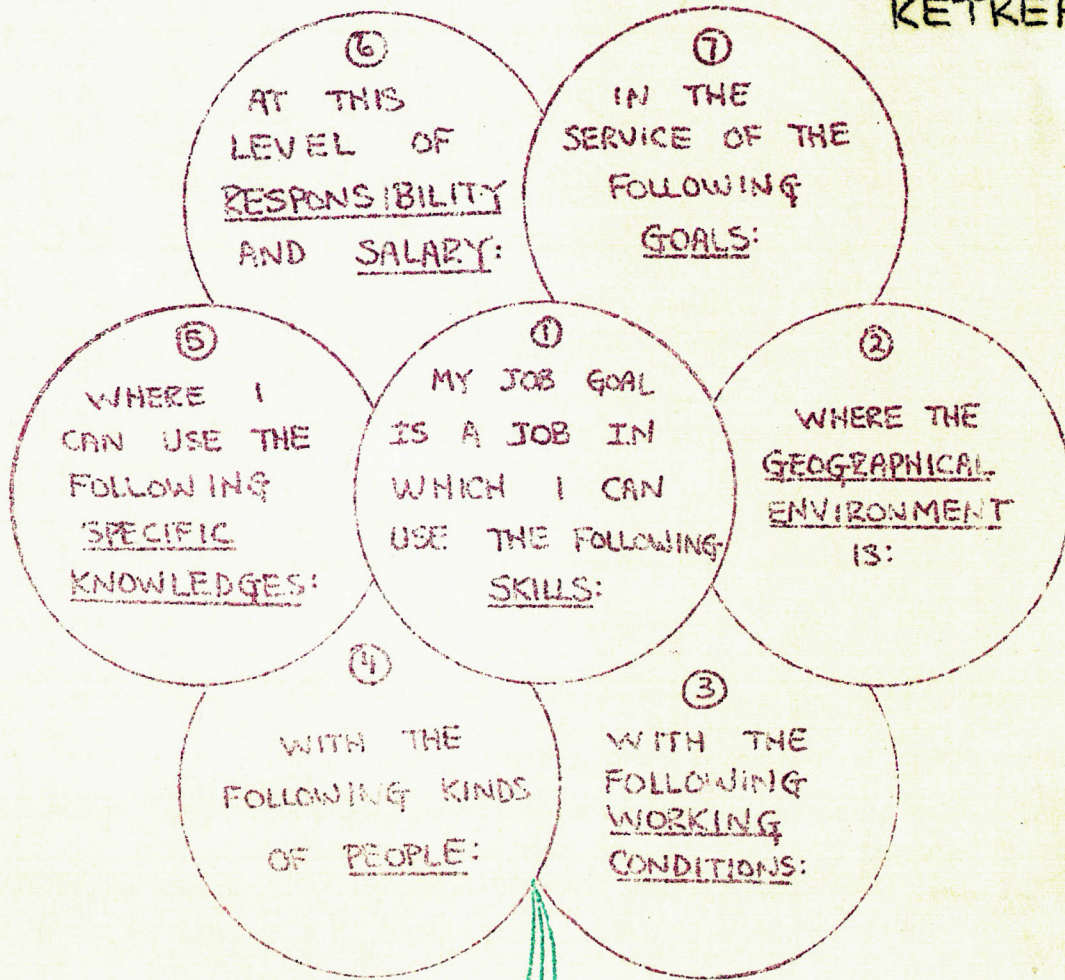
Bruce Hasegawa
The Sierra Winter Retreat

P.S. A 5x7 color photograph of all our cute, smiling faces is available for \$2.50. An 8 x 10 color print is \$5.00. The price includes the costs of processing, handling (with gentle care), and postage. Please contact Gordon if you would like a copy. They are suitable for framing or for wrapping fish, so hurry while limited supplies last!

THE SIERRA

WINTER

RETREAT - 1977



My Values

My Philosophy of Life

... by the grace of God, I am what I am, and His grace toward me was not in vain. On the contrary, I worked harder than any of them, though it was not I, but the grace of God which is with me." (I Corinthians 15:10)

WHAT IS THE CRYSTAL/BOLLES COURSE ALL ABOUT?

"It is about how you can take fuller charge of your own life, to do with it what you most want to do, and accomplish that which you most want to accomplish with it. It is about your uniqueness and how you do not need to allow the world to frustrate that uniqueness. It is about the false dichotomy between jobs with meaning and jobs with money, and how it is that you can find work which really is enjoyable and fulfilling and at the same time enjoy those legitimate rewards and benefits to which you are, as a human being, entitled.

The purpose of the course is to give you a process through which you can determine exactly who you are, and what you have that is of value to yourself and to others; to give you an accurate and honest picture of the world with which you have to cope in order to manage your life fully and without fear; and to help you identify what you want to accomplish with your life; and how to go about doing this successfully."

From: Where Do I Go from Here with My Life?, p. 171.

INTRODUCTION

What is at Stake?

Time: Forty hours per week for fifty weeks is 200 hours per year. In ten years, a total of 20,000 hours of work!

Money: If you earn an average of twenty thousand dollars per year for twenty-five years, that is half a million dollars!

"Elements of Identity" Which Should Be Investigated

Where you want to live	People you want to work with
Activities you enjoy	Living and working conditions you like
Ideal job specifications	Ethics in work
Lifestyle to pursue	Financial needs
Alternatives for options	Skills you have
Family and friends to nurture	
Values which cannot be compromised	
Issues you want to solve, ends for your creativity	

Character of the Method

Idealistic enough to uncover true, hidden potentials; yet
Realistic enough to deal with the actualities without being
fatalistic or pessimistic.

General Outline of Technique:

Identification: Several exercises help us to identify components of a satisfying work/living experience. (These components include skills, living/working conditions, people, and values.)

Clustering: Items identified are clustered naturally into groups. Each "cluster group" specifies different aspects of our desired living/working experience.

Prioritize: Using the chart on the next page, we prioritize the components of our desired living/working experience. You prioritize your components on the basis of what you (and your loved ones) prefer. What you should prefer or what others would choose is not the issue!

"A SPECIALTAINS" PRIORITIZATION

Instructions

1. Number the items to be prioritized (e.g. from 1 to 7)
2. Construct a chart suitable for the number of items you have. (The chart below is for 7 items.)
3. For each pair of numbers, choose the item which is more important to you. Circle the number corresponding to that number.
4. After you have done this for each pair of numbers, simply count the number of times you have circled each number.
5. You have now completed your prioritization. The item circled the most often is your highest priority. The item circled the least often is your lowest priority.

Sample Chart for the Prioritization of 7 Items:

	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
6							
7							

"A SPECIAL WORD FOR PURITANS"

Puritans come in all sizes, shapes, genders, ages, and colors. Puritans allegedly believe in God; but, what a God! A Puritan believes that God didn't intend us to enjoy anything. And that if you enjoy it, it's probably wrong for you. Let us illustrate:

Two girls do babysitting. One hates it. One enjoys it thoroughly. Which is more virtuous in God's sight? According to the Puritan, the one who hates it is more virtuous.

Two Puritans met on the street. "Isn't this a beautiful day?" said one. "Aye," said the other, "but we'll pay for it."

A Puritan will talk about his failures, but hardly ever about his (or her) successes and even then, always with a feeling that "God is going to get me, for such boasting." It's too enjoyable!

Given the Puritan's belief in God, what the Puritan fails to recognize is that enjoyment, in human life, isn't a fluke. It's part of God's plan. He wants us to eat; therefore He designs us so that eating is enjoyable. He wants us to sleep; therefore He designs us so that sleeping is enjoyable. He wants to have us procreate, love, and make love; therefore He designs us so that sex is enjoyable, and love even more so. He gives us unique (or at least unusual) skills and talents; therefore He designs us so that, when we use these, they are enjoyable.

That is, we gain a sense of achievement from them.

So Puritans arise; if you believe in God, believe in One who believes in you. Downgrading yourself is out -- for the duration.

Comment:

Are you sure that the Japanese didn't come to America aboard the Mayflower and land at Plymouth Rock?

EXERCISE 1: SKILLS IDENTIFICATION AND JOB GOALS

In your trio, tell an achievement story about yourself. (Do not restrict yourself! It may be an educational or professional achievement. Or you may tell about a hobby, a sport, or about a personal or emotional experience.) Tell why the experience gave you satisfaction, what you did, and the results of your achievement.

While you are relating your achievement story, the other members of your trio will listen and identify "skills", "personal traits" (adjectives or adverbs which describe how the skill was performed), and "objects and publics" (nouns describing at whom or what the skill was directed).

Examples of "Skills"

- | | | |
|---------------|-------------------|-------------------------|
| Managing | Counseling | Explaining |
| Researching | Encouraging | Persuading |
| Administering | Stimulating | Forecasting |
| Applying | Training | Scheduling |
| Guiding | Speech Writing | Establishing Objectives |
| Delegating | Addressing Groups | |

Examples of "Personal Traits"

- | | | |
|-----------|------------|-------------|
| Unique | Persistent | Alone |
| Masterful | Natural | Readily |
| Tactful | Quietly | With Candor |
| Compliant | Promptly | Outgoing |
| Creative | Systematic | Reflective |
| Reliable | Daring | |

Examples of "Objects and Publics"

- | | | |
|----------|-----------|----------|
| Data | Plants | Symbols |
| Theory | People | Duties |
| Surveys | Clothes | Words |
| Ideas | Processes | Youth |
| Feelings | Asians | Elderly |
| Service | Hispanics | Policies |

Next, cluster your "skills", "personal traits", and "objects and publics". Here are six cluster groups into which "skills", "personal traits", and "objects and publics" often naturally fall:

- 1) People who have athletic or mechanical abilities, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

Exercise 1 (con't)

- 2) People who like to work with data, have clerical or numerical abilities, carrying things out in detail, or following through on another's instructions.
- 3) People who work well with people, influencing, persuading, performing, or leading, managing, for organizational goals or for economic gain.
- 4) People who like to work with people -- to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
- 5) People who are artistic, innovative, or intuitional, and like to work in unstructured situations, using their imagination and creativity.
- 6) People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

Use the ideas from each cluster group to complete the sentence: "My Job Goal is a Job in which I can use the following skills" Write a different sentence for each cluster group.

Example: "My Job Goal is a Job as a human development specialist on the staff of an educational institution seeking to motivate and develop students to become all they can be through leadership, initiative, and creativity.

Tell another achievement story. Identify and cluster "skills", "personal traits", and "objects and publics" using the procedure outlined above. Repeat this several times.

Finally, you should have several sentences. Each sentence will incorporate ideas from one cluster group and each will make a statement about you and your goals.

Prioritize your job goal statements on the basis of what you (and your loved ones) prefer. What you should prefer or what others would choose is not the issue!

At the end of this exercise, you will have several statements of your job goals which specify your skills, personal traits, and objects and publics. They will be prioritized on the basis of what you prefer in your working/living experience.

EXERCISE 2: WORKING CONDITIONS

As a large group, compose a list of working conditions we want to avoid.

Examples of working conditions we want to avoid:

Strict dress code	Pressure	Assembly line
Smokers	Windowless office	"No talking"
Set hours	Low pay	Little stimulation
Lack of advancement	Prejudiced, Opinionated People	Lack of Encouragement

Now in your trio, transform this list into a list of desirable working conditions. Add to your list any other desirable working conditions you may want.

Examples of desirable working conditions:

High pay	Mental stimulation	Encouragement
Freedom	Adequate working resources	Courteous people
Travel	Both sexes	Responsibility

Review your list of desirable working conditions. Each person in your group should read his (or her) list. Add more items to your list or subtract those which do not seem important after a second thought. Cluster these items if possible and use each different cluster to complete the sentence: "My Job Goal is a Job with the following Working Conditions . . .". You will end with several sentences each dealing with a desirable cluster of working (and living) conditions.

Finally, prioritize these desirable working conditions on the basis of what is the most important to you.

EXERCISE 3: Geographical Environment

Follow the same general procedure as in Exercise 2. This time identify desirable geographical and living conditions. After you form cluster groups identifying these conditions, complete the statement: "My Job Goal is a Job where the Geographical Environment is . . .".

Examples of components of your geographical environment:

- Weather -- Temperature, rainfall, etc.
- Pace of Life
- People -- Congeniality, socio-economics, ethnicity, cultural tastes
- Political-legal climate
- Artistic and educational resources
- Schools, libraries, churches, clubs
- Urban-rural
- Transportation
- Parks
- Housing types (e.g. Suburban, ranch houses, apartments, mixed)

Finally, prioritize your desirable geographical/living conditions on the basis of what is the most important to you.

EXERCISE 4: Values

Imagine you are given ten million dollars. However, there are two stipulations accompanying this gift. First, you must spend the money on other people. Secondly, you must spend all of it within a year. Any money not spent on other people in one year will be taken away from you. Quickly make a list of how you would spend your money. What would you buy and for whom?

Read your list to the other members of your trio. They should use the items and people on your list to help identify your values.

Example:

Item on List: Donate \$5 million to cancer research.
Value Identified: Helping to cure sick individuals (possibly including yourself).

Now imagine you have ten million dollars to spend on yourself. You must spend it only on yourself and you must spend it in one year. Quickly make a list of how you would spend your money. Again, read your list to the others in your trio. The members of your trio should use the items on your list to help identify some of your values.

Example:

Item on List: Spend two million dollars to build a castle for myself in the Sierras.
Values Identified: Solitude and being near to nature and the mountains. Luxurious and beautiful living conditions.

From the two exercises, you have a list of some of your personal values. As a review, eliminate any items on your list of values which seem insignificant in hindsight. Drawing on the lists of others in your trio, add to your list of values.

Cluster any items which have a natural correspondence. Use the ideas from each cluster group to complete the sentence: "I value . . . ". Write one sentence for each cluster group.

Finally, prioritize your values. Remember to base your decision on what is the most important to you, not on what is important to others or what should be important to you.

REALISTIC CONSIDERATIONS

These were mentioned but were not discussed.

Hampering factors for your job hunt

Practice Field Survey

Criteria of place and organization

Priorities

Gather Data

Contact

Contact List

Targeting

Personal Economic Survey

Talking Papers

Operational Plans

Resume

Letters

ANNOUNCEMENT

More complete presentations of this material will be given by Roy Sano, et. al., in weekend seminars across the state during the coming year.

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