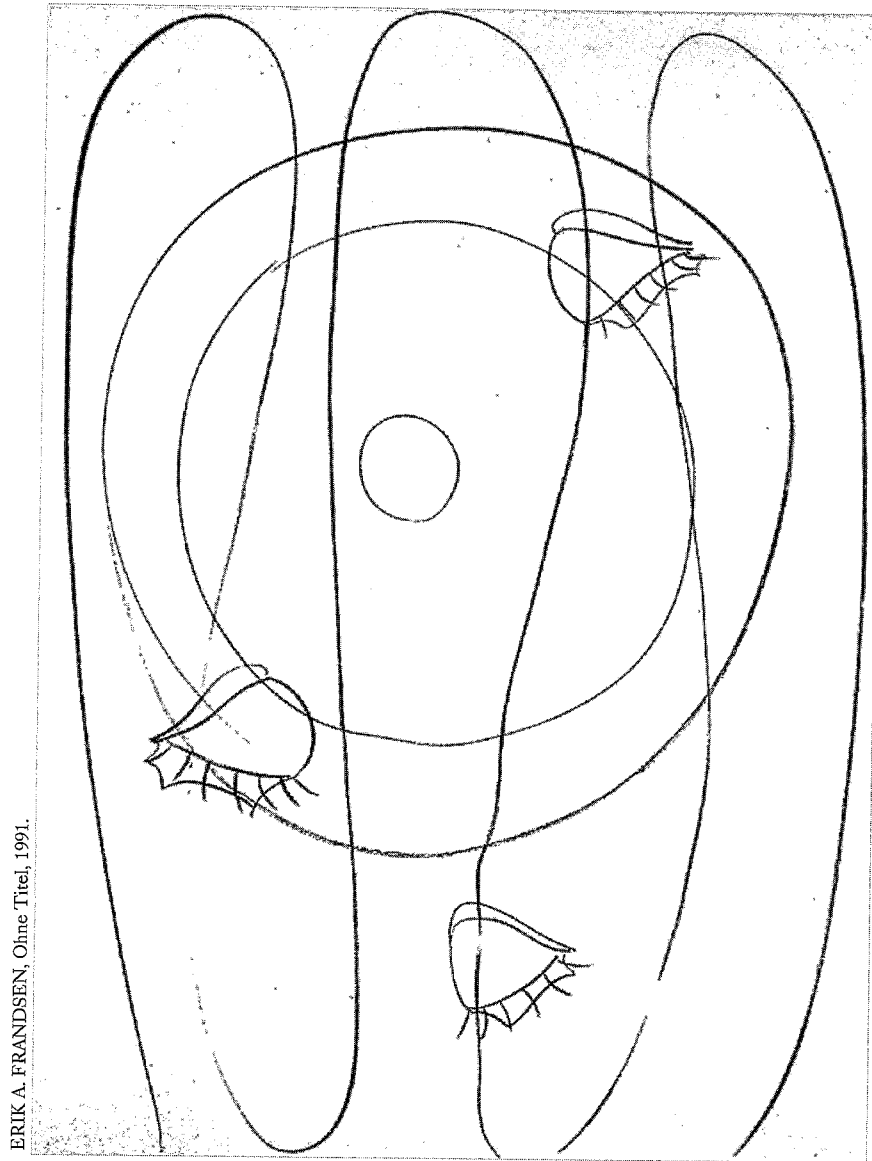


EDGES

N E W P L A N E T A R Y P A T T E R N S



ERIK A. FRANDSEN, Ohne Titel, 1991.

Amplifying Facilitation

*What can make a great facilitator even better?
Can individual diversity increase group consensus?*

*Creating new knowledge
is not simply a matter
of "processing" objective information.
Rather, it depends on tapping the tacit
and often highly subjective insights,
intuition and hunches of individual employees
and making those insights available.*

IKUJIRA NONAKA

Waking up the Triune Brain

Facilitators can dramatically amplify group participation and learning by waking up those parts of the participants' brains which are often left to lie fallow.

JEANETTE STANFIELD

In 1988, six of us decided to recreate the organization we had been part of for fifteen years. We were clear we had not chosen each other. We were very different from each other. We had among us extroverts, introverts, thinkers, feelers, active experimenters and cautious reflectors. Some of us had strong rational skills and others had intuitive skills. Some had great verbal skills, some were visual sensors, while others were kinesthetic and hands-ons. We were men and women, age 35 to 55. We were teachers, community activists, accountants, writers, speakers, and researchers. Collectively, we brought one hundred years of experience working in local communities around the world—in India, Australia, Zambia, Jamaica,

Nigeria, Egypt, United States, and Canada. Each of us had definite ideas about what worked and what didn't. Each carried interior wounds needing healing and each had dreams demanding immediate fulfilment. We irritated each other much of the time, but we all had great passion for the task.

Over ten years we began to appreciate the diverse gifts each person brought to our common endeavour. Slowly and deliberately we used facilitation processes to call forth our individual, unique wisdom and to heal each other, putting into place solid foundations for a vibrant organization and enlisting the help of others along the way.

Across the planet, many teams of people experience challenges similar to

ours. They must hold the tension between creating group consensus and reaping individual wisdom—a process we went through again and again. If group consensus is not continually recreated, things get bogged down and synergy within the organization is lost. But team members also need ways to share their individual wisdom, and permission to probe ideas not within the current consensus. They need to share insights which may even be contrary to present understandings. If not, individual passion and crucial information may be lost in the midst of group decisions.

Understanding how individual wisdom enhances group consensus, and vice versa, involves weaving the warp of brain research into the woof of facilita-

tion practices. First, it involves looking at the numerous ways to activate the many dimensions of the brain. Second, it means knowing how to gather and integrate both rational and intuitive wisdom. Finally, it requires exploring the honoring of individual learning styles in our designs and processes.

Activating the "triune" brain

In his extensive research on the physical aspects of the brain, Paul MacLean, senior researcher at the National Institute of Mental Health in the USA, has discerned that humans have a "triune brain"—three brains in one: the neocortex, the limbic brain and the reptilian brain. We rely on our newest brain, the neocortex, for reason, analysis and intuitive thinking. The limbic brain is activated by the emotions. It enhances or inhibits memory and affects attention span. Through the limbic brain we discover what motivates us and are able to set goals and fulfill desires. The reptilian brain is the oldest brain. It houses the physical basis of consciousness and plays a major role in our state of being awake or alert. This brain gives us the ability, for example, to eat and breathe and to know the patterns which govern our behavior and a way to alter them when necessary.

Dr. Elaine de Beauport in her book *The Three Faces of Mind* applies MacLean's research to educational theory and refers to the mental intelligences of the neocortex, the emotional intelligences of the limbic brain, and the behavioural intelligences of the reptilian brain. She notes that rationality, one of the mental intelligences, is usually emphasized in the learning environment. This can lead to abstract detached learning where only data and analysis matter while the personal wisdom of the learner is discounted.

This is an important issue for the facilitator. Personal wisdom is called up most easily when the emotional intelligences of the limbic brain are activated. This means using processes which encourage emotional responses and intrinsic motivation. When a meeting becomes humdrum or abstract it's time to stop and surprise this sleeping part of the brain into wakefulness. The facilitator's evocation of a sense of intrigue, curiosity and even urgency may quickly turn detached passive participants into active ones. Similarly, when the facilitator takes the time to find out why people

have come to the event, what their goals are and what real experiences they bring, the group is enlivened and practical wisdom is called forth. The discussion leader's call for authentic responses, concerns and hopes turns a meeting into a real wisdom-sharing experience for everyone.

The behavioural intelligences of the reptilian brain guide our actions in the present moment and are linked to our ability to make changes in our organizations and lives. To function well, this brain needs to feel safe. Since a stressful environment says "danger," patterns

*Suddenly,
out of the blue it seems,
a pearl drops, an insight
that pulls everyone's
thoughts together and
deepens the conversation.*

and thinking tend to become rigid. If fear and stress are extremely high, the reptilian brain may shut off the mental intelligences and down-shift into a survival mode. This restricts thinking and may even encourage the mind to "go blank". When tension is high the sharp facilitator knows it's time for jokes, music, walks, relaxing exercises or stopping early. "Pushing through" may only increase anxiety and lower the possibility of solutions or a breakthrough.

The facilitator who stays in touch with and acts upon her rational insights, feelings and physical knowing will be surprised in turn by the group's wisdom, insights and breakthroughs.

Integrating the rational and intuitive

The neocortex has a left hemisphere mainly for rational, logical thinking, and a right hemisphere mainly for intuitive, holistic thought. The right side helps us think in images and receive sudden

flashes of insight. The work world often emphasizes the left (rational-logical) and discounts the intuitive-holistic, while the brain itself is structured to integrate all of the mental intelligences. In times of radical change we and our organizations need the thoughts and products birthed out of an integrated rational-intuitive approach.

My work includes a lot of accounting. The rational part of me has great fun with numbers and solving puzzles. My intuitive, image-making intelligences hang back, get restless and scream out for colour, music and physical action. When I give them time and space they enliven my day and enable insightful thinking in my accounting work. In the heat of an accounting enigma, I may play classical music to open up the options. At lunch time, I might walk and delight in the fresh air and trees, have a fun conversation with a colleague, or read a stimulating article on exploring the Arctic. I then feel refreshed and ready for more. When I keep my rational side working hard all day without a break, I'm grumpy by the end of the day and my back is sore.

The facilitator can invite the interplay of rational and intuitive wisdom in a group. The room environment itself may tell participants what kind of wisdom is needed. Our rational brain looks for straight lines, black and white, order, a detached logical environment. Our intuitive, playful brain looks for colour, surprise, involvement, emotion and metaphor. It then knows the environment is "safe." The intuitive will come out, but it often needs a bit of coaxing.

This was illustrated for me recently at a visioning session. In the meeting room I was surprised to see bright coloured slinkies, cards, yo-yos and some other colourful, textured, mysterious "stuff" on the ordered tables. The kinesthetic people among us had a ball playing with these objects. The visual ones delighted in the colour and design. The auditories quickly moved from words to images. All kinds of wisdom that I had rarely seen before in this group came out of the woodwork, including experiences of healing among the members. The facilitator asked her questions and let the environment do its work.

In many business environments, people may not have permission to share the subjective, intuitive, wild wisdom they

possess. Coffee-break times, complaint boxes or lunch rooms may be the only way. What would happen if a facilitator gave our brain's right hemisphere a real place in the world of problem solving in the workplace? What would happen if rational and intuitive insights were integrated? What unnoticed employees might find ways to share keys to the future of the organization? It might be worth it to encourage the intuitive, holistic mind to operate openly in the workplace.

Honoring Different Learning Styles

All of us have preferred learning styles when we have a choice. While there is flexibility in the way we learn, we work harder and experience greater stress when we consistently use approaches that are not our preference. This is similar to a person who prefers to write with his left hand but is taught to use his right hand. He probably experiences writing as difficult and unnatural.

Our experience of facilitation is affected by how we learn and process information. Those who like to interact and have an innate love of language and conversation immediately thrive on facilitation processes. Others who thrive on solitude or on physical hands-on activity may have a hard time sharing their wisdom in verbally interactive situations. Some people are very conscious of how they learn and will find ways to get their own thinking going, whether the facilitator encourages their preferred mode or not. Others need help from the facilitator.

Dawna Markova in her book *The Open Mind* writes that our brains use three primary symbolic languages to process information: auditory, visual, and kinesthetic. One language is used to receive and organize information, another to balance inner and outer wisdom, and another to create new patterns. Dawna has verified six distinct learning styles through classroom experiences with children and adults. With this learning style model we can make the facilitation process more user friendly for participants with different ways of learning.

Brainstorming

Activating individual brainstorming can take more finesse than is sometimes realized. Since "knowing" comes from many different places in our bodies some

Signs in self or group that more parts of brain need to be activated

Body restlessness

Back aches

Headaches

Over saturation—too many words,
ideas, weariness, loss of energy

Experience activity as hard work
—fun has gone

Words are not coming

Experience being stuck in a rut

Strong level of irritation

Only a few people in group
are actively involved—
others have tuned out.

participants in a facilitated sessions will be auditory thinkers, some will be visual thinkers and others will be kinesthetic thinkers. Auditory thinkers, who are stimulated by what they hear and speak, love vivid words and verbal interaction. That's what gets their minds going—and so the brainstorm flows. Visual folk need to see pictures, enticing colours, charts, overheads, videos, written materials. A manual with an exciting design may be just the ticket. Their eyes need a visual feast to trigger a great brainstorm of ideas. Kinesthetic thinkers need hands-on "stuff." Simple things like snacks and coffee also help. When their muscles, hands and skin are awake and active, the wisdom begins to flow.

Synthesizing

Some people sort through complexity and intuit patterns most effectively by talking with someone. They remember experiences and discover their own emotional response in the process of talking and listening to others. Other folks need to write or draw before they have anything to say verbally. Their inner memory gets activated through writing. There are people who discover their wisdom and experiences in the midst of walking and talking, dancing or

doodling. Then they can share verbally or visually.

Time plays a role in determining the active participants. Auditory reflectors can speak their thoughts directly without other stimulation so they often answer more quickly. They will be the first to answer about the relationships among data which has been read aloud. Kinesthetics and visuals need more preparation time for creating groupings and relationships. To maximize involvement facilitators might ask participants to quickly mind map their perspectives and experiences of the data before verbal synthesizing as a group takes place.

Exposing Issues

The facilitator often has to get the group to expose an issue with is deeply entrenched. There is risk involved in this process because real pain may be experienced by members of the group as "truth previously unspoken" is uncovered and stated. The facilitator must maintain an environment of trust or the real heart of an issue may never be reached. Only then can experiences and insights be spoken and built upon for the future.

Some participants will be very quiet until they have heard many comments and processed them in their unconscious. Then suddenly, out of the blue it seems, they may drop a pearl, an insight that pulls everyone's thoughts together and deepens the conversation. Attentive facilitators watch for these possibilities and encourage insight from the "quiet" ones at the right moment. Another participant may come up with a symbol or a sculpture that "says it all". The challenge for the facilitator is creating enough time to give permission for these insights to surface.

Generating New Options

This is the point in a facilitation process where external-objective information and internal subjective wisdom come together to form new options. Surprising patterns, interpretations and solutions are discerned. A new story emerges about people and situations. A deep wisdom quietly simmers away, and then reveals itself in auditory, visual, and kinesthetic expressions of speaking, drawing or role play.

Sometimes in this process the participants can become overwhelmed. Some will be affected by the inundation of

words during the dialogue. Others will be confused by the visual stimulation of walls full of flip charts and cardstorms. Others will be overpowered by their own feelings and the feelings of others in the room. Irritation or giddiness with self, the process, the facilitator or the group may all be clues to this state. The facilitator may feel like everything is unravelling.

"Stopping the train" for a few minutes may be the most helpful thing a facilitator can do to open up the interior space of the participants. The leaders can change the environment by clearing the room of visual nonessentials and opening the windows. He can change participant brain processes by asking them first to be silent and close their eyes, then move to playing music, reading fun poetry, telling jokes, or doing physical exercises. Once the interior space of each person has been opened up again, solitary writing, drawing exercises, or small team work may help people get to the new directions they seek.

This article is about applying brain research to the facilitator competencies related to evoking the creativity of a group. Here lies a great challenge for the facilitator—beckoning knowledge, insights and intuitions from all kinds of learners so that a rich stew pot of experience and perspective can emerge from which new gestalts and new 'aha's can break loose. Perhaps the integration of authentic group process with the reaping of individual wisdom will help birth the new world that is chaotically trying to be born.

Suggested Reading

Markova, Dawna: *The Art of the Possible*, Conari Press, Berkeley, California, 1991
Markova, Dawna: *The Open Mind*, Conari Press, Berkeley, California, 1996.
Clark, Barbara: *Optimizing Learning*, Merrill Publishing Co., Columbus, Ohio, 1986.
de Beauport, Elaine: *Three Faces of Mind*, Quest Books, 1997
Guild, Pat and Garger, Stephen: *Marching to Different Drummers*, ASCII, Alexandria, Virginia, 1985. ♦

Jeanette Stanfield has 30 years of experience in preschool, primary and adult education. Her research has led her to apply multiple intelligences and learning styles to the practice of facilitation and the delivery of ICA training courses. Jeanette is also ICA Canada's financial administrator.

Newly Hatched in Saskatchewan

Facilitators, do you feel you are working in isolation?

ERWIN ALLERDINGS

Don't you sometimes wish you could share your ideas with another facilitator? This question brought people together in Regina who were interested in an ongoing dialogue about facilitation.

ICA Executive Director Duncan Holmes, ICA Associate Sharon Miller, more than a dozen others and I, explored options of a Saskatchewan provincial organization for people interested in ToP™ and other facilitation skills.

Facilitator Guild

We discussed options of formalizing an association, co-operative, or other legal entity with bylaws and other policies governing its members; or just a loose information-sharing group about ICA events and activities. The formal option was felt to be too structured and required more energy than participants were able to devote. The second option did not support our wish to more actively share experiences and to mutually support each other in planning new facilitated events.

Finally, we hit on the term, "Guild"—a society for mutual aid for some common purpose—to most appropriately encompass the group's intention. Although the Guild would be affiliated directly with ICA Canada, those interested in facilitation would always be welcome to join the Guild's meeting and scheduled events. The purposes of the Guild are to:

- provide a professional facilitator development organization
- learn through peer interaction
- provide diverse opportunities to co-facilitate
- provide collegial opportunities for sharing support
- leverage ICA training and networking opportunities,
- expand applications of ICA methods.

Principles for guiding operations

Accessible

The Guild will make its events accessible to all interested people in terms of distance and cost of participation.

Inclusive and Open

The Guild will respect people and support openness. We want people to be comfort-

able raising any question during group functions.

Coordinated and Practical

Guild activities will be fully promoted to all people that have shown interest, and will be well designed and implemented. Activities will provide participants with facilitation skills and opportunities to practice them.

Fun and enthusiasm

Guild activities will be good learning experiences for participants, will be fun and approached with full enthusiasm.

Possible Structure

The group thought that the most workable Guild structure for Saskatchewan was a provincial group to which were attached regional and local groups. In this way the distance factor could be overcome. For example, Regina participants at the October 26th meeting agreed to create a pilot for a local group as part of the Saskatchewan ICA Facilitator Guild and have already had their first meeting. Other local groups are being formed in communities where there are two or more interested people to take the initiative.

Local groups might meet more regularly (every month or two) to provide more continuity while the provincial group might organize events every six months or once a year. These events could be coordinated with regularly scheduled ICA training events in Saskatchewan. A shared provincial mailing list would further help coordination of events and continued connection of individual participants.

Participants would shoulder the financing of the Guild. However, ICA Canada is considering returning a portion of annual membership fees from Saskatchewan members to promote the activities of the Guild.

To Learn More

Sharon Miller is currently developing a Saskatchewan mailing list. For details please contact her in Saskatoon (weekends only) at (306) 373-8908 or Erwin Allerdings in Regina at (306) 780-5094. ♦

Erwin Allerdings is a ToP™ practitioner and an employee of the provincial government in Regina.

ToP Strategic Planning in Northern Ghana

CRESCENTIA DAPLAH

Crescentia Daplah is a recent graduate of ICA Canada's five-day Community Development course in Toronto and was a participant at the October facilitator's conference. She shared with us her paper on using the ToP™ strategic planning process in a small village called Charia in northwest Ghana. One extraordinary thing was that she had received no formal training in ToP™ methods, apart from her study of Laura Spencer's book Winning Through Participation which she used as a resource throughout.

Charia was faced with persistent environmental and social problems including illiteracy, poor health, overpopulation, environmental destruction, and malnutrition. The perception is that communities like Charia lack the skills and knowledge to solve their own problems, and so seek for help from outside experts who take it upon themselves to collect data, diagnose the problem, design a solution, and prescribe the solution to the community. The experts then depart, leaving the implementation to the community members.

In the Charia participatory action re-

search project, the opposite was done, with the researcher going in as an action researcher to focus on the problem-solving processes rather than the problems themselves. Members of the community and other stakeholders were recruited to participate actively in all stages of the research. Through collaborative investigation and reflective dialogue, community members learned to critically analyse their own problems and devise solutions to them.

The ICA strategic planning process was used as a vehicle for working with the whole community. The consultative process began in the community with a historical scan of major factors affecting Charia. Then the strategic planning process was used to gather input from participants. Prior to the vision workshop, a video was shown to participants on sustainable land use and agroforestry practices adopted by some neighbouring communities. This enabled the group to envision practical elements they would like to see in their own community. This was followed by an analysis of the underlying contradictions, a pull-together of the new directions

needed to deal with the contradictions, and the design of a systematic action plan to fulfil the strategic directions. An implementation timeline was then drawn up.

Between 40 and 80 people from the village were present for the entire consultation. The strategic planning process proved to be an effective way to get community members to discover a common ground for their opinions, to define their own objectives and identify the paths to achieving and implementing them. The workshop method enabled participant to generate ideas freely, discuss them, make choices, prioritize and evaluate them. The focused conversation method was used to keep putting things in perspective. ♦

This report is adapted from Ms Daplah's 24-page document reporting on the intervention, "The Role of Strategic Planning in Environmental Management and Rural Development in Northern Ghana: A Participatory Action Research".

Crescentia Daplah is currently in the Faculty of Forestry program at Lakehead University, Thunder Bay, Ontario.

The Community Development Institute

Dorothy Argent

As today's communities face increasingly complex challenges, traditional responses of finger pointing, adversarial politics, and promotion of special interests are no longer adequate. Radically alternative approaches are called for.

One such approach is the Community Development Institute (CDI) in British Columbia, Canada. Conceived about five years ago by the Social Planning and Research Council of BC (SPARC), the CDI emphasizes the interrelatedness of community issues and builds connections with people working on similar problems in different contexts.

This year's event in Sechelt on the Sunshine Coast attracted over 600 people who participated in various of the 60 work-

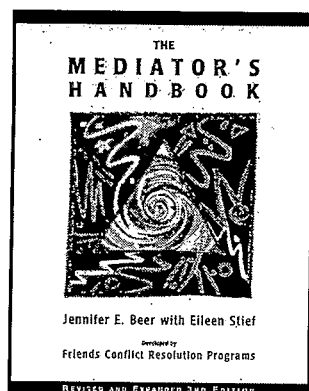
shops offered which ranged from "Supporting Youth and the Disabled" to "Bioregional Mapping". The interest of planners in ICA's participatory methods led them to invite the ICA to offer its Technologies of Community Participation at the first Institute in 1995. Participants really liked what they saw. Since then the ICA workshop is one of the few to have a waiting list for every year.

A highlight of this year's program was the town meeting facilitated by Dorothea Jewell of ICA Seattle and Jim Wiegel from ICA Phoenix.

The provincial government had developed an integrated watershed management plan and then turned to the community for its input. Not surprisingly, the plan had become a contentious issue.

Community facilitators trained in the CDI by Dorothea and Jim now had the chance to put their newly learned skills to work. The meeting was so successful in bringing the community together that the Regional District authorities are exploring ways to continue the process. Interestingly, another meeting on the same topic which had been inadvertently scheduled the same night, was not so impressive. Lacking a way to include diverse perspectives, that meeting ended without any clear way to proceed and left a lot of people disillusioned. ♦

—excerpted from Dorothy Argent: "Grassroots Organizing: The Community Development Institute" in Initiatives (ICA:US newsletter)



THE MEDIATOR'S HANDBOOK

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3rd Edition)

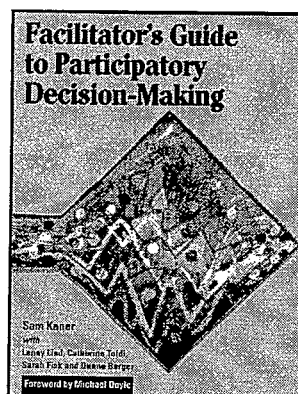
Jennifer E. Beer
with Eileen Stief

Continuously in print for 15 years, *The Mediator's Handbook* is a completely revised edition of the classic 'how-to' mediation manual developed by the Friends Conflict Resolution Programs. The *Handbook* provides a time-tested, flexible model for effective mediation in diverse environments. The completely revised edition provides a clear overview of mediation and conflict, a section that walks through each step in the mediation process, a detailed 'toolbox' section that outlines the skills and approaches used by professional mediators; and a final section on informal mediation. It is ideal for corporations, governments, schools, or community groups.

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THE FACILITATOR'S GUIDE TO PARTICIPATORY DECISION-MAKING

Sam Kaner, Lenny Lind,
Duane Berger, Catherine
Toldi & Sarah Fisk



The Facilitator's Guide to Participatory Decision-Making is a highly regarded 'how-to' manual designed to help groups increase participation and collaboration, promote mutual understanding, honor diversity, and make effective, inclusive, decisions. Loaded with graphics, guidelines and handouts, it presents more than 200 valuable tools and skills, in the context of a lucid model of the dynamics of group decision-making. It is perfect for managers wanting a more inclusive decision-making structure, for participants struggling to overcome poor group dynamics, for seasoned practitioners wanting to improve their skills, and for students of working group dynamics.

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Have you ever been stuck preparing for a focused conversation?

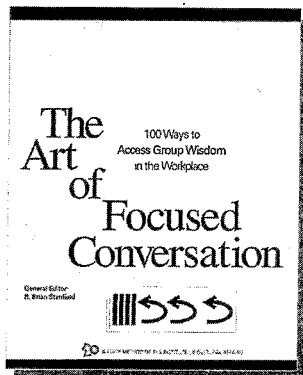
Have you ever found yourself scratching your head trying to invent a great focus question?

Have you ever wished your questions were a little more original?

Have you ever found yourself wishing for a thesaurus of great questions to enrich your conversation?

The Art of Focused Conversation

**100 Ways to Access Group
Wisdom in the Workplace**



General Editor: R. BRIAN STANFIELD

Practitioners of ICA's facilitation skills will find in this how-to book a treasure trove of wisdom on the Focused Conversation and demonstrations of the myriad uses of the method.

Part I lays out the theory of the method, instructs the reader in how to lead and prepare for conversations and offers a rundown of the common mistakes and how to deal with them.

Part II contains 100 conversations for use in coaching, mentoring, decision making, managing, supervising, preparation and planning. ICA staff have written and used them all.

This will greatly enhance your facilitation skills and be a powerful influence in your workplace.

For more information, including pricing, please contact your local ICA office.

Community Development Intensive

A Comprehensive Grass Roots Approach

TORONTO, AUGUST 17-21, 1998

For 35 years, ICA has been implementing its "grass-roots" process in communities around the world, resulting in long-term, locally motivated change.

The Community Development Intensive is a five day course in which you learn how to:

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Early Registration Before May 1

\$775.00

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For ICA members

Technology of Conciliation

THE new Technology of Conciliation course was launched with 23 people on December 4 and 5 at ICA Canada's training centre. Taught by Jo and Wayne Nelson, the first session of the course dealt with the nature of conflict. The second session was devoted to understanding the pillars and phases of conciliation and keys to success. On the second day, participants used the

Focused Conversation and Workshop Methods for focusing and modifying ideas and designing conciliation processes. As one participant put it, "Conflict is extremely complex and often requires a conciliation system rather than a simple silver bullet solution. I now know how to create a system that works." ♦

ICA Annual General Meeting

ICA Canada's Annual General Meeting will be held on April 26, 1998. All members are invited. It promises to be a great day of creative thinking about the future. Under the canopy of ICA's Social Research Project, participants will be engaged in a major scenario-building workshop on Canada's future. After lunch, members can

participate in the 30-minute Board meeting. The Board will give a presentation on future directions of the ICA, and then conduct a scenario-building workshop on the future of ICA Canada. The AGM will be held at the ICA office, 579 Kingston Road, Toronto, near the corner of Main and Kingston Road. ♦

Facilitation Stories to Share?

We're looking for facilitation stories to print in future editions of *Edges*. Tell us about your experiences of using the ToP methods. We suggest that the story be between 500 and 1000 words in length. But longer items can be negotiated. Don't forget to include:

- what the situation was at the beginning
- what methods you used

- what was the impact of the intervention
- what happened due to the intervention
- your name and how we can contact you.

Send it to:

The Editor, *Edges*, 579 Kingston Rd,
Toronto, Ontario, Canada, M4E 1R3

TEL: (416) 691-2491

FAX: (416) 691-2491

Email: icacan@web.net ♦

ICA Facilitation List Server

This is to inform ICA members and others of the procedure for participating in the electronic mail facilitation discussion group.

1. Send to: listserv@fhs.mcmaster.ca
2. Leave the subject line blank
3. In the message section, type subscribe icacan firstname lastname
4. Ensure there is absolutely nothing in the message body (no alpha characters, asterisks, fax numbers, telephone numbers, addresses, etc.)—NOTHING!
5. Then send. The computer will respond

with a computerized message welcoming you aboard!

For further information, contact:

Niky Melichar

McMaster University

Faculty of Health Sciences

Facilities Management, Room 3N8

1200 Main Street West

Hamilton, Ontario, L8N 3Z5

TEL: (905) 525-9140, Extension 22103

FAX: (905) 528-8539

E-mail: melich@fhs.mcmaster.ca ♦

EDGES

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Statement of Purpose The mission of *Edges* is to help people facilitate a culture of participation.

A wave of change sweeping through societies has shaken the foundations of civilization. Every facet of existence is being challenged to evolve into new planetary patterns of knowing, doing and being. The Institute of Cultural Affairs weaves new relations between individuals, organizations and communities. At the core of ICA's work is spirit, sustained by the myths and techniques of many cultures, helping to shape social transformation. ICA's research, education, organizational change, and international linking programs work together to elicit new planetary patterns.

The opinions in *Edges* articles do not necessarily represent the policies or views of ICA Canada.

Printed in Canada.

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