

WORKSHOP METHODOLOGY
MANUAL

KAZANTZAKIS:

Amid all these things, beyond all these things every man and nation, every plant and animal, every god and demon, charges upward like an army inflamed by an incomprehensible, unconquerable Spirit. We struggle to make this Spirit visible, to give it a face, to encase it in words, in allegories and thoughts and incantations, that it may not escape us. But it cannot be contained in the twenty-six letters of an alphabet which we string out in rows; we know that all these words, these incantations are, once more, but a new mask with which to conceal the Abyss. Yet only in this manner, by confining immensity, may we labor within the newly incised circle of humanity. What do we mean by "labor"? To fill up this circle with desires, with anxieties, and with deeds; to spread out and reach frontiers until, no longer able to contain us, they crack and collapse. By thus working with appearances, we widen and increase the essence.

EI: SEATTLE

WORKSHOP METHODOLOGY MANUAL

20th Century Situation

1. History is open-ended. Its only constant is change. Every situation is unique in itself, demanding a response never before ventured.
2. Every man is a model builder. Human decision as it engages the reality of environment and self is the power which changes history. Every historical event is a consequence of man's decision making.
3. Models are temporal geo-socio constructs of the past, present and future, and the explicit pathways between the no-longer and the not-yet.
4. There is nothing permanent or eternal about models; they are constantly in-process. They give no absolute certainty or security.



Spirit Stance'

1. The 20th Century man of faith decides to embrace the open-endedness of history as the claim on his life to live free and obedient before all that is.
2. Knowing that every world-wide problem is an extension of our personal refusal to be responsible, the man of faith forges out comprehensive models bringing the corporate wisdom of our time to bear on the decisions about the demands for tomorrow.
3. The man of faith creates models which enable him to deal responsibly with all the problems for the sake of all the people in the context of the whole world.
4. By engaging his temporal model in concrete situations, the man of faith decides to put the power of his death behind the model and thus alter the course of history.



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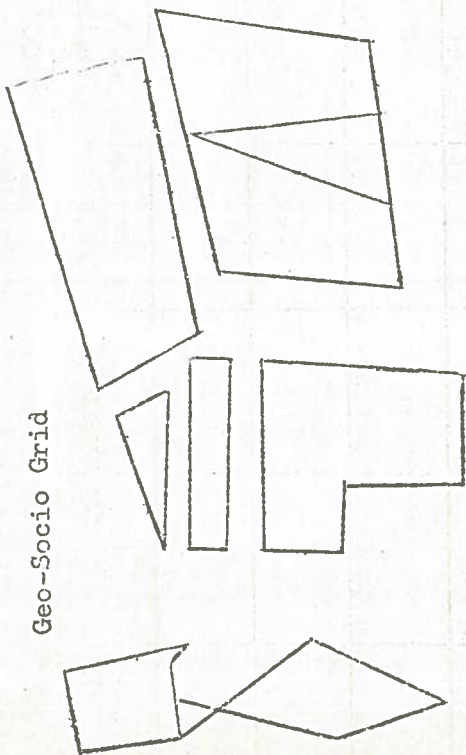
AN OVERALL IMAGE OF THE MODEL

	Geo-socio Grid	Geo-socio Analysis	Problematic	Goals	Blocks	Strategic Objectives	Tactical Maneuvers	Constituent Forces	Timeline
World									
West									
Nation									
Area									
Region									
Metropol- itan									
Sector									
Micro-pol- itan									
Parish									

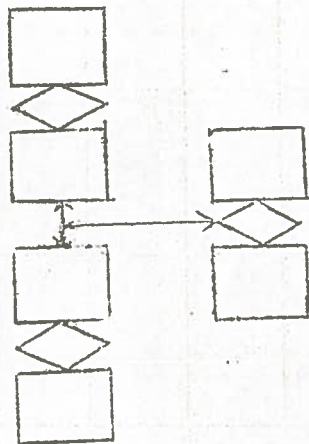
The purpose of this manual is to provide a methodology for completing the above.

The procedure is to move from world to parish and grid to timeline.

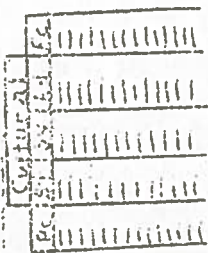
Geo-Socio Grid



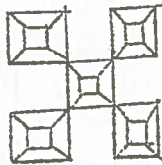
Geo-Socio Analysis



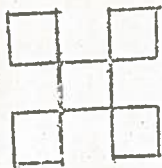
Problemat



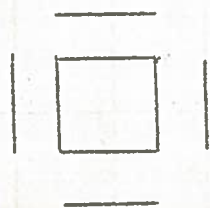
Problemat



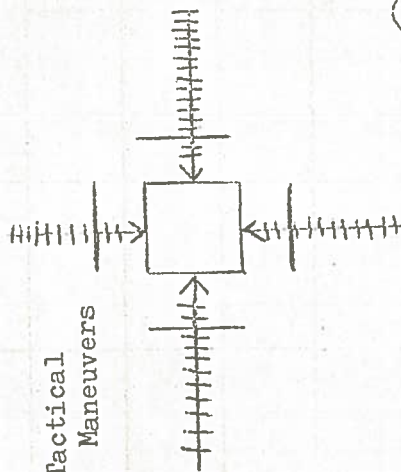
Goals



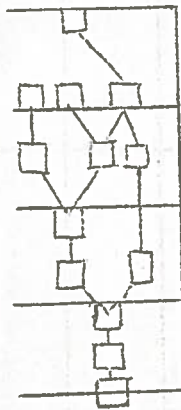
Blocks



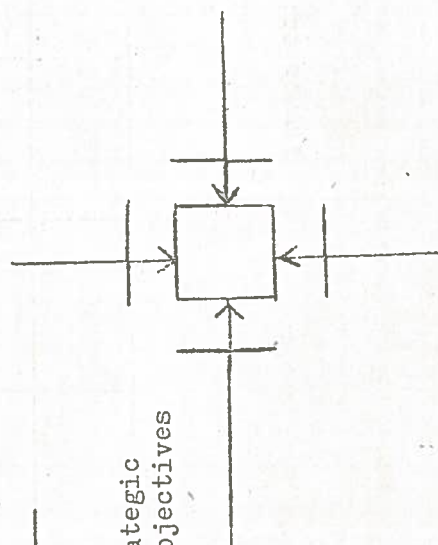
Tactical Maneuvers



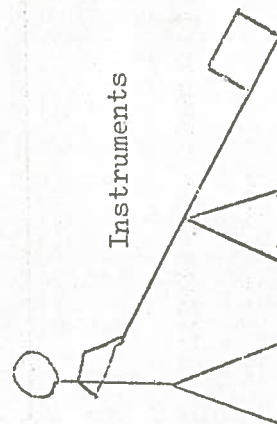
Timeline



Strategic Objectives

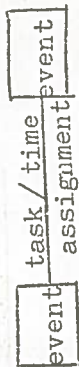


Forces

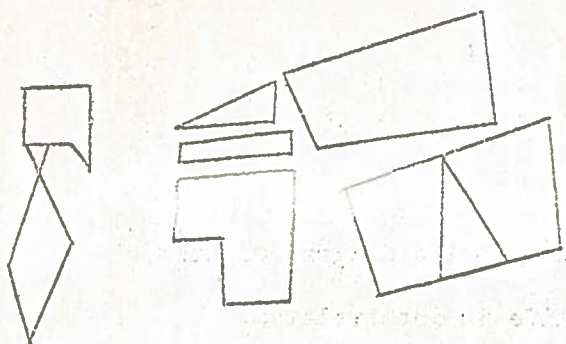


Instruments

Assignments



Assignments



GEO-SOCIO GRID

An abstract, graphic image of relevant geographic and social data in a given area.

PROCEDURE

LOGISTICS

1. Brainstorm grids.

2. Gestalt grids.

3. Refine grid.

4. Reach consensus on the grid.

1. Lecturette No. 1 (see below)

Make a geo-socio grid of _____. (Ind)*

2. Place three grids on the board. Art form them.

--What strikes you about them?

--What are the similarities, differences?

--Which most interests you? Why?

--What does each grid tell you about the area?

--What are the boundaries, landmarks, nodes, arteries, and pathways in each?

Select the most adequate grid as the basis for refinement.

3. Push for clarity, comprehensiveness of grid. What would you add; take out?

--What were the geographic factors used in establishing the grid?

--What were the political

cultural

economic factors used?

4. Proceed to consensus by asking...

--Is that the grid on the basis of which we will proceed? (Understanding that it will be altered as we go)

TOOLS:

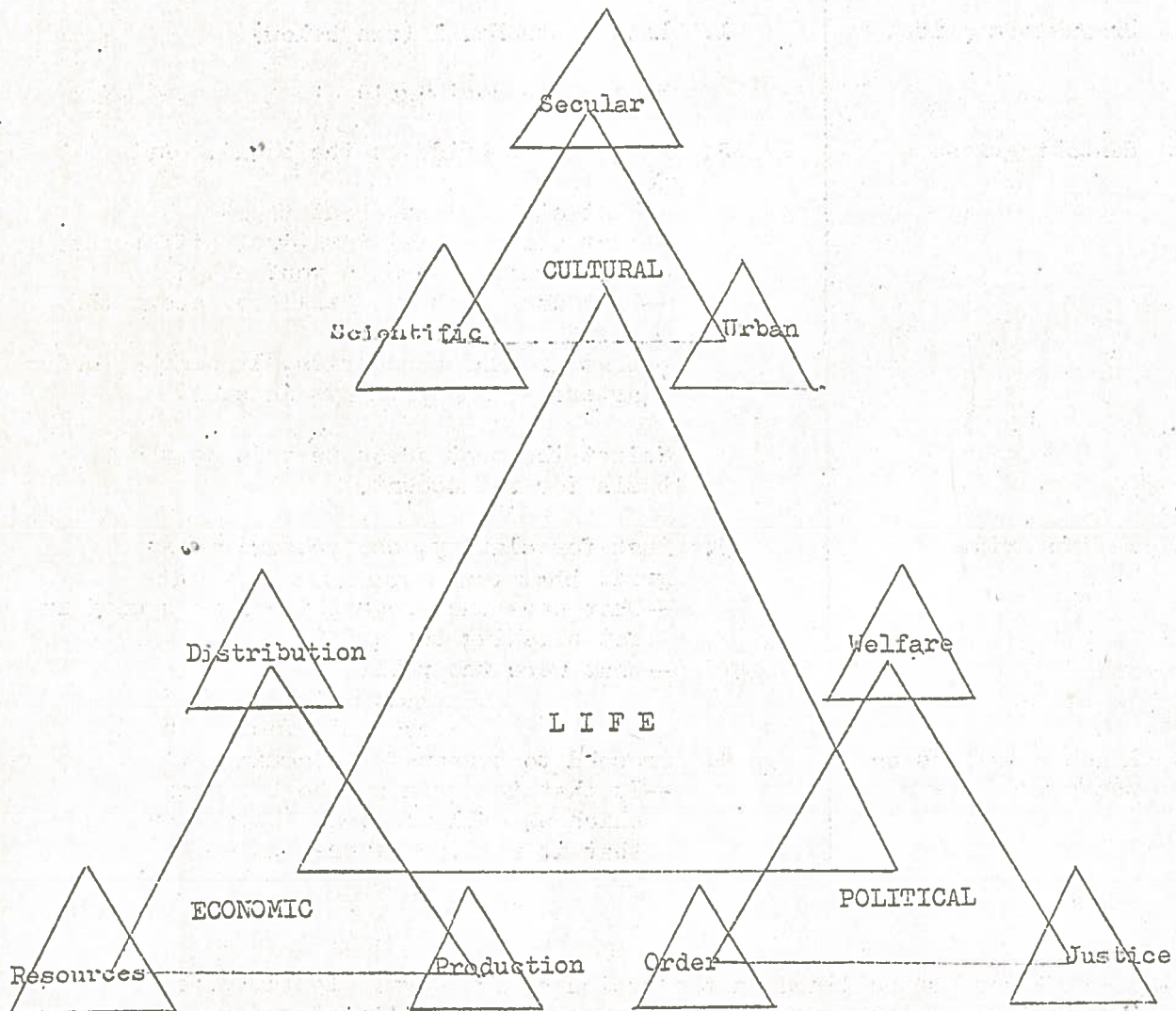
--Lecturettes are outlined in the section on Pedagogy. Lecturettes appropriate to each stage in the process will be listed under tools. They are to be used at the discretion of the pedagogue, except where explicitly noted, as in Step 1., above.
Other lecturettes appropriate during Gridding: Nos. 2,3,4,11

--Obtain various maps of the area for use in further gridding: e.g., school districts, zip code, urban renewal, utilities, banking.

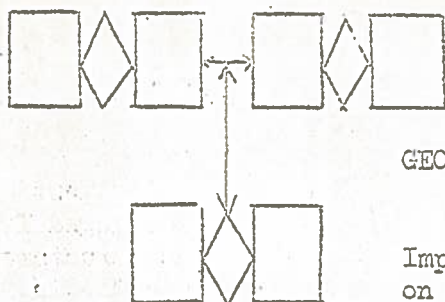
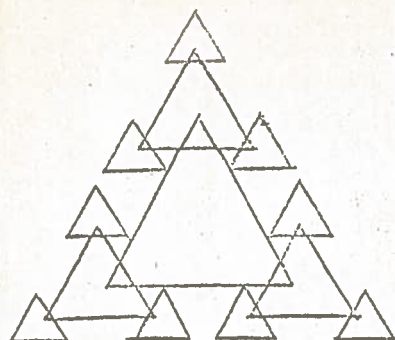
* (Ind) means "Individual Assignment"

ANALYTICAL CHART

A symbolic diagram of how
life is interrelated.



The above diagram is a summary of the wisdom of our time. Review CS-I notes.



GEO-SOCIO ANALYSIS

Imposing a symbolic diagram* on how life is interrelated on a geo-socio grid.

PROCEDURE

LOGISTICS

1. Brainstorm

1. Lecturette No. 3.

Take one area (e.g., Justice, welfare) and list 10 pieces of relevant data pertaining to the geo-socio grid under consideration. (Ind)

2. Gestalt data.

2. Place three lists of data on the board per area. Push for clarity - What is that pointing to? Push for comprehensiveness - What is left out?

3. Symbolize the data.

3. Draw a picture of the data based on the geo-socio analysis so far. (Ind)

Place three pictures on the board. Art form them.

4. Push for comprehensiveness.

4. Select one symbolic picture for pushing.

Geo: What geographic data is not included?

Pol: People identify with what pol. leaders
What issues vitally concern people?
Who are the decision makers?
(Groups, individuals)

Eco: Where do people go for jobs? What kind
Exports, imports? What is the flow,
regionally and internationally?
What are the centers of commerce,
industry?

Cul: Who is identified as outsider? How?
What ethnic groups? Ghettos? Where?
Cultural centers? Entertainment,
education, shopping, other gathering
places?

5. Reach a consensus.

5. Reach consensus, assign for further research

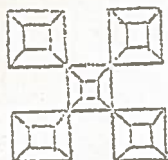
TOOLS:

-- Lecturette No. 3

*See symbolic diagram in detail on the following page.



1.



2.

PROBLEMAT

A statement of where people are disengaged from or left out of the structures which are to maintain the interrelatedness of life.

PROCEDURE

LOGISTICS

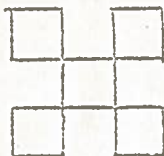
1. Brainstorm the problems.
2. Gestalt: Build a corporate listing of the problems; push to 4 major problems.
3. Check for inclusiveness.
4. Expand each major problem to 4, making a total of 16 for each problem area.
5. Discern the 1 primary problem for each problem area.

1. Quickly list 43 problems in the _____ area.* (Ind)
2. Have one person list their 43 problems on the board, or go around the group and get one problem from each person.
--Are there any problems not listed?
List the 4 problems behind the 43 problems. (Ind)
Have 3 persons place their lists of 4 on the board.
Pull the 3 lists into one list of 4 problems.
--Which are duplicates?
--Which can be subsumed under another problem?
--Is there another problem, not listed, which will hold together 2 or more on the board?
--How is that a problem? What is the problem behind that?
Push for internal consistency. (Illus:
Inconsistent: Dogs, Cats, Pets, Beagles
Consistent: Beagles, Bassets, Collies, Boxers)
3. Check off each problem on the list of 43 to see that each is included under the 4 basic problems.
4. What are the 4 problems under this problem? (Repeat for each of the 4 problems in the problem area). The 16 should deal comprehensively with all the problems.
4. List the primary problem for each area. (Ind)
Gestalt corporately into the 5.

TOOLS:

- Lecturettes 3,4,5,12,13,14
- Butcher paper

*Steps 1-4 are repeated for each of the 5 problem areas: Pol, Style, Symbol, Ed and Eco. Step 5 pulls those together. When each problem area has been pushed back out to the 16, place these on problemat form No. 2, above, inserting the primary problem in the center block.



GOALS

A vision of how life can be more meaningfully interrelated.

PROCEDURES

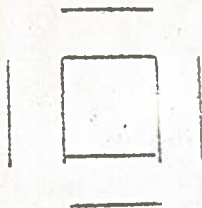
1. List 4 goals to correspond to each of the 4 problems.
2. Gestalt the goals.
3. Discern one goal for each primary problem per problem area.
4. Gain consensus on the one goal per primary problem.

LOGISTICS

1. Lecturette No. 15.
What are the 4 goals which correspond with the 4 problems in the _____ area. (Ind) Repeat for all 5 problem areas.
2. Get out several goals per problem, going around the room. Gestalt into one goal for each problem, taking each one at a time (total: 4 Goals per problem area).
3. What is the 1 goal which will deal with the primary problem of _____? (Ind)
4. Have 3 people write their set of goals on the board. Gestalt to one per primary problem.
--How are they similiar, different?
--Which of these can be subsumed in one comprehensive goal?
--Is the goal comprehensive? (Use the goals worked out in Steps 1-2 to check.)
--Is this a consensus?

TOOLS:

- Lecturettes Nos. 15-18; No. 4, if needed.
- Butcher paper



BLOCKS

Those factors which prevent the goals from being achieved.

PROCEDURES

LOGISTICS

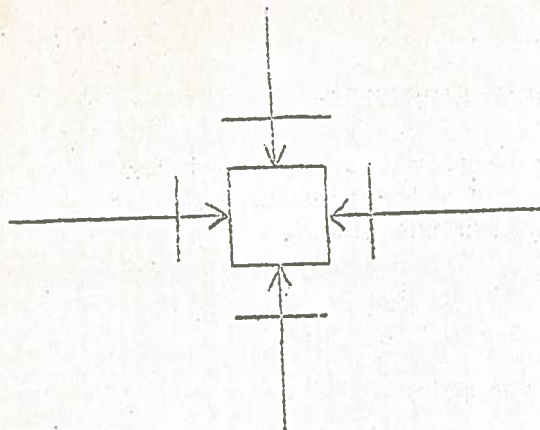
1. Discern the 4 blocks to achieving each of the 4 major goals (total: 16 blocks) in each problem area.
2. Gestalt blocks.
3. Obtain consensus on the blocks.

1. What are the 4 blocks preventing us from reaching the 4 major goals?* (Ind)
--Lecturette No. 6
2. Put a corporate list of blocks per major problem on the board. Go around the room obtaining various lists of 4. Get out any blocks not already mentioned.
--Could any be subsumed under another, any 2 or more combined?
--How is that a block?
3. Push for a corporate decision.
--Have we decided these are the blocks?

TOOLS:

--Lecturette No. 6

*Steps 1-3 are repeated for all 5 of the problem areas.



STRATEGIC OBJECTIVES

Functional structures through which the goals are reached.

PROCEDURES

1. Brainstorm the 10 strategic objectives (structures) to achieve each major goal.
2. Gestalt to 4 strategic objectives for each goal (correlate with the particular blocks).

LOGISTICS

1. List quickly the 10 strategic objectives for each goal (Ind).
-- Lecturette No. 7

2. Write the first goal of each person on the board.

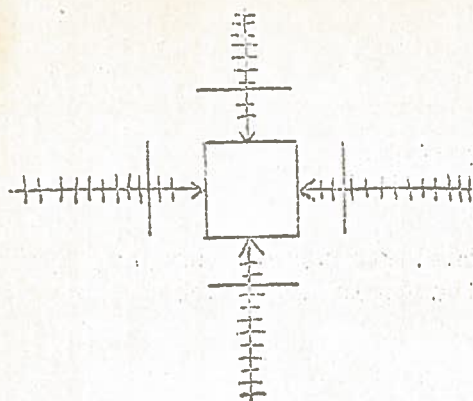
Use same methods of gestalting as in discerning the blocks.

Do the strategic objectives deal adequately with the blocks? If not, why not?

Proceed in same manner for each of the other three major goals, etc.

TOOLS:

- Lecturette no. 7
- Fifth City Model Outline (for illustration of Strategic Objectives).



TACTICAL MANEUVERS

Concrete steps to impliment the strategic objectives in order to accomplish the goals.

PROCEDURES

LOGISTICS

1. Brainstorm the maneuvers (steps) to be taken to reach the goal through the Strategic Objective.

2. Gestalt, ordering the steps by priorities: step 1, 2, 3, etc.

3. Check out the maneuvers

1. What are the ten general maneuvers needed to reach the major goal? (Ind)
--Lecturette no. 8

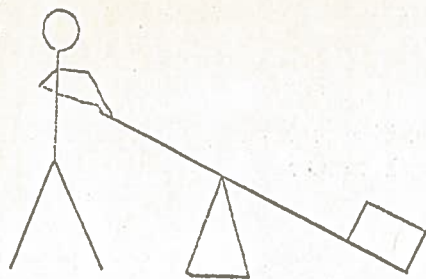
Go around the room, listing on the board:
What would be the last maneuver needed to reach the goal through the Strategic Objective
What would be the next to the last maneuver, etc. until you have 20 maneuvers
--Any maneuvers left out?
--Any maneuvers that can be combined?
--Which can be left out?

Push until you have at least 10 maneuvers per goal.

3. Does maneuver 1 get you to maneuver 2, etc.
Do these 10 maneuvers enable you to reach the goal?

TOOLS:

--lecturette No. 8



INSTRUMENTS

The tools which the forces use to accomplish the goals.

PROCEDURES

LOGISTICS

1. Brainstorm

2. Gestalt

3. Check

4. Reality-testing

1. List 10 instruments you would use to get the job done. (Ind)
--Lecturette no. 8.

2. Three people put their lists of 10 on board.
--What necessary instruments are missing?
--What different types of instruments do you see here?
--How would you categorize these?

3. How would these instruments facilitate reaching these goals?

Go through all instruments.

4. Which of these instruments are available?
Which are not available?

How do you go about getting those which are not available? (Lay steps out chronologically for putting on the time line.)

FORCES

The grass roots troops who will work to accomplish the goals.

PROCEDURES

LOGISTICS

1. Brainstorm the available and potential forces

2. Gestalt both lists

3. Decide on training program to develop the forces.

1. List 27 forces available to accomplish the goal.
List 27 potentially related forces albeit they may presently be uninterested or hostile.

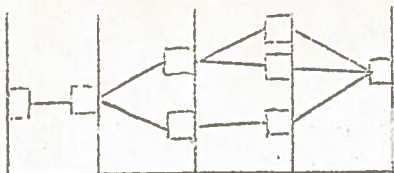
2. Give one of your forces (take each list separately). Place forces on the board until you get a list of 30 for each.
--are there any key forces not included?

3. Fill out training program chart (see next page for chart)
One year chart.
One quarter chart.

TOOLS:

--lecturette No. 10

Forces Training Program Chart



TIMELINE

A systematic ordering of events on a temporal scale.

PROCEDURES

LOGISTICS

1. Put one goal on the board.
2. Discern prerequisite events to obtaining goal

3. Discern activities.

4. Estimate man hours required for each activity.

5. Find the critical path and date the time line.

6. Repeat above process for all the goals.

7. Pull all the separate timelines into one unified timeline.

1. Select one goal on far right of board as an example in making a timeline.

2. What event immediately precedes achievement of the goal?

What event must precede that? etc. etc.

Place each event in a separate box in horizontal line with space in between. Move backward from goal to present time.

3. What activity ties together each two events. Start at the right (goal) move backward, filling in the necessary activity for each even listed. Fill in activity above each line. Push for adequacy, internal consistency.

4. What are the man hours required for that activity? (and so on until the present). List man hours above each line.

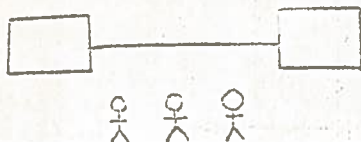
5. Decide the critical path.
 - assign dates to the events on the critical time line starting with the goal.
 - assign dates to the non-critical events, adjusting dates to relieve excessive peak man power requirement.

6. Make a separate timeline for each of the goals.

7. Assign someone to draw them together.

TOOLS:

--lecturette no. 19.
 Pert Familiarization Manual
 Sample PERT Chart.



ASSIGNMENTS

Connecting specific troops with specific tasks.

PROCEDURES

LOGISTICS

1. Make long and short range assignments.

2. Check forces against the timeline.

3. Develop structures for corporate discipline.

4. Create corporate timeline.

1. Fill out the Assignment chart by asking the following questions
 - What events need to happen to move us toward our goal? (1)
 - What activities need to go on to cause the events to happen? (2)
 - What is event completion date? (3)
 - How many hours for each activity are required to complete each event? (4)
 - How many troops are required for each activity? (5)
 - What troops are immediately available? (6)
 - Where will the present troops be assigned? (6)
 - What additional troops are needed? (7)
 - Where can we get the additional troops (See Forces Training Program chart)/ (8)
 - Where will the projected additional troops be assigned? (8)

2. Are forces adequate to do the activities?
 - Is the training program adequate in light of the concrete demands of the timeline?
 - What necessary adjustments need to be made
 - in the training program?
 - in the time set-up?

3. What structures of sustenance need to be set up?

What structures of accountability are necessary?
When will we re-evaluate timeline and make necessary adjustments in assignments?

4. Assign someone to lay out a comprehensive, consensed timeline and assignments.

*Note: Assignments are always made at several levels: to accomplish long range goals, cause intermediate events to happen, begin subsequent activities. Therefore some assignments will be made on a quarterly basis and some week by week.

TOOLS:

--Assignment Chart

LECTURETTES

1. Relevant Geography

Jesuit Priest - Sociologist of our time created method

- Categorizing of relevant geographic relationships

- symbolizing geographic relationships

Boundaries, arteries, pathways, nodes, landmarks

- help define area

- put the relationships in the area in perspective

2. Geo-socio grid

Reason for Geo-socio

- enables concrete grounding

- gives image of context

Definition Geo-socio

- Geo is the physical attributes of the area from rivers and mountains to the number of garbage cans

- socio is the social relationships from the individual child to political parties

3. Inclusive analysis of our time

Every time assumes a basic analysis

- econ: resources, tools of production and relations of distribution

- political: order, justice and welfare

Demand is to discern edge of struggle

- edge of civilization is culture in 20th century

- culture: education (sense), symbolic (mood), stylistic (style)

4. Model

Power of model

- abstraction permits inclusiveness

- places specific data in relation to other data

Check on model

- push both abstract and concrete poles

- must be beautiful, elegant, internally consistent

5. Problem

Problem vs. situation

- situation: ongoing reality

- problem states how groups or people have fallen out of or are not included in structures of life

Problem behind problem

- If that is a symptom (situation) what then is the problem?

- What over-arching problem stands behind several others?

6. Blocks

To be overcome

- explicit which prevent reaching of goal

- actual always seen in concrete situations

Realistic

- point to verifiable social phenomena

- Blocks are not feelings

7. Strategic Objective

Structures

- which enable the goal to be reached

- which overcome blocks

Not goals

- never an end in themselves

- never become a block to other goals

Lecturettes page 2

8. Tactical maneuvers
Steps to strategic objective.
 - expedient
 - functionalSteps to goals
 - concrete
 - functional
9. Instruments
Concrete tools to accomplish goals
 - daily newspaper
 - folding machineUsed by forces
 - to operate tactical maneuvers
 - enables strategic objective
10. Forces
Groups
 - League of woman voters, PTA
 - John Birch Society, KKKIndividual
 - militants
 - clods
11. Every man model builder
Situation
 - to act is to build model
 - only question is howMan of Faith
 - builds self-conscious? models
 - builds comprehensive models
12. Why 43 problems
Push
 - to be inclusive
 - to be concreteDe-blocking story
 - 43 is magic number
 - 43 is an "A.H." finder
13. Brainstorm
Get data out
 - conscious
 - unconsciousMethod-all data relevant
 - say all that comes to mind
 - don't argue over date
14. Analytical Chart
Clarify Political, Economic, Cultural realities
 - discerns interrelationships of distinct realities
 - discerns distinct realitiesPushing
 - to be comprehensive
 - to be concrete

15. Contradiction

Problem

- problem must be seen clearly
- every clearly seen problem has the solution within it

Goal

- not reverse of problem
- rather positive statement of new relationships that overcome the problem

16. Sociological

Problems are more than psychological

- individualism is a perversion
- traps analysis in psychologicalism
- But sociological analysis
- enables seeing individual in social context
- enables projection of social trends

17. Revolutionary

Structural

- uses or creates structure
- changes the direction of society

Grass roots

- enables every fat lady to be human
- sees that change comes from top down

18. Models are not eternal principles

Models are temporal

- incomplete
- periodically reworked

Models are constantly tested

- whether abstract and consistent
- whether comprehensive of all concretions

19. Critical timeline

Rationale

- facilitates ordering of highly complex procedures
- checks task against troops against time

Construct

- a sequence of particular events are related by activities and placed along a timeline beginning from the start to the goal.
- the sequence of events/activities requiring the greatest man hours is the critical time line.

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