

May 1	Topic One: Upholding Our Spiritual Principles
May 15	Topic Two: Caring For the Family
June 1	Topic Three: Managing Resources
June 15	Topic Four: Providing Mechanisms for Reconciliation
July 1	Topic Five: Newness in Training [Learning]
July 15	Topic Six: Decision Making & Communication
August 1	Topic Seven: BK Information
August 15	All work sheets to be in the office of the secretariat

Experimenting With New Ideas in Some of the Topic Areas:

It may be that some of the ideas that emerge during your conversations are of great interest to those at your centre, and that they address an issue that has become important to you. If you decide that you want to experiment with a new way of functioning in one of these areas, during this year, we request that you do the following:

1. Notify your Regional Coordinator, National Coordinator, and the office of the secretariat that you are planning to experiment with a new way of functioning in a specific area. Briefly describe the new methods with which you will be experimenting. Document the new steps you are taking and the results you are getting. Send a note to your NC, RC and the secretariat several times during this year describing how things are going.
2. By August 15, write your NC with the recommendations you are making for changes in the way the centre runs in this area. The NC will forward your recommendations to the RC and the Office of the Secretariat.

NOTE: NO PERMANENT CHANGES CAN BE MADE UNTIL YOU HAVE THE
SUPPORT AND CONSENT OF YOUR REGIONAL COORDINATOR AND YOUR
NATIONAL COORDINATOR.

Exploratory Questions:

Topic 1: Upholding Spiritual Principles:

[Regular students are invited to participate in the conversations on this topic.]

National Board:

Bearing in mind the religious and spiritual framework in which organizations such as the BKs operate within your country, how best could we describe the core spiritual principles so they are clearly understood by everyone?

What is the most elevated, accurate, and sustainable approach we can take to upholding the spiritual principles, including but not limited to training & education, deepening understanding, and enforcement? (Please be as specific as possible.)

Instruments living at or supporting the centers:

What are the core spiritual principles that are most important for upholding the atmosphere at the center and how do their workings in our lives make the center into a fort of protection and security?

What might we be doing to reinforce the importance of these spiritual principles for our spiritual progress and for the task of world transformation?

Regular students:

How do the spiritual principles help you in your everyday life at home and work?

How do you explain these principles to others when asked?

What kind of support would be most meaningful to you in making the spiritual principles an integral part of your life?

Exploratory Questions:

Topic Two: Creating a Culture of Care:

[Regular students are invited to participate in conversations on this topic.]

National Board:

What does a “culture of care” mean to you?

How can we best implement such a culture of care in our country, in order to sustain the well-being of the BK organization as a whole and the individuals that make up the organization?

How can we best respond to the physical, mental, emotional and spiritual needs of our BK family with sensitivity, encouraging growth and development whilst being aware of the legal and cultural context within which we operate in our country? (Please be as specific as possible.)

How can the Main BK teachers help you in this task?

How much care should we provide and for whom? Do we have a moral and / or legal obligation to provide care and support?

Instruments living at or supporting the centers:

What does a ‘culture of care’ mean to you?

How do we care for ourselves as instruments (balancing service, ‘stage’ and general well-being) and also maintaining loving and nurturing relationships with our seniors, equals and other members of our family?

How can we create an atmosphere of care at the centre? What are the things we can do to give others the feeling that they are cared for and valued?

According to our capacity, how can we best care for those BKs who are elderly, sick or mentally challenged?

How can the larger family help you in this task?

Regular Students:

What does a culture of care mean to you?

How can you contribute to creating an atmosphere of care at the centre? What things can you do to give others the feeling that they are cared for and valued?

How can the family help care for you?

How best can you care for yourself so that you are an example to others, not only in the BK family but in the world at large?

Exploratory Questions:

Topic 3: Managing Resources:

National Board:

How do we make the National Boards more effective (meaning - producing or capable of producing an intended result) and efficient (meaning- being effective without wasting time or effort or expense)?

What do the ICC see the role and responsibilities of the National Boards? What are their levels of accountability and to whom are they accountable?

Should each National Board have a clear chart/structure that shows the roles and responsibilities of each sector? (It is NOT easy to make someone responsible and therefore accountable unless you clearly define their role/duties)

What does "accuracy" practically mean with regard to the administration of our financial resources within the country?

Do we have a clear understanding of the rights and responsibilities of those who help in service?

How can we improve the way we operate as a board?

What are the areas or specific points we need to improve in the Procedures Manual? Or should we re-write the Procedure Manual with more up-to-date practices?

Are there certain resources that are acceptable to pay for, e.g. legal and accountancy services, and some that are not, e.g. office/administration work? Do we need this to be further clarified by the ICC? Should we plan to pay for some of the resources that we cannot get for free?

Instruments living at or supporting the centers:

What are the management skills and behaviors that are essential for the accurate administration of resources - both human and financial? Should the Board arrange for the necessary training for the skills if required?

How can we make up for any gap that may exist between these skills and behaviors and the demands we face in accomplishing our task?

Is there a recommended number of hours a student should be encouraged to give in service depending on their circumstances (mother, kumar, kumari etc.)

How does one inspire someone to contribute financially without asking? How can we inspire cooperation in our centers for the management aspects of service?

Should contacts be inspired to help in whatever skills they can bring?

Exploratory Questions:

Topic 4: Providing Mechanisms for Reconciliation:

[Regular students are invited to participate in conversations on this topic.]

National Board:

How best can we in our personal and combined behavior (as the Board) demonstrate, implement and reinforce attitudes, actions and skills that support and promote conflict resolution?

How can we actively support someone in moving out of situations that involve conflict, hurt or disappointment?

In what situations is it appropriate, useful and necessary to move towards reconciliation? And how can we begin this work?

What do we need to put in place and sustain to support conflict resolution activities and behaviors at national level?

How can we identify and manage situations that may escalate into serious or long running conflicts or grievances? How can our national and regional coordinators be of most help in such situations?

Instruments living at or supporting the centers:

What are the conflict resolution and communication skills and behaviors that are essential for preventing situations where conflict, hurt or disappointment can arise?

How can we reinforce the importance of these skills and behaviors for our own spiritual progress and for the tasks we have undertaken?

What can we do to transform attitudes and behaviors that are likely to contribute to the creation of conflict, hurt or disappointment?

How can we begin and carry through processes of reconciliation with old BKs, friends of the BKs and others who may carry disappointment or grievances about their experiences with the BKs?

How can we identify and manage situations that may escalate into serious or long running conflicts or grievances? How can our centre and national coordinators be of most help in such situations?

Regular students:

How can good conflict resolution skills help you in your everyday life at home and work, and in your participation in the BK family?

Do you see situations in your BK life where enhanced conflict resolution mechanisms would be appropriate or beneficial? What kind of support would be most useful in such situations?

Exploratory Questions:

Topic Five: Newness in Training [Learning]:

National Board:

Should there be a standardized curriculum used by all BK teachers in the country?

To what degree will the teaching in our country need to be adapted from standard curricula in India to accommodate local requirements?

What are the most pressing issues for us to address in training and learning sessions?

Instruments living at or supporting the centers:

In reviewing all of the training and learning sessions offered at our center, are they adequate for our needs at this time?

About what other subjects should we develop training and learning sessions?

What kinds of resources or subject expertise would we like to bring to our center?

Exploratory Questions:

Topic 6: Decision Making and Communication:

National Board:

What procedures and processes are in place for making a decision for purchasing new property, opening a new center or investing in new technology?

The Brahma Kumaris are quite well known and many individuals expect a high level of expertise and competence when they come in contact with representatives of the organization. In light of this, how do you interact with the media, and how do you approach and interact with VIP's /IP's?

The Country National board is responsible for the activities in the country: what system is established to deal with the legal issues of the country? Do you feel you could benefit by additional guidance in this area?

What has been your best method to communicate most effectively with your regional instrument? What methods have helped you in communicating with seniors when quick advice or a decision is needed?

Instruments living at or supporting the centers:

Many students and visitors come to the center for various interests. How do you create a family feeling in the center? What methods do you have for maintaining a family feeling while at the same time dealing with difficult personalities?

When students are affecting the center atmosphere, how do you deal with the situation and what is an effective method for providing guidance and/or discipline?

What is the best method for you to communicate directions and feelings to your seniors and also to the students in your centers?

Many decisions need to be made regularly for the activities of the students. How do you decide:

- Who can go to Madhuban and their special requests there?
- How to make a decision when a student asks about a major change in their life?
- Which decisions should be made by the center 'team'?

Exploratory Questions:

Topic Seven: BK Information:

National Board:

Do you have enough materials giving information about the Brahma Kumaris (books, leaflets, reports, recordings etc) to be able to represent the organization clearly and fairly in your country? If not, what is missing? What would be most useful to you in filling the gap?

Can and should we say more about our core understandings regarding how the drama is drawing to a close, and God's act of re-creation?

Can and should we do more to contribute our perspective on world issues, and the meaning of these times?

Instruments living at or supporting the centers:

Do you have enough written and other information available to you to be able to meet the needs of students and visitors? If not, what do you need to fill the gap?

How do you perceive the relative importance of what we do, and what we say about ourselves, in communicating who we are?

WORKSHEET TEMPLATE
(To be filled out in English for each Topic)

Country _____ City _____

Contact Person (for clarification if needed) _____

Email and phone contact _____

Directions: Under the headings below, please summarize the insights and ideas that came up during the conversations you held on this topic area. Try to limit your comments to a total of three pages per topic.

Topic _____

Comments and recommendations of the **National Board** on this topic:

Comments and recommendations of the **instruments living at or supporting the centers:**

Comments and Recommendations of **regular students**

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