Community Development Intensive

ICA
ASSOCIATES

facilitating a culture of participation

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Approaches to CD

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rational, techno-cratic, from top	the state solving social problems	adult education for community participation	focused on ecology, sustainable development or bioregions	only loosely related to local community	compre-hensive integrated geograph-ically focused	highly localized development by the citizens themselves (John McKnight)	geographical basis emphasizing economic and social aspects	promotes local sovereignty and control	economic cooperation like credit unions	building community with organizations	community becomes the engine for imple-menting govern-ment social programs	fosters total well-being of community or city	attempt to engage people in particular areas of community life, focused on social services and justice	sensitizes people to the structural causes of their poverty by elite social groups

A Short Survey of Approaches to Community Development

As a field, or even as an academic discipline, 'community development' has been subject to a wide range of approaches and philosophies. Sometimes we forget this: when we talk about our experiences in 'CD', we get into trouble when we think we are all talking about the same thing; it doesn't take us long to discover that our approaches to the development of human communities, although related, have significant differences.

The purpose of this short paper is not to document all the CD approaches, but to provide some pegs on which practitioners of CD can hang their hats; a second intent is to situate the ICA approach to community development in relation to other and different approaches.

The approaches are broken up into three arenas:

A. development practiced by experts and professionals, often elites.

B. geographical, citizen-directed, community development

C. community-based programming:

D. ideologically derived progams of empowerment and mobilization:

A. Development Practiced By Experts and Professionals

1. Social Planning
This is a rational, technocratic approach to development which requires the application of research and other methods to social problems. "Once problems are identified, measured and described, solutions will be evident and put into place." This is a blueprint approach. In an international development context, it is related to the mega-projects. It is a top-down approach par excellence. It does seek community input, but not always in a genuine way: "This is the problem. This is what we plan to do; we just need your input on it, so we can go ahead and do it."

2. Social Reform/Change
The bulk of community development work is here understood as a bridging role between the state and civil society. Brian Wharf in Communities and Social Policy in Canada) describes the local community as "the meeting place for social policy and social problems." Social reform is described as the "strengthening of social provisions, the creation of social planning councils; the enhancement of the competence of consumers, staff and others affected by welfare programs.

3. The Adult Education Tradition
This combines adult learning and social action to educate people for cooperative enterprises in local control of local affairs. This belongs to the school of development that ties together learning and social action, with the community as the locus for the action. This is adult education to build community, of, for example, the Canadian Association of Adult Educators. It is also the philosophical approach that Eric Trist (York University) is famous for, Training enterprises to improve people's problem-solving and group leadership capabilities would be related to this.

4. CD with an Environmental Focus
Examples of this are eco-communities and bioregional communities. Eco-communities are small, self-sufficient communities, tightly integrated with a strong concern for ecology, sustainability and mutual support. Bioregional communities are those that see themselves integrally related to a geographically defined bio-region which has the capacity for self-sufficiency, self-reliance, mutual help all based on a concern for the environment. The "sustainable communities" enterprise is also related to this. Practitioners and theoreticians include: Kirkpatrick Sale, Wendell Berry, Peter Berg, Judith and Christopher Plant, Robert Gilman.

5. The Development of Citizen Responsibility at the Community Level
This is related to 3, but its approach is more in the realm of citizen formation and ethical development. As such it is related to the emerging dialogue on "civil society". One of the key books related to this is by Amitai Etzioni, an American ethicist. (*The Spirit of Community: the Reinvention of American Society*, 1993). Etzioni is the founder of America's "communitarian" movement. This approach argues that the balance between rights and duties has swung too far to the rights side. Society is like a stool with three legs: the state, the

individual (both of whose legs should be shorter) and civil society (communities and voluntary bodies—which leg needs to be longer.)

B. Geographical-Based, Citizen-Directed Community Development

6. Whole System Community Development
This refers to multi-focused, integrated development of the people and the structures of a local geographical community. In this approach, local people are viewed as agents of their own development. This is bottom-up development: local people determine the need, create the development plan, and implement the plan. It includes every aspect of living in a local community: economic, social and cultural; and it is inclusive: it includes all the people in the community both in planning and implementation. This is the approach, tried and tested in many nations and cultures, by the Institute of Cultural Affairs International.

7. Citizen-based Geographical Community Development
This is based on John McKnight's *Building Communities from the Inside Out*, emphasizing the funding and support of highly localized CD efforts at the neighbourhood level. The key is that any development efforts are led by local citizens. This approach is concerned with sidetracking agencies and service organizations devoted to community therapy but not community reformulation.

8. Community Economic Development (CED)
This also emphasizes a geographical basis for community. It emphasizes both economic and social development ('social capital") and sees economic development as both entrepreneurial and collaborative. Often allied with CED is the development of multi-sector coalitions often through the medium of a steering committee.

9. Local Power, Local Control and Mutual Aid
This approach believes in bringing democracy back home. It believes in local sovereignty, community governance, and the maintenance of cooperative, self-governing relations, and mutual aid. This also is related to #11. Peter Berg, Judith and Christopher Plant.

C. Community-Based Programming

10. Community-Based Cooperative Movements
This approach took "cooperative enterprises" from the adult education movement and turned it into another movement related to economic cooperation. This is grounded in the Antigonish Movement in Nova Scotia and beyond; in the Cooperative Credit Unions, such as the Caisses Populaires in Quebec; Bread and Roses, L.E.T.S. and cooperative barter systems are in the same ballpark.

11. Organizational / Community-Building
Scott Peck's books on community-building have been followed up by workshops where community is actually built over a weekend

among diverse individuals. This approach was further developed in a book by John Nirenberg (*The Living Organization*), but this time applied to building communities within organizations— as an alternative to the re-engineering and downsizing process. This concept is related to the "learning organization" philosophy of development.

12. Community-Based Social Programs
When governments begin shrugging off federal or provincial services. it is the community that "becomes the engine and the locus" for promoting that service, e.g. community-based health services,community-based education, community-based social services, community-based elders programs, community-based policing. Underlying this approach is the belief that solutions to (health, elder, social services, policing etc) problems depend on the community which is both the context and the vehicle for services. Developing partnerships between community members, organizations, groups and service providers is often a key component of this approach. Direct citizen involvement is important in this approach. This category also covers individual community projects taken on by a person or group. Social welfare agencies and single-focus neighbourhood organizations could also come under this category.

13. Healthy Communities, Healthy Cities
Here, 'health' is understood as including both the total well-being of the individual and group

and a systemic grasp of health as having linkages across the whole social process. This often refers to Determinants of Health. The World Health Organization and, in Canada, Trevor Hancock have been pioneers in developing this approach.

D. Ideologically Derived Programs Of Empowerment And Mobilization

14. Social Ecology - People Empowerment
People empowerment relies on the work of Ivan Illich and Paolo Freire's critical pedagogy. It sees that the 'conscientization' of people is the first step in development together with sensitizing and awakening them to the structural causes of poverty. The premise is that society is governed by an elite few who rule in their own interests. "Oppressed" groups seek to realign the distribution of power and wealth through strategies of confrontation. Related to this is the mobilization of people and communities around special causes, such as developers or environmental NIMBY issues.

15. Alinsky-Style Organizing
This approach sees clearly that in our times unprecedented numbers of people are disconnected, unengaged, and on the sidelines. In North America where the percentage of those who vote in elections has continued to fall every year, citizens are not likely to be participants in other areas of community life. Saul Alinsky saw that "we are moving closer to a government of half the people by half the people and for half the people. Alinsky demonstrated that community organizing could be a lifelong career

and profession. This approach focused heavily on issues of social service—health, education and welfare structures—and social justice. The approach was to mobilize communities and movements to put pressure on the powers that be to bring change to the situation. Alinsky spoke of "the heroic organizer". His watchwords were, "Agitate to the point of conflict; rub raw the resentment." Alinsky's *Rules for Radicals* (1971) is the primer for this movement.

by Brian Stanfield, The Canadian Institute of Cultural Affairs, 1996

Seven Approaches to Community Development*

Models 1-4	What the model sees	What the model doesn't see
The Liberation Model	What the model sees is that struggle between the oppressor and the oppressed requires consciousness raising and action leading to liberation, defined in terms of oppressed people taking power and using if to improve their lives and situations. Often the oppressor is understood to be internalized within the consciousness of the people, as well as embedded in unjust structures and situations within which the people must live.	The liberation model tends to be blind to basic human relations issues and to the need for personal growth and healing. It also tends to see enemies and conflict but overlooks potential allies and opportunities. As well, it often ignores the spiritual and cultural dimensions, and is sometimes blind to the dominant cultural baggage contained within its own models and methods.
The Therapeutic Model	What the model sees is personal and community dysfunction rooted in accumulated hurt, grief and learned responses to traumatic situations that require healing to release people from nonproductive ways of thinking, feeling and acting.	The therapeutic model tends to personalize the entire problem of development, such that individual healing is seen as the solution to almost everything. It is often blind to structural inequities embedded in lhe system, and, in general, seems unable to address the socially constructed nature of the human world. Also, tt fails to adequately address the political and economic dimensions, and tends to ignore complex society-level problems such as the environmental crisis, ethnic conflict and poverty, or else to reduce them to the simple problem of the need for healing.
The Issue Organizing Model	This approach identifies issues around which people can be mobilized for change. Organizations or coalitions are formed and projects or programs are mounted. Citizen participation is seen as a key driving force, as is building on the assets (i.e. the existing capacities and resources) of the people. Sometimes a single issue is the focus (the environment, poverty, women's rights, etc.) and sometimes a number of issues are woven together in a loose coalition.	The issue organizing approach tends to mobilize people around common concerns, but once the issue fades away, the people retreat back into their families and home groups. This approach Is often blind to the actual challenge of building the human relationships that make up a living community. It tends instead to focus on meetings and getting things done, but is usually operating without an integrative vision of what a healthy and prosperous community would look like and how to get there. It is often dominated by strong personalities who are able to see some issues clearly, but others not at all. It is often unable to grasp the full meaning and importance of people's participation, which tends to be reduced to a means-to-an-end strategy rather than an essential dynamic.
The Community Organization Model	This approach sees the need for people to cooperate, to provide improved services for themselves (such as recreation, better housing, etc.) and also to act as an organized block to ensure that government policy and outside influences are managed to the best perceived advantage of the community. Community associations and neighbourhood groups are typical examples of this model.	The community organizing model tends to gloss over or ignore hard issues (whether interpersonal or structural) and instead focuses on the matters of common concern which are the easiest to resolve (e.g, scheduling of recreation events, spring cleaning the neighbourhood, etc.). It tends to have faith in the system as it is, but believes there is a need for lobbying and advocacy to get what you want. It is not usually concerned with social change or with rectifying basic development problems.

Seven Approaches to Community Development *(continued)*

Models 1-4	What the model sees	What the model doesn't see
The Economic Development or Trickle-Down Model	This model sees material prosperity as the foundation of human and community well-being, and economic development as the answer to most issues. It argues that enterprises which bring prosperity to any part of the community will cause the wealth to "trickle down" to the poorest, thus improving the overall well-being of society.	The economic approach is often blind to social concerns of all kinds. It sees such issues as health promotion; education; youth development; or personal, family and social problems as being subsets of the economic development challenge. This approach has historically been so fixated on making money that it is unable to "see" other dimensions of development as having any importance. It tends to be blind to the social determinants of prosperity (such as the relationship of a sobriety movement to productivity), and tends to believe that its own focus on wealth production makes economic leaders the rightful controllers of society's resources. It tends to be blind to social and economic inequalities that directly influence people's capacity to participate in and benefit from the economic activities of the community.
The Cultural-Spiritual Model	This approach sees the software of the community (i.e. its beliefs, goals, ethics, morals and dominant thinking patterns) as the key to well-being and prosperity. It looks to traditional culture and/or religion to provide direction as to goals and principles to guide action for development. It sees issues and problems as being the result of a departure from, or a loss of, core spiritual or cultural values and looks for solutions in terms of reconnecting the minds and hearts of people to that core. The cultural-spiritual model seeks to build on the foundation of people's traditional ways of knowing, and to be guided by the principles, protocols and wisdom of the people's own culture.	As important as this approach is, it can be blind to the political and economic dimensions of development, and is sometimes unable to see how to bring the strengths of the past into the process of building a sustainable future. People advocating this approach can sometimes be dogmatic in insisting that their own way of expressing universal truths is the only way. Even in its defense of culture, this approach is sometimes blind to the multicultural nature of the development context, and can be intolerant or blind to the differences in perspective that exist within developing communities (between the younger and older, women and men, more and less educated, powerful and powerless, traditionalist and modernist, etc.).
The Ecological Systems Model	This is an integrated approach that weaves together key elements from all of the main streams of development thinking. It sees spirit and culture as the foundation and primary driving forces within authentic development; balances the personal, political, economic, social and cultural factors; sees people's participation and processes of empowerment as fundamental strategies for action; sees healing and personal growth as prerequisites to community development; and concentrates on building the capacity of people and organizations to carry out their own development processes. It also places considerable emphasis on practitioners as role models and co-learners in processes of development through which both communities and their helpers are learning and growing.	Because the ecological systems model takes an integrative generalist approach it can seem to be preoccupied with the big picture, leaving real people with very specific problems wondering how they fit in. The model requires a grounded learning process in order to use it, and draws heavily on the knowledge base and skills flowing from many of the other models in order to be effective in the real world. Because of the inclusivity of this approach and the fact that it deals with so many dimensions and aspects, this model can make the solving of critical social and economic problems seem overwhelming and hopelessly complex and cause some people to retreat into approaches that appear to be easier to use.

Typical Development Impact Strategies

Organizations or departments that promote community development often use one or more of the following strategies. The strategies are not ends in themselves, but rather are ways to help people get more local control.

1. Crisis Relief
Direct alleviation of immediate suffering such as food aid and disaster relief. Examples would be distributing food, clothing, medical supplies etc. or managing a relief operation.

2. Material Support
Provision of physical and financial resources to developing communities and organizations. Examples would be getting medical equipment for a clinic of providing funds for a local project.

3. Advocacy
Acting on behalf of a group to gain an advantage such as rallying support for a particular perspective on a topic or influencing decisions made by political bodies. An example would be influencing government to make policy changes.

4. Development Education
Building awareness on development topics such as gender and development, the impact of poverty, environmentally sustainable approaches etc. An example would be a workshop on the role of women.

5. Establishing Basic Infrastructure
Focus on putting basic structures and systems in place - may be mostly technical support. An example would setting up a water or a sewer system.

6. Generating Local Solutions
Emphasis of enabling local groups to determine their own directions and create their own initiatives. An example would be working with a community to determine, design and implement local development projects.

7. Human Resources Development
Enabling people to gain the capacities to do their own development. An example would be a training program.

8. Organizational Strengthening
Working with a partner to develop the systems, structures and capacities to become organizationally sustainable. An example would be working with a partner on board development and financial management systems.

9. Systems Development
Working with entire systems to enable a self generated development process to take place. An example would be a project designed to improve education in a particular area or creating community based development associations.

Citizen Participation

The literature of the last 50 years on international and community development is full of cautions about the importance of the participation of local citizens and communities in the development process. It is also full of examples of where participaton was intended, but somehow thwarted or sidetracked in the process. CD literature is also full of projects—mega and micro—that have been thrust on local people without their say so, and have turned out to have an effect opposite that intended.

In the late 60s, planners began to be aware of these effects. In 1969 Sherry Arnstein published her 'Ladder of Citizen Participation" in the *Americal Institute of Planners Journal.* It is a very early attempt to get hold of some of the different levels of participaton from the perspective of a planner in the 60s'.

Two "ladders" are included for comparison.

1. Arnstein's Ladder of Participation

2. Continuum of Public Involvement in Government

Questions:

- *What words or phrases do you remember from the texts?*
- *Which words or phrases from the diagrams rang some kind of bell for you? Why?*
- *What surprised you?*
- *What made you uneasy?*
- *What associations did you make between the two "ladders".*
- *How would you talk about the main point of all this?*
- *What is at stake for a practitioner of community development?*
- *What tensions need to be held in any form of community development?*

Levels of Involvement

To ensure that community development projects get off the ground it is important to know what kinds of decisions and outcomes are appropriate for each group and for each topic.

		Description	Example
Full Responsibility for Planning and Action	**8** — **Full Responsibility**	Participants have full responsibility for all aspects of the given situation, project or organization.	Assist people in enacting total responsibility through mission, vision, planning, stakeholders, delegation.
	7 — **Decision-making Authority**	Participants are authorized to make specific decisions within clearly defined terms of reference.	Help people make decisions and carry them out though analysis, exploring options, model building, strategy..
	6 — **Implementation Responsibility**	Participants are designated to implement a specific decision or project. Responsibility is delegated to a group.	Involve people in the implementation of a decision through goal settting, planning, assignments.
Providing Input	**5** — **Input toward Decisions**	Participants provide ideas to be considered in decision-making. They may present plans or ask open questions.	Include people's input in decision making through consultation, surveys, scenarios, recommendations.
	4 — **Input toward Implementation**	Participants provide ideas on how a decision can be implemented.	Gather input on how to carry out a decision through experiences, brainstorming, best practices, models.
Receiving Information and Services	**3** — **Education**	Participants are assisted in understanding decisions, how they are affected and what is expected of them.	Enable people to understand a decision through training, theory, briefs, interaction, case studies.
	2 — **Persuasion**	People are encouraged to agree or give consent to decisions.	Promote a positive relationship to a decision by highlighing benefits, advantages, significance.
	1 — **Information**	People are informed of decisions and operate out of decisions and guidelines established on their behalf.	Make people aware of a decision through presentations, announcements, clarification, visuals.

*Inspired by "Ladder of Citizen Involvement" by Sherry R. Arnstein, in JAPA 1968.

Continuum of Public Involvement in Government*

Community has less and less responsibility/authority ←   → Community has more responsibility/authority

	Direction	Education	Information/ Feedback	Consultation	Partnership	Delegation	Self-Determination
WHAT	Protect Control Direct Prescribe	Informed decision making AttitudeChange Skill Development	General Awareness Informal Dialogue Persuasion	Formal Dialogue Informal Dialogue Government Discussions	Shared Planning & Decisions Collaboration Shared Defining of problems & possible solutions	Responsibility Transfer Delegated Power Legislative Responsibility Collaboration	Authority Transfer Self-accountability
WHY	Urgency Public Safety/ Well-being Lack of Alternative Need for Leadership	New Direction Issue Complexity Show more than one side of an issue	Policy/Program Development Provide Detail Need for Shared Understanding	Trade-offs Required Critical Supply/ Demand imbalance Multiple Interests Acquire Public Perspective	Complexity Conflict Ongoing Multiple Inputs Public Demand Accountability	Local Variables Local Abilities Need for Commitment	Jurisdictional Autonomy Legal Status
HOW	Regulation Law Sanctions Incentives Disincentives Policy	Media Campaign Reports Public Presentations Seminars Brochures	Media Campaign Discussion papers Public Meetings Surveys Workshops Focus Groups	Advisory Boards Public Hearings Royal Commissions Meetings	Planning Commission Steering Committees Co-management Broad Strategic Alliances Formal Agreements	Public Authorities Co-management Agreements Self-administration Devolution Ability to mobilize financial resources Jurisdictional Separation	Self-government Devolution Ability to mobilize financial resources Self-regulation
DECISIONS	Knowing About the Decision		Being Heard Before The Decision	Having an Influence on the Decision	Taking Part in the Decision-Making and Outcome	Taking Responsibility and/or	Aurthority for the Decision and the Outcome

*(Source: heavily adapted by ICA from a framework discussed by a "Public Involvement Committee" within the Saskatchewan civil service, circa 1990)

Principles of Whole System Community Development

Social Principles

The project has a clearly delineated geographical focus: This concentrates energy upon a social unit small enough to be dealt with, thus avoiding dissipation of effort.; it also catalyses community identity.

All community problems are dealt with simultaneously: The systemic, interdependence and complexity of community relations consigns a partial approach to failure.

Involve all the people: This means involving all social and age groups in the task of recreating the community: children, youth, men, women and elders.

Deal with the depth human problem: In any community there is the problem that is underneath all the other problems, and a cause of most of them: this may be the victim image, or over-reliance on government, (passivity) or the sense of being cut off from resources, or unworthy of them.

Symbol is key: This means that nothing substantial will happen without taking the means to revitalize the community spirit, finding ways to significate the greatness of the community's past, present and future through festivals, ceremonies, rituals and story.

Economic Principles

Image the community as self-sufficient unit The community is seen as a self-contained independent economic entity whose development is a priority.

Increase money flow into the community Through production of raw materials, goods sold outside the area, enticing outside shoppers, extending credit lines, and soliciting grants, donations, and inkind materials.

Retain the money within the community This means retaining externally injected funds in the community as long as possible by locally producing as many consumer goods as possible, deciding to purchase goods and services as much as possible from local shops and services

Circulate the money within the community This means keeping the money moving round within the community, so that the same money keeps circulating as much as possible before it is exchanged outside the community.

Relate to the external Economy: Although a community must strengthen its own economy, it must also function in harmony with more inclusive economic realities on the municipal, regional, provincial, national and international levels.

Cultural Principles

Rapid signs: a sign post at a community entry; a cleaned-up street or park indicate that something is starting to happen; create surprise and momentum; work on sudden visible improvements.

Corporate engagement: expand opportunities for involvement; get the community planning together; create taskforces; schedule workdays; circulate reports; make new allies.

Significant events: bring to light again the stories, rituals and festivals that once gave life and significance; stories of past community heroes, the efforts to establish the community, lapsed seasonal celebrations.

Destinal story: re-remember the past history of the community; mine the memory of elders' stories of how the community was created and grew; celebrating foundation anniversaries; creating artforms and symboles that keeps the history alive.

Intentional extension: When any community goes on a journey of development, the neighbouring towns are curious and want to do the same. Several communities can get together in a common effort which results in more rapid and effective progress.

Principles of Whole System Community Development
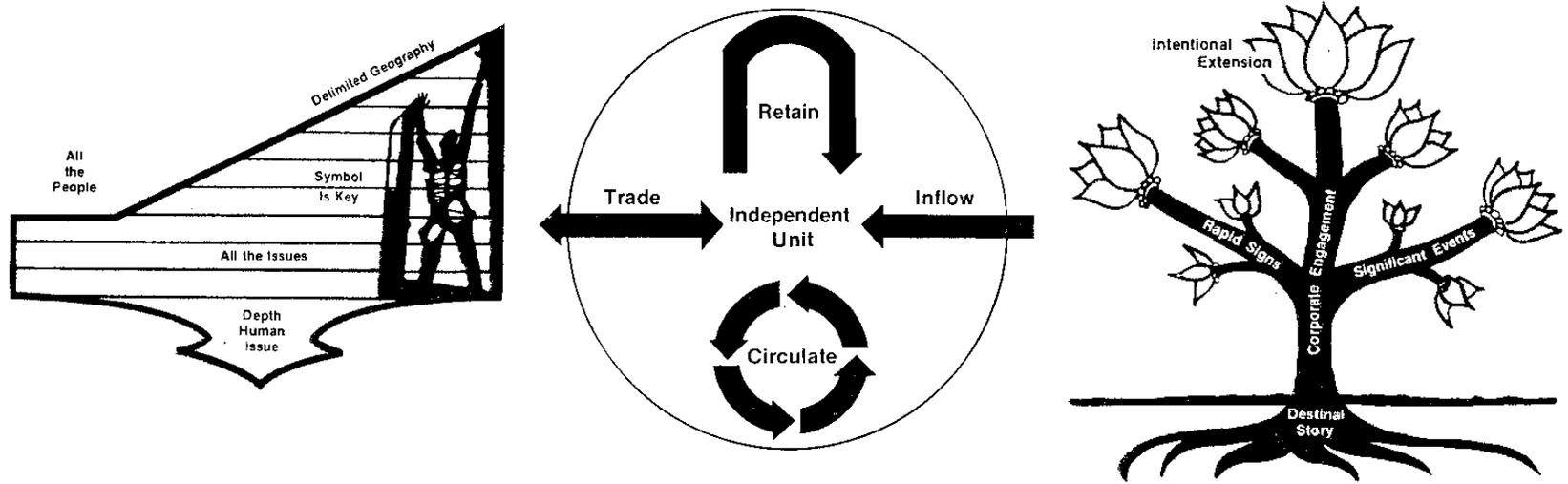
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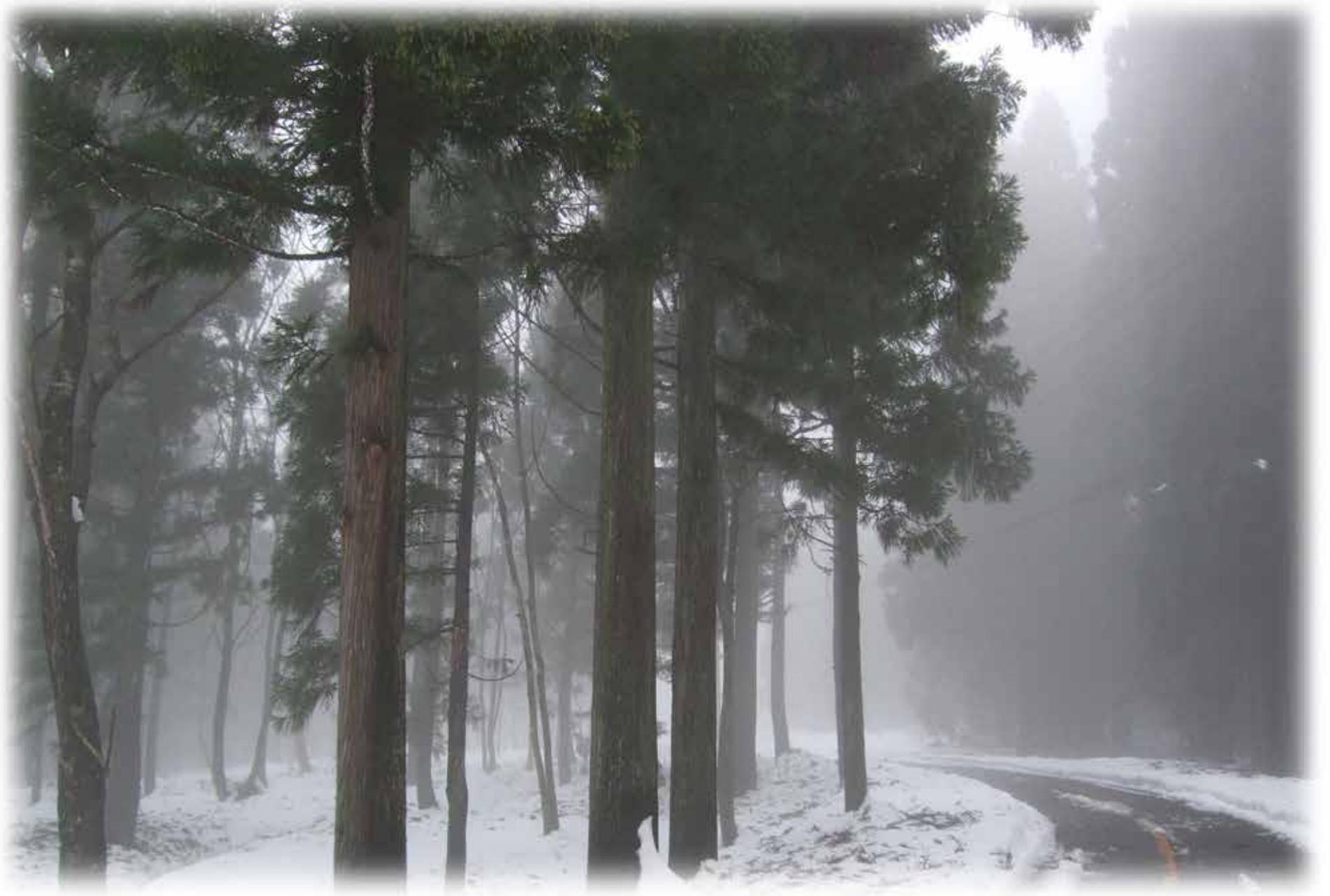
Current Situation • Historical Scan

Historical Scan

Review Past, Celebrate Success

The Historical Scan provides a way for team members to review the past, envision the future, celebrate successes and get to know each other.

Some long term teams have members who change or rotate off on an irregular basis. The Historical Scan can help all team members get quickly on top of the major happenings and accomplishments of the team

Learning from past

Team members often work in isolation from one another without knowing the expenditure and experience of the other members of the team. Many teams never stop and celebrate or reflect on the past, and are destined to repeat the same mistakes over and over. The Historical Scan provides a way for the team to stop and learn from what has been done.

Personal Healing

Some teams have members with personal conflicts and rifts between them. The Historical Scan can allow healing to occur by recognizing the contributions of all parties and bringing closure to the past.

General Process

An Historical Scan visually records the events of the past, the highs and lows that the team members have experienced, the turning points in the history of the group. A story is created of the history of the group.

Any number of people can participate in an Historical Scan.

STEADY GROWTH TOWARD INTERNATIONAL LEADERSHIP
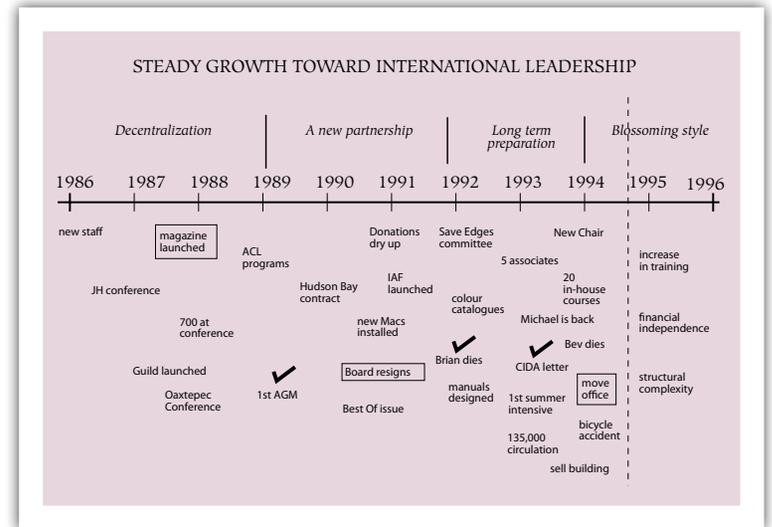
Historical Scan Procedures

Preparation

Before beginning, decide the time frame and prepare a horizontal timeline on the wall—draw a line about 1/3 of the distance down, and divide into time blocks. The time frame needs to fit the situation and the needs of the group. The period usually covers the history of the group. You will need 8 to 10 feet of wall space, cards, markers, and tape or sticky tack.

1. Opening

Welcome the participants and set the context for the session—the purpose, how this fits into the life of the group, why it is important and a very brief description of the major steps in the process.

2. Individual Brainstorm

Ask each person to jot down 10 or more events that they think have been significant for the group. Ask for actual events that happened rather than thoughts that the events triggered. The events may have been positive, neutral or negative. They may be global, regional or local events.

3. Small Group Brainstorm

Divide the group into small teams of people who do not normally work together. Ask each group to share one event from each person's list. Write or draw each event on a 5"x8" card in large letters, noting the date. Keep adding events as time permits, to generate a common list of events with no overlap.

4. Arrange Cards on the Timeline

Call the whole group together and ask them to pass up their cards from the earliest time block. Read the items and stick them on the timeline in the appropriate space. Repeat this for each time block until all the cards are on the wall. You may place duplicates on top of each other. When all events are up, ask if any others that may have been missed.

5. Reflect on the Timeline

Ask the group which items stand out or were surprises, which ones are key events for the group, which ones are high or low points. Mark high and low points to make them stand out. Ask about fast or slow periods. Ask about connections that they see among the events. You may want to draw a "mood line" to indicate the morale level.

6. Discern the Turning Points

Ask the group to find the key turning points. Allow some discussion for the group to form a common mind about the key shifts. Draw vertical lines above the timeline to indicate these points. This process will reveal 3 to 5 major sections of the timeline.

7. Name Sections of the Journey

Ask the group to name each section. Work, one section at a time, from the earliest to the most recent. Get several suggestions for each section until the group settles on a name for the section. People may use metaphors that have special meaning for the group. Finally, ask for a title for the whole timeline that describes the group's experience.

8. Create the Story

Ask several people to tell a story about the timeline. It may be set as a fairy tale, an epic drama or like a movie. Rename or add names to the sections or the whole as needed to represent the emerging story.

9. Discuss the Group's Insights

Ask the group what insights came to them as they went through the process. It may help to focus on practical learnings, emerging trends and directions, or implications for the future.

10. Closing

Discuss what the group will do with the work they have done. They may want to photograph it, create a document to distribute, display as is in a public place or create an artistic rendition. Make assignments and any necessary announcements.

Historical Scan Steps

Step 1. Choose a significant length of time. Set the context of the session: *"We will reflect on the impact of the organization (team, etc.)."* Introduce the wall chart. Do introductions if necessary.

Step 2a. Individually brainstorm "Global events"—events that had an impact on the world for each time block.

Step 2b. Individually brainstorm events that had impact at a level between the global and the group (i.e. nation, field, industry, province).

Step 2c. Individually brainstorm events and accomplishments of this organisation—cover all time blocks.

Step 3. Convene in small groups and write cards for events.

Step 4. Put on the chart starting with the first time block. Get all cards up. Read them aloud.

Step 5. *What catches your attention? What jumps out at you? Where is a lot going on at once? High points? Low points? Gaps or slow periods?*

What relationships do you see between the world and the field? Between the world and the organisation? Between the organization and the field?

Step 6. (Try the image of history as a river, with bends; or as a history book with chapters) *Where do you see shifts or turning points? (*Mark them on the chart.) *What are these shifts from and to?*

SAMPLE HISTORICAL SCAN

From Resource-based to Diversification - 3 Decades of Role Reversal

|	**Years of Great Promise** 1970	**Out of Control Times** 1980	**Finding Our Balance** 1990	**Moving Into Self-Reliance** 2000
WORLD	*Opening up of China*	*Recession 1982* / *Recession/ depression 1982*	*Economic downturn primary industries (forestry, fishing)*	*Deconstruction of communist world* / *Lumber prices go up, US floods 1992* / *Fiscal Restraint (gov't downsizing) 1990-1995*	*NAFTA increased access to largest of TRIAD*
PROVINCE	*Before 1970 totally dominant roles of* / *High school regionalization 1975*	*Closure of many resource-based industries 1983* / *2nd school system did not change to reflect role of business 1980-1990*	● *MLA elected premier 1987* / *Forest sector rejuvenated 1993* / *Siskin Report, economic strategies*	*Knowledge-based programmes, community college expansion* / *Regional hospital, highway* / *Free trade, closing of air base* / *Business coming to province*
REGION	*Regional initiatives, Riverfront, Tourism 1970* / *New mall* / *River dredging, port development 1975*	*Strong sporting tradition* / *Port development, MLA elected* / ● *Mines closure 1978* / *Threat of base culture 1980*	*Mine closure, waferboard closure 1985* / *Technology changes 1988*	*Plant expansion 1990* / *Plant expansion (new machines)* ✔ / *$1 Billion spent at plant* / *Plant re-investment of $1.3 billion in value-added forest product* / ● *Amalgamation of city 1994* / *Amalgamation*	*Canadian senior hockey champs* / *Senior baseball champs* / *Closure of forces base 1995* / *Base closure announced 1990-1995* / *Creation of new city*

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Step 7. *What would you title each chapter?* "This was a time of _____." (Write titles on the chart.)

Step 8. *What would you title this whole timeline?*

Step 9. *Look from left to right. What trends do you see emerging?* (List on the right side of chart.)

What are implications of these trends for our community or organisation?

Step 10. Reflect and Decide. *What does this tell us about our future as a community? As a group? What do we need to remember as we move forward? How should we capture our learning?*
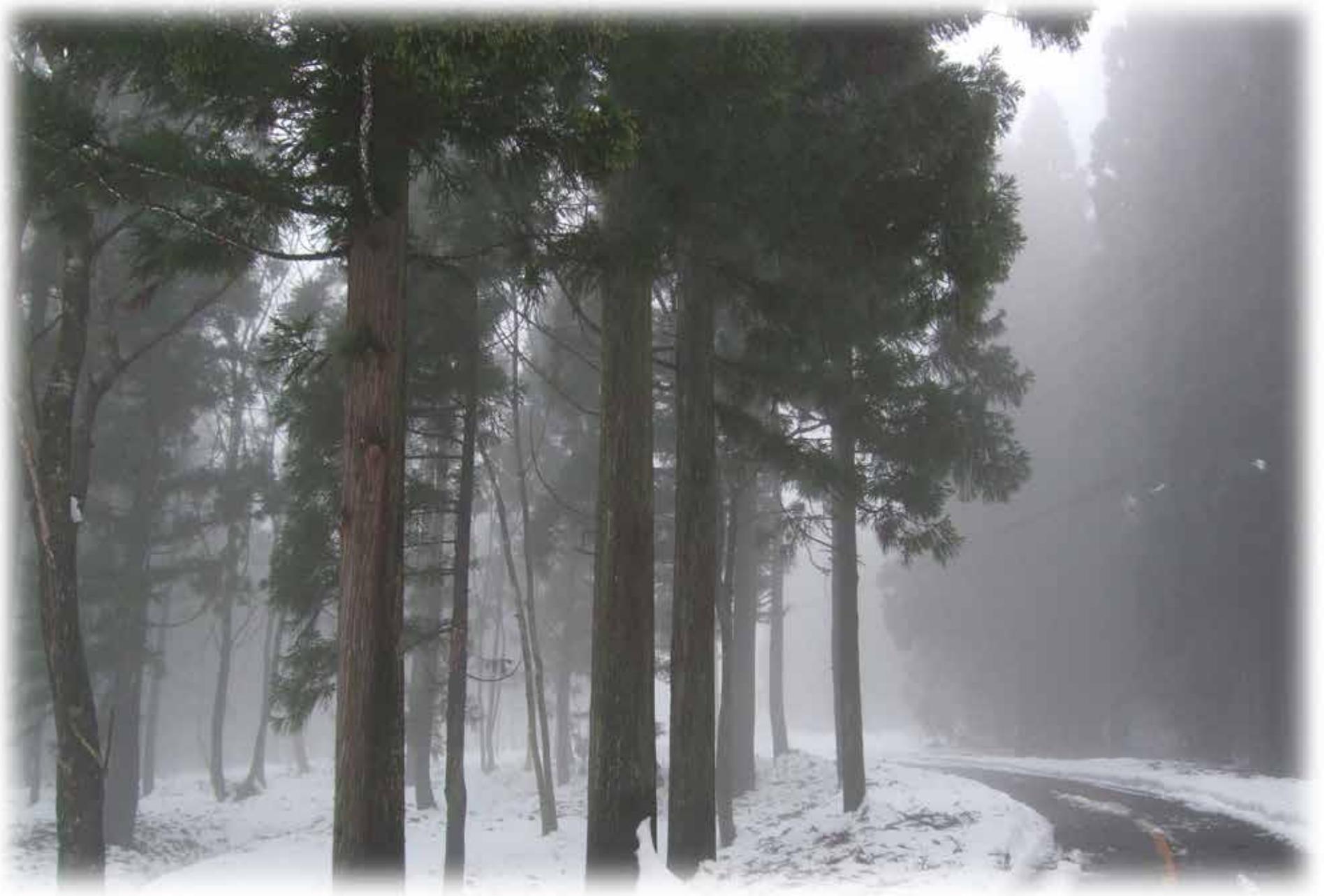
Current Situation • Social Process

Social Process

The social process triangle has a wide variety of applications as a tool in community development.

1. Personal Education
Sensitize yourself to many more aspects of the community which might otherwise be forgotton or left out.

2. Data Gathering
Gather information about the community from a comprehensive perspective .

3. Community Sharing
Share information among community residents from an objective reference point.

4. Social Analysis
Discover which dynamics within the community need to be strengthened or balanced.

5. Project Determination
Determine projects from a comprehensive picture of the needs of the community.

6. Discover positive and negative trends within the community.

(For a more in-depth exploration, take the ICA course called Facilitating Change in Whole Systems and read the book by Jon & Maureen Jenkins, *The Social Process Triangles*.)

Communal Symbols

Cultural

Communal Wisdom

Communal Styles

Common Distribution

Social Process

Corporate Welfare

Economic

Political

Common Resources

Common Production

Corporate Order

Corporate Justice

RATIONALITY, MEANING

FOUNDATIONAL, SUSTAINING

ORDERING, ORGANIZATION
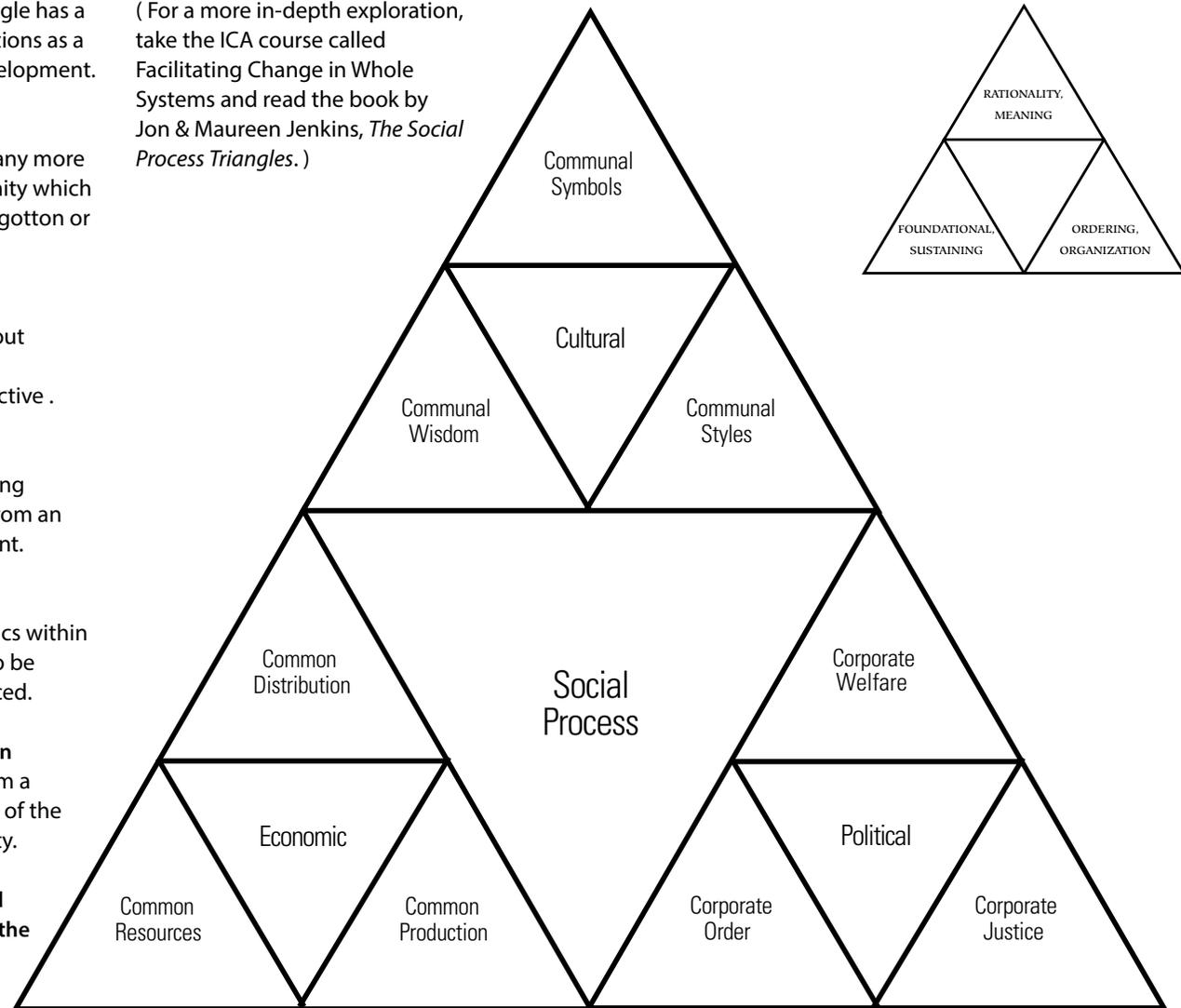
Social Process • Questions

The Social Process can be used to help develop questions and 'things to look for' as you try to familiarize yourself with the community. By looking at the social process together as a team, a group can raise questions and look together for the answers. Some of the following questions may be raised. You can create your own reporting format to share the information.

Cultural observations
- Who holds the community's wisdom? Who or what provides training in academic disciplines? -- people, groups, culture.
- How is the style enacted? How does a new family get the help it needs? -- events, families, organizations.
- What are the community's symbols? What local processes help people with their values and belief systems? Where do people go to find out what life is all about? -- language, art, beliefs.
- What's the connection between education, family mores and human values?

Economic observations
- What are the economic resources? -- natural resources, skills, technologies.
- What are the means of production? How do these resources get produced and processed? -- industries, entrepreneurs, jobs.
- How do the products get distributed? -- stores, transport, communication.
- What's the relationship between the resources, products and distribution.

Political observations
- How is order maintained? How is order kept and things organized in this area? -- population, visitors.
- How is justice administered? -- politics, leadership, institutions.
- How is welfare kept? What are the local processes that protect people, make sure they have enough food, and have ways to participate in what's going on? -- food, housing, work.
- How are order, justice and welfare related?

Communal Symbols

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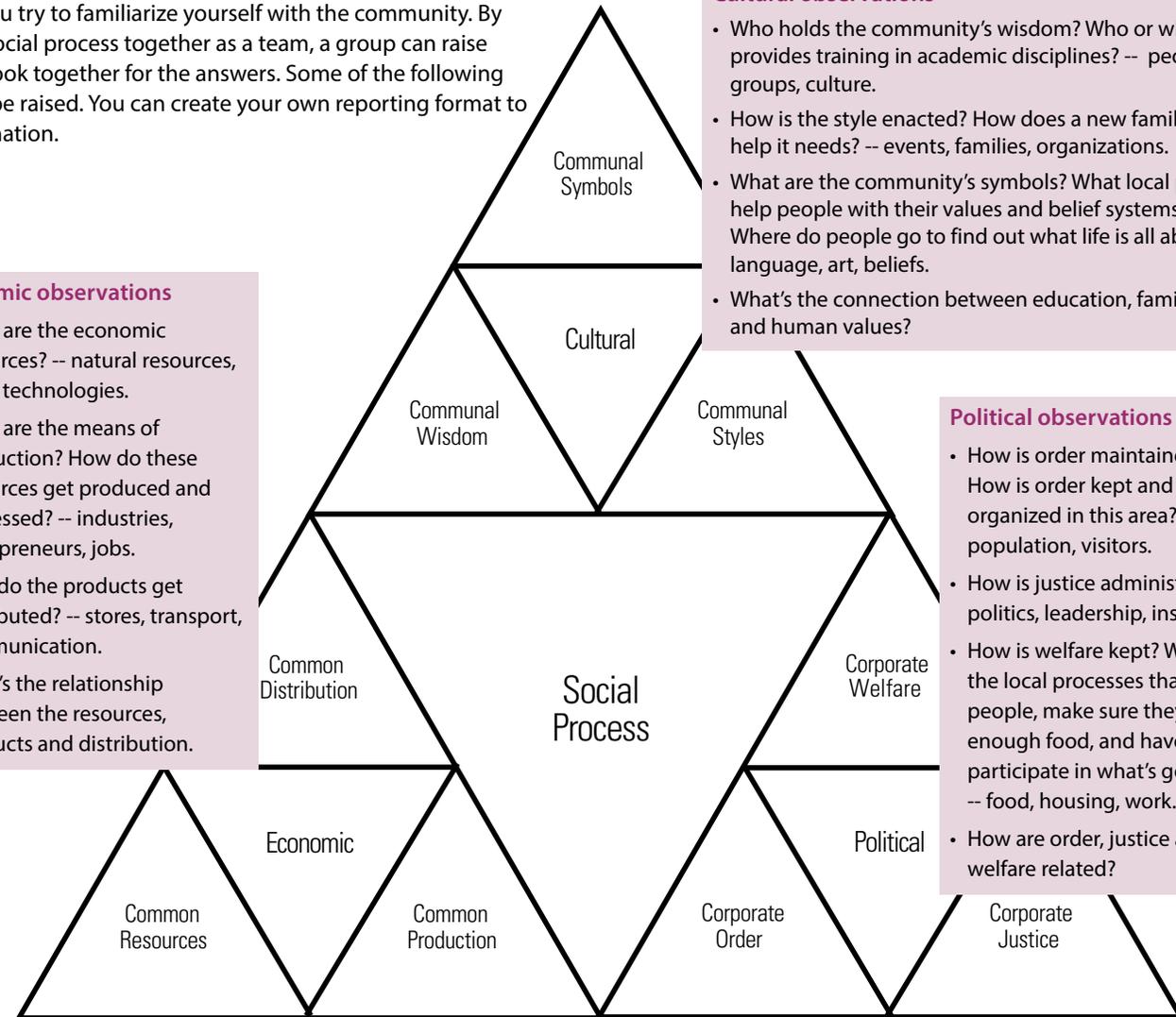
Social Process • Participatory Plot of Community Assets

The most powerful analysis can be done by engaging a whole group of people within the community in the analysis.

1. Find Strengths and Weaknesses

As you take your tour of the community, look for strengths and weaknesses of the community and jot your observations onto two colours of post-it notes. For example:

Yellow post-its - Strengths of the community

PINK post-its - Weaknesses of the commmunity

Create lots of post-its. The more people you engage in this walkabout and exercise, the more insightful the analysis will be.

2. Plot the Data

Construct a large version of the Social Process triangles for the wall.

Have everyone plot their post-its on appropriate spots on the Social Process triangles.

Have individuals look at their own post-its and decide which dynamic of the social process it best illustrates. There does not have to be discussion or agreement on the placement of the post-its. They can plot the post-its on their own.
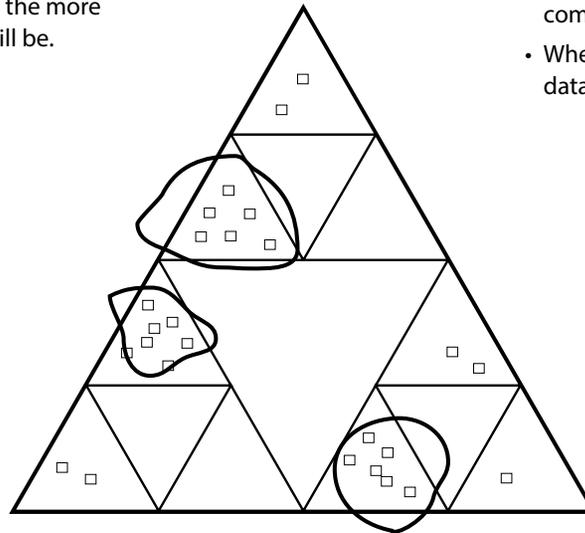
3. Analyze the patterns

Once the post-its are all plotted on the large triangle, analyze the patterns using questions like:

- In which of the social processes do you see concentrations of (yellow) strengths?
- In which do you see concentrations of (pink) weaknesses?
- What surprises or intrigues you about the concentrations or gaps?
- What conclusions might you draw about this?
- What does this tell us about this community?
- Where do we need to do more data gathering?

4. Document the Analysis

Write sentences on the strengths and weaknesses of this community.

5. Consider what other types of analysis should be done.

Social Process • Participatory Plot of Community Assets

Yellow post-its are gifts within this urban community, red ones are issues in the community.

In this analysis note:

1. There are a large number of yellow cards (gifts) in Distribution. There are plenty of shops and people can easily get everything they need. Fresh fruit and vegetables are hard to get.

2. Large number of red cards in Resources and in Production. There are very few natural or technological resources available in the neighbourhood, and there is very little production of any type

going on. Distribution is strong. People drive through this urban community to buy things but everything they buy comes from outside.

3. Plenty of issues in Order – especially with the authorities. Lot of gifts in Welfare – there are a great number of agencies to help people out.

4. Cultural – lots of gifts in the cultural arena. This neighbourhood is a cultural centre for all of USA, where the huge gay pride parade takes place. Style has issues because of two different styles of life in the neighbourhood.
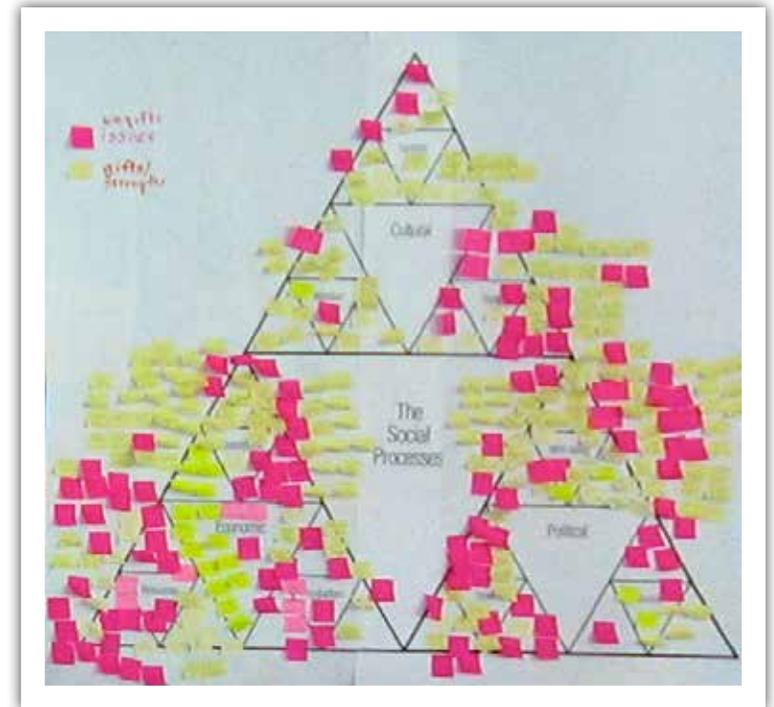

Strengths or assets (yellow) and weaknesses (red) of the Tenderloin area of San Francisco. Even before reading the post-its the triangle allows patterns to be seen.


Communal Symbols

Cultural

Communal Wisdom

Communal Styles

Common Distribution

Social Process

Corporate Welfare

Economic

Political

Common Resources

Common Production

Corporate Order

Corporate Justice

Social Process • Participatory Plot of Community Assets
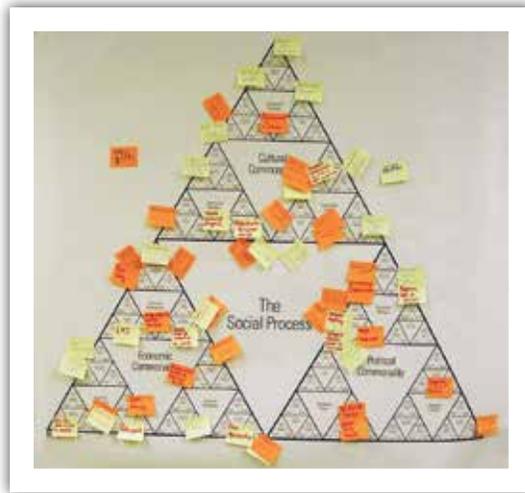
A workplace plot with partial analysis.

Workplace

A) The fact that we have gifts in Social Structures and ungifts in Communal Styles indicates that

while we feel that our work is meaningful, we question the relevance of our workplace.

B) While we have sufficient resources to do our personal work, the resources are not being used well.
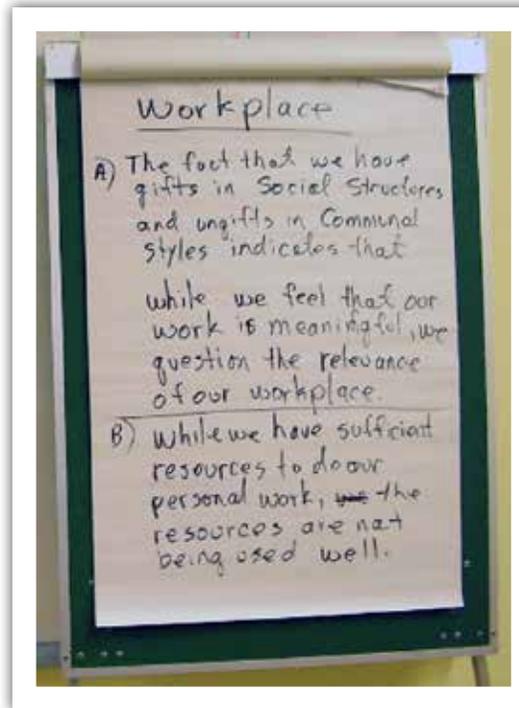
A community plot with a cultural analysis.

In the arena of Communal symbols the gift we have is "service to each other". This is evidenced by a variety of arts services orgs & churches

In the area of communal style the gift we have is celebration of diversity & strong community values as evidenced by a wide variety of cultural celebrations & the spirit of volunteerism

... the challenge we face

& Intolerance, racism, addictions

Gridding the Geography

The Gridding Method

Symbolism of the Grid

A grid is a geo-social tool for looking at the social reality in a piece of geography. Grids can be made of neighbour-hoods, communities, cities, regions, nations, continents, or the globe itself. The action of gridding is the first symbolic and practical step in taking responsibility for a particular social space by organizing it into rational geographic patterns.

Gridding is a natural process we all engage in. A new family moving to town may grid the town based on where the public schools are. A businessperson may grid a town based upon the big stores, the industrial park and the financial institutions. A thief may grid a neighbourhood based on rich houses and back alleys.

Involving the community, or a CD team, in the gridding process allows everyone to share what is important to them, and makes explicit the values out of which each individually operates. Without a common grid, each member of the team will undoubtedly have their own personal grid of the community.

When an entire group makes one grid that everyone can agree on, the grid becomes a powerful symbol of the community itself.

Uses of the Grid

A grid can be used to make assignments to individuals or teams for the purposes of networking, communication, personal care, social activities, recruitment, fundraising and many other functions.

A grid can be used to create schedules for visiting health workers, courses, political functions, or to allow fair access to different types of opportunities.

A grid allows a group to visually refer to a community without the use of a map. A street map is, in fact, a form of grid which focuses on the transportation modes. Some other maps are visual representations of geographic features.

Gridding is a geo-social analysis which holds the boundaries, and the most important geographical and social elements of a community in a symbolic, graphic form, which can be easily remembered. A grid can be graphically designed in such a way to remind people of the special gifts of their community or region.

In this context, a community grid is a stylized image of the community space divided into several different sections, or stakes, in which stakeholders hold the complex reality of the local social geography.
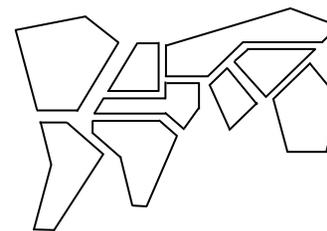
Global grid
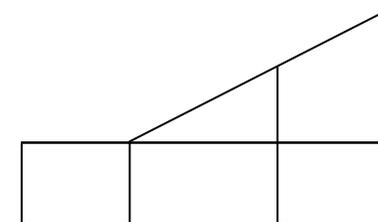
Chicago's Fifth City grid
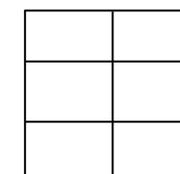
Spadina grid

Gridding • Intuitive Data Gathering

There are many ways to familiarize yourself with the community. A set of information collection categories could be used as part of a geo-social analysis. The categories below are some of the most basic ones.

These categories can be answered by your own observation or by talking to people in the community. The aim is to get data on each of the categories, either by observation, or by talking to people, or by your intuitive grasp of what you have observed. A more comprehensive pattern of enquiry can be designed by studying the Social Process Triangles and allowing them to inform you of the questions you need answered (see following pages).

(Objective)	(Reflective)		(Interpretive)
Boundaries and Area Topography	Distinguishing Features (What makes this community different from surrounding communities)	Positive Features (What's the draw? What attracts people here?)	Agencies and organizations that are real resources to the community
Primary, Secondary and Tertiary (Service) Industries	What is the mood of the community, and why? (your assessment)	Surprises	What groups are working to improve the community
Population and income; Main shopping nodes	Community's image Internal (local citizen's image)	What are people worrying about?	What approaches or experiments are working
Cultures; Historic Role	Community's image external (your own assessment)	Limitations, bugbears, specific issues	What is the destinal sense you get of this community? (How do residents sense their future?)

Community Gridding Procedures

Familiarization with the geography

1. Become familiar with the community to be gridded by walking or cycling through it on several different routes. Go to the Town Clerk and get a map of the community, population figures, planning documents and anything else of use in getting a total picture of the community.

2. Pour over the community map.
- What do we notice?
- What are the natural features?
- What are the main lines on the map: roads, streets, rail lines, political boundaries?
- Where do things converge to form nodes?
- What colours do we see? what do they stand for?
- What shapes emerge from the map?
- What are some of the symbols on the map?
- What do they stand for?
- Where do we see boundaries or edges?
- Where are built-up areas? Open spaces?

Construct an Initial Picture

3. Construct on paper a rough art form of the area; on it identify and mark:
- the natural boundaries (rivers, lakes, coastline, ridges)
- the identifying landmarks for the area
- roads and pathways.
- the major nodes
- population centres
- cultural or ethnic aggregations
- the political boundaries (electoral, municipal, county)

Set the Boundaries and create the initial grid

4. From an inspection of various boundaries on the map decide which of them are the possible boundaries of the community.

5. Draw an initial picture of these boundaries.

6. When satisfied with the boundaries, work on internal boundaries, drawing five or six geographical parts to create the grid. Make sure no one part has a preponderance of the population. The sectors or stakes may represent distinct parts of the community.

Endow the grid with symbolic power

It is important the grid you create have symbolic power, that it be a real artform. To this end make all lines normally straight:
- use a minimum number of lines;
- straighten out any minor dog-leg pairs of lines. Don't be too literal re angles and specifications
- Work through half a dozen or so different ways to do the grid till you come up with one that seems on target.
- If possible, modify the lines to make the grid resemble an important symbol for the community.

Create and Display the Symbol

Draw a large artistic form of the grid and put it in a highly visible public space.
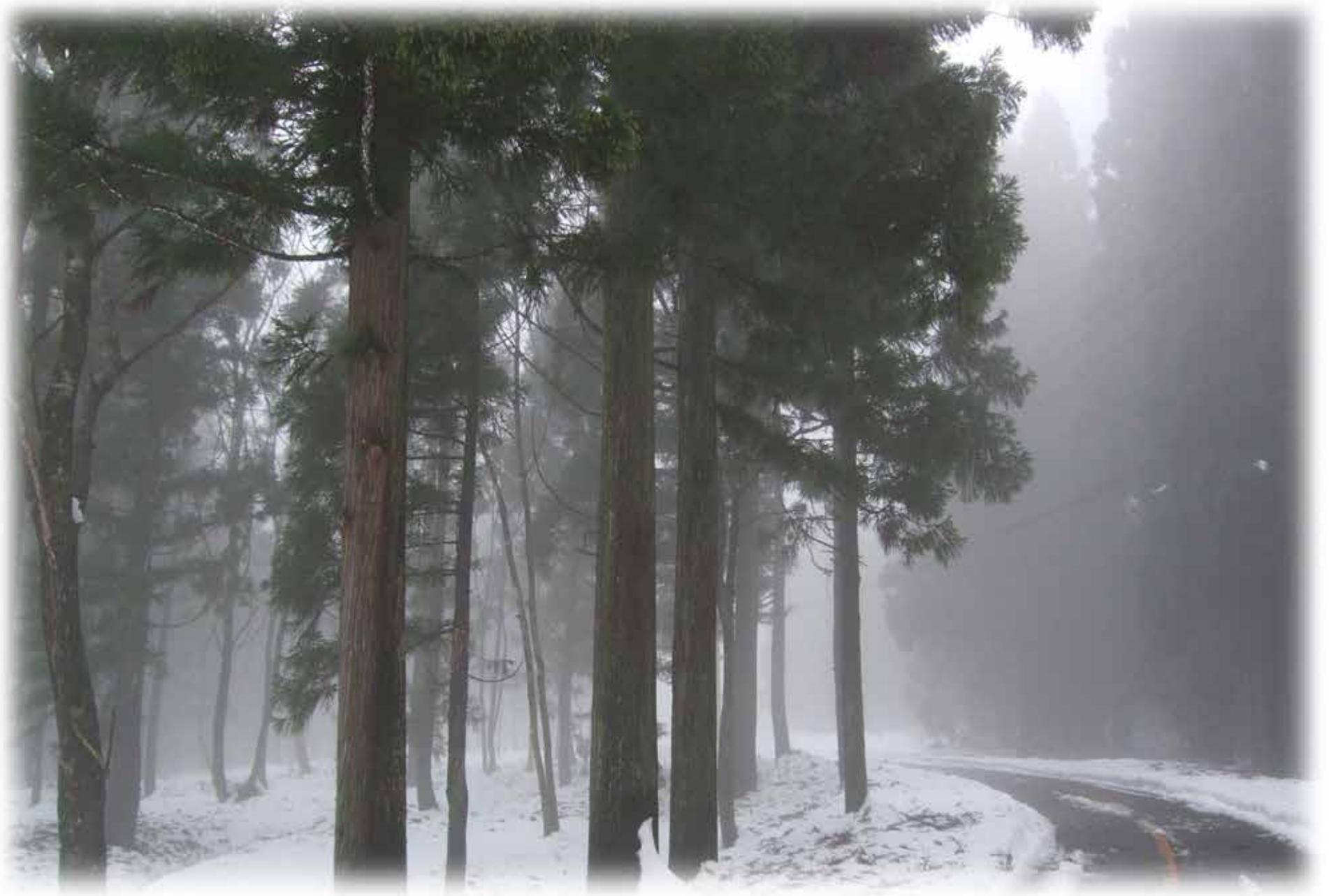
Data Gathering and the Project

Data Gathering • Geo-Social Analysis

A geo-social analysis reveals both the structures and the processes within a community. A balanced, thorough analysis is critical to serve any community effectively. The physical lay-of-the-land is needed along with the nodes, resources, assets, economic, social and cultural patterns, and history.

A thorough geo-social analysis for any project could include:

1) Familiarization by walking around

2) Gridding

3) Social process or other asset mapping

4) Historical scan

5) Surveys and interviews

6) Demographic study

Familiarizing Yourself

The best familiarization is walking around talking with people.

Team Sensitization

1. What is your own usual personal preoccupation when you look at a community?

2. What else might you look for as you travel throughout the community?

3. What interview questions might you ask a resident if you wished to learn more about a community?

4. What other sources would you refer to, if you really wanted to sensitize yourself to this community?

Geography

A gridding exercise done with a team will illuminate many new insights and perpectives.

Social Dynamic

The Social Process describes the complex relationships and dynamics going on within any community setting. It is a pointer towards relevant information and questions that will help in understanding what is really going on. The Social Process can also be used to create comprehensive surveys.

History

An historical scan can bring closure and generate a story of hope. It can be used with an entire community or with any project.

People

The Framework Building tool also can be part of a geo-social analysis

Other Analysis

Many sources can be used for analysis, including:

• information,

• intuition,

• analytic tools,

• experience of how the community works,

• perspectives of many people.

A complete geo-social analysis uses both the intuition and the information of the residents of the community and is highly participatory. The neutrality of the social process triangles pushes the anaylsis to be comprehensive.

There are other common methods of analyses that are not as heavily participatory. Other sources of information might include:

• Needs analyses

• Comparisons of common sets of data among communities.

Comprehensive Development Project

A visual project description can be used for local understanding and funder support. This sample is from ICA Peru.

ECONOMIC DEVELOPMENT	CULTURAL DEVELOPMENT	SOCIAL DEVELOPMENT
Farming Systems	Environment	Preventive Health Care
Appropriate Industry	Community organization	Functional Education
Commercial Services	Identity Systems	Family Well-being
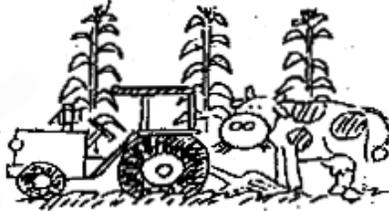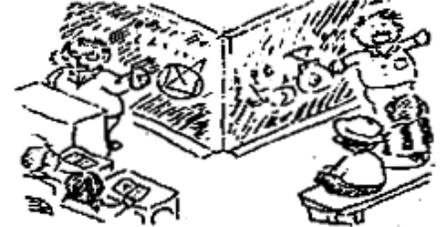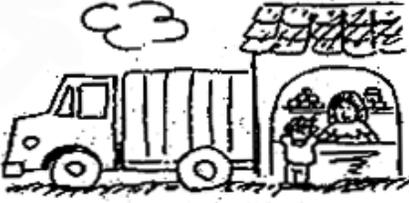
Patterns

Welfare

Notes
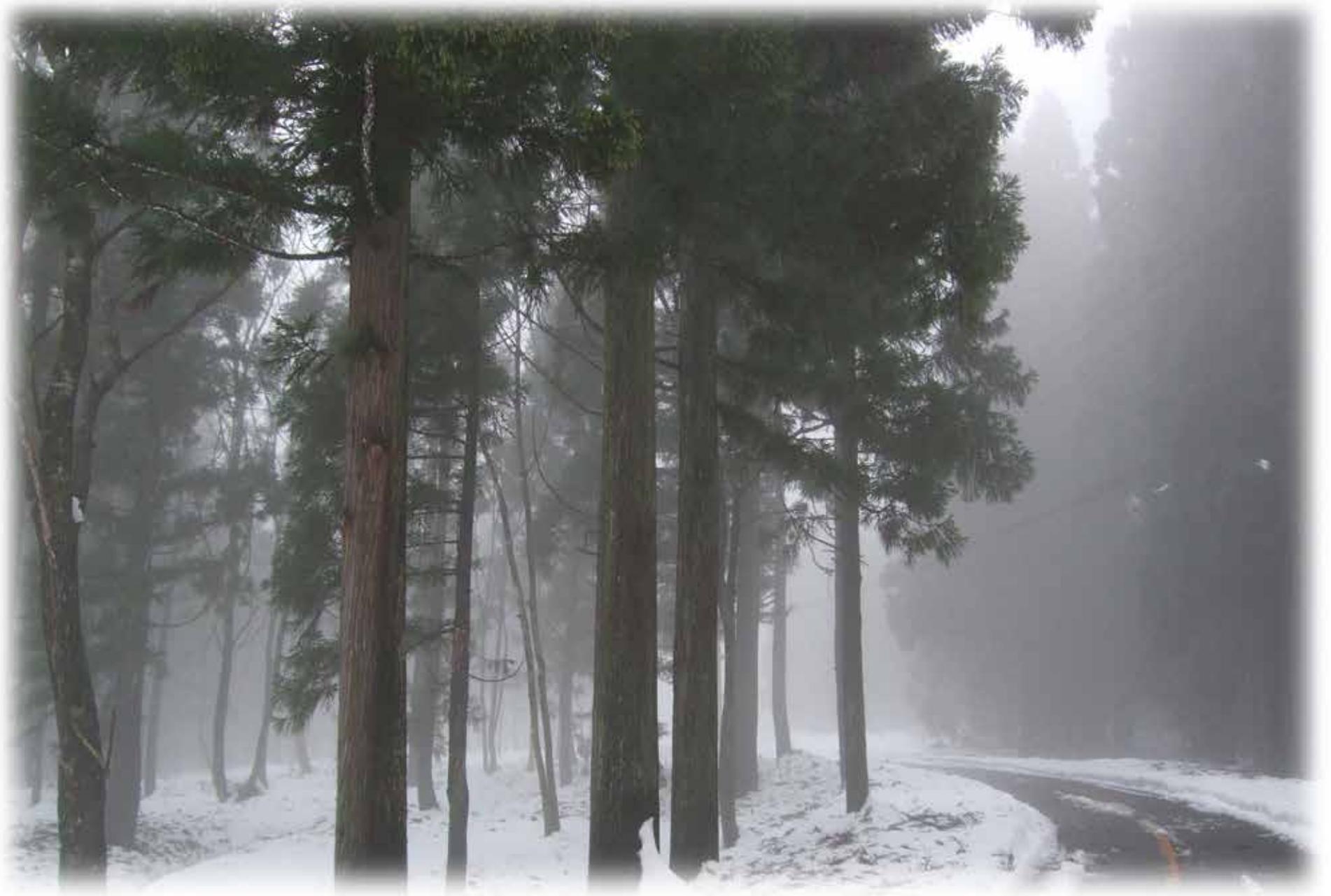
Framework of Support

Building a Framework of Support

Expanded Team

A team is not an island, sufficient unto itself. The team may be the primary level of participation in accomplishing the task, but there are other levels.

While the team is responsible for the initiation, coordination and day-to-day decision-making relative to the task, there are those who will be affected by the team's decisions, there are others who are related to planning and implementing the team's work: receptionists, layout people.

Then there are those who are interested in and concerned about the team's project: possible buyers or other stakeholders. Finally, there are those who need to know what is going on in order to provide input: management, the Board, advisors etc.

Potential Allies

Frameworking is shorthand for "Building a Framework of Authorization, Support and Advocacy for a Project."
It is done out of the recognition that:

• There are always structures to be checked with when creating something new that affects other people.

• There are those who can nip a project in the bud before it gets a chance to flower.

• Frameworking is a way of honouring the powers-that-be, rather than fighting them.

• Everyone and every structure related to the community in some way is a potential ally of the project.

• You probably won't be able to do the project on your own.

• Collaboration—creating cooperative partnerships— is more and more the way to get things done.
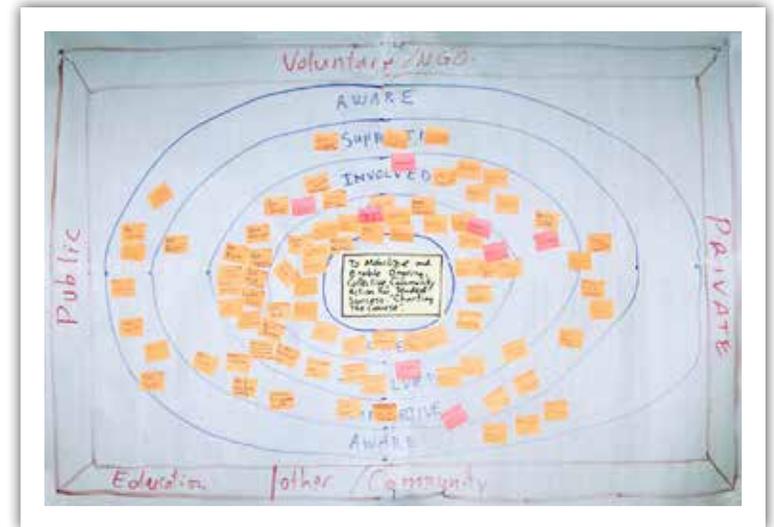

Opposite to Confrontation

Frameworking is the opposite approach to confrontation. In confrontation the practitioner decides where the 'enemies' are who are blocking development (the government, developers, a certain clique) and then spends much time and energy in altercations, demonstrations outside offices which simply makes the opposed party more of an enemy.

Frameworking is not quite the same as asking permission.
It has to do with:

• getting the nod (so they won't block it); providing information on a need-to-know basis; reporting to the authorities about where the project is

• enlisting support (financial, technical, moral, advice)

• collaboration: cobbling partnerships together with other agencies or organizations

• eliciting the commitment of time from people willing to work on the project.

Building a Framework of Support

VOLUNTARY

Level of Awareness

Level of Support

Level of Involvement

Core Level

The Project

PRIVATE

PUBLIC

LOCAL COMMUNITY

Frameworking © ICA Canada 1996
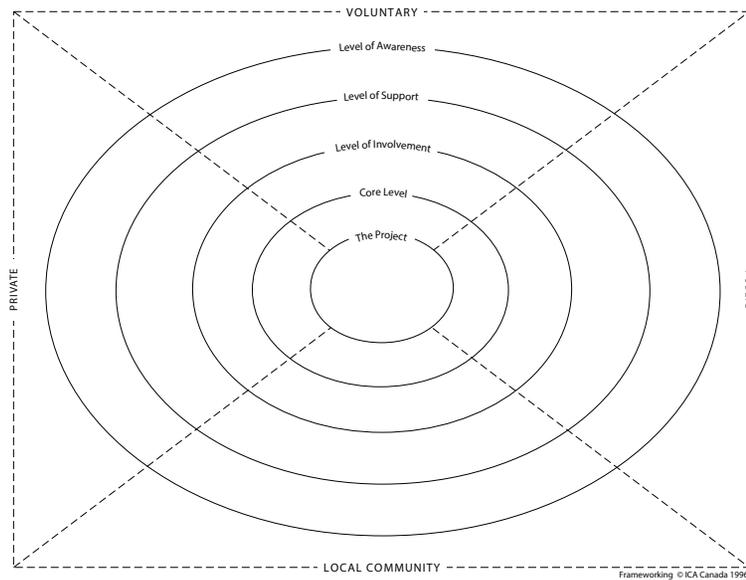
Levels of involvement

The four levels of involvement include

1. those who are at the core decision-making level of the team

2. those who are involved with implementation but are not decision makers

3. those who give support the task but who do not involve themselves directly

4. those who must be made aware of the team's goals, even though they do little.

Economic, Political, Cultural

It is important to keep in mind the economic, political and cultural dimensions of the extended team. The economic dimension includes those who can finance the operation and keep it resourced. The political dimension provides the organizational and regulatory framework within which to operate. The cultural dimension includes all those who are in for the work itself, or because of a personal covenant. A fourth quadrant represents the beneficiaries of the work or the clients and end-users.

Some of your targets may need a stepping stone (someone already 'in' with them) who can get an appointment lined up for you, and make the introduction.

In the case of a team, the frameworking objectifies the external relationships of the team and the resources it has available for getting its task done through creating partnerships.

For some groups you may decide to do a Consensus Workshop to identify all the stakeholders, discern the groupings/categories, and add these as labels to the "frame" of the poster or worksheet.

Team Frameworking Procedures

Launching a project

Frameworking can be done most effectively at several points in a team's evolution:

- at the launch of a team's task, when you want everyone to share their contacts
- after the team has decided upon the strategies that it is going to use
- at the beginning of implementation of any team project

Frameworking can be done with any size group, but 5-15 is a very manageable size. The more people who are involved in Frameworking, the more valuable will be the results.

1. Who IS involved in our project?

2. Who NEEDS to be involved?

3. HOW can we involve them appropriately?

Procedures

1. Who IS involved?

1a. At the centre of the circles, under "The Project", write the name of the team's task, product, or purpose.

1b. In the "Core" circle, write the names of the people in the team.

1c. In the circle of "Involvement" put those outside the team who have valuable input into the planning or who will be involved in an aspect of implementation like specific tasks: e.g. receptionist/secretary, designer, external colleague.

1d. In the circle of "Support" put those who provide advice, technical or financial support, specific mentoring, and permission for others to be involved or at the core.

1e. In the circle of "Awareness" put those who have a "need to know" about what is happening in your team and could cause problems if they are uninformed or surprised by the project.


2. Who NEEDS to be involved?

2a. Discuss who is involved, clarify assumptions about them, and look for overlaps and especially gaps, including at what level they need to be involved.

2b. Decide: Who do we need to reach out to for their involvement?

3. HOW can we involve them?

3a. In some blank space on the edges of the paper or on a flip chart write down steps or tactics for how this team will strengthen this framework of support.

3b. Ask participants to take responsibility for these tasks.

VOLUNTARY

Level of Awareness

Level of Support

Level of Involvement

Core Level

The Project

PRIVATE

PUBLIC

LOCAL COMMUNITY

Frameworking © ICA Canada 1996

VOLUNTARY

Level of Awareness

Level of Support

Level of Involvement

Core Level

The Project

PRIVATE

PUBLIC

LOCAL COMMUNITY
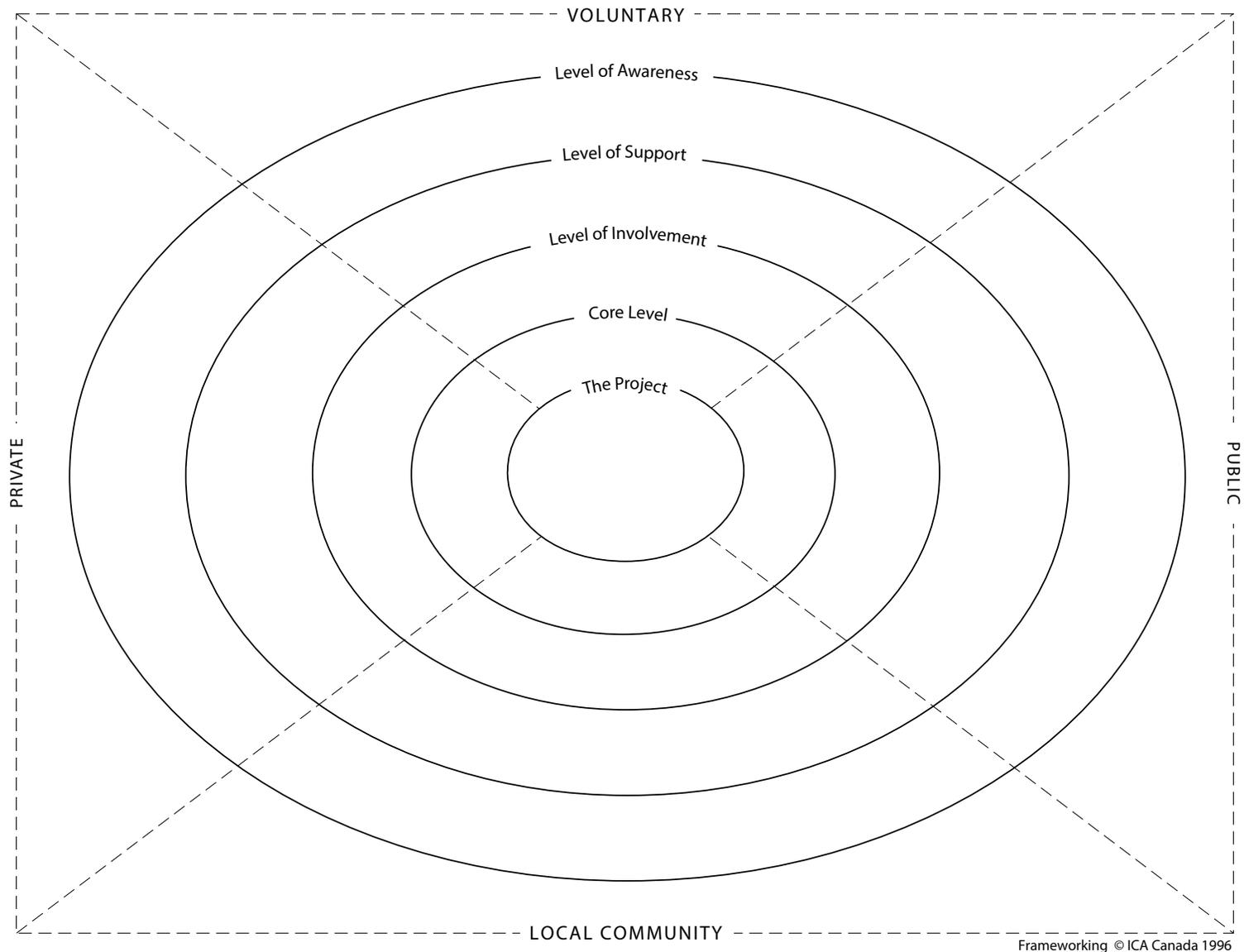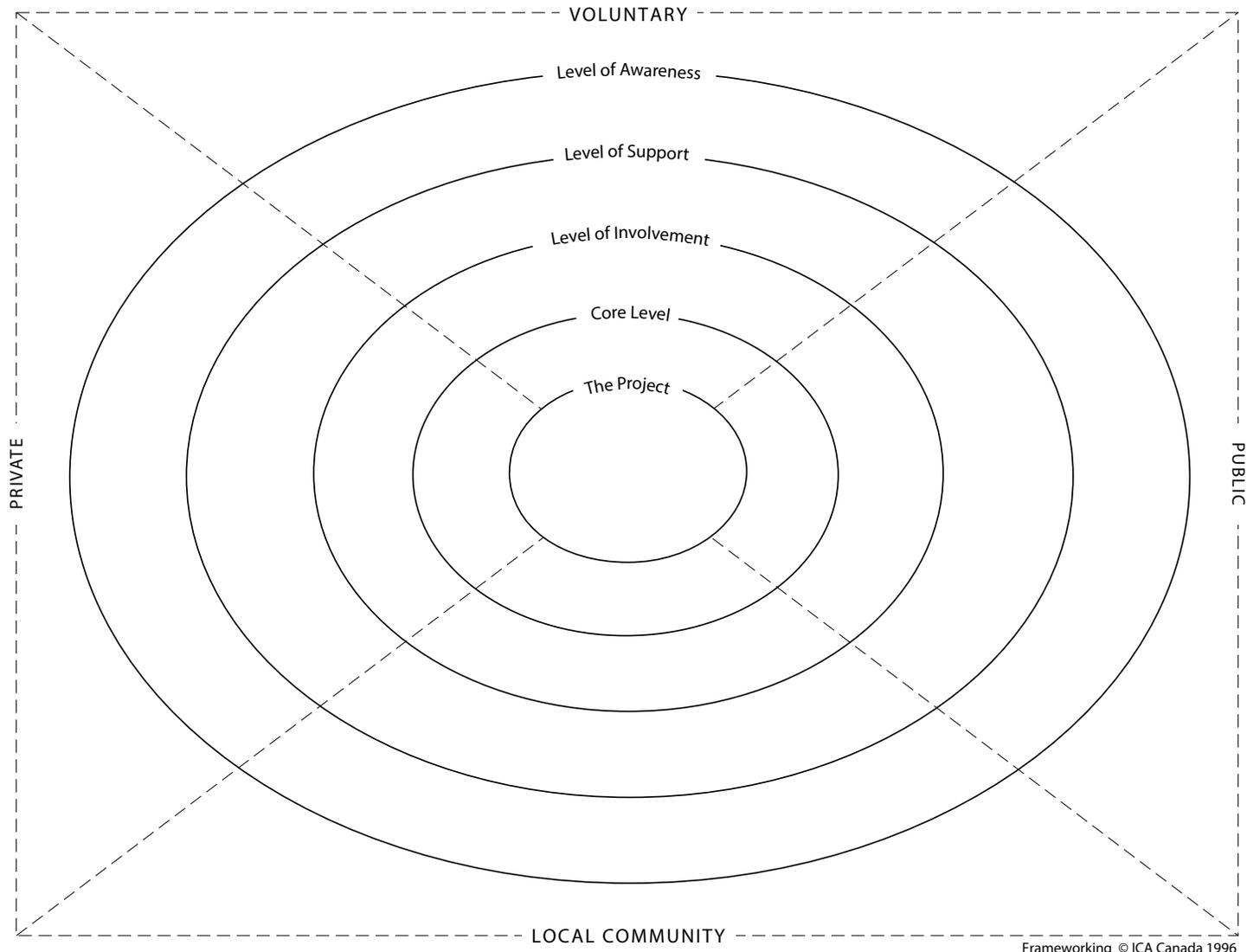
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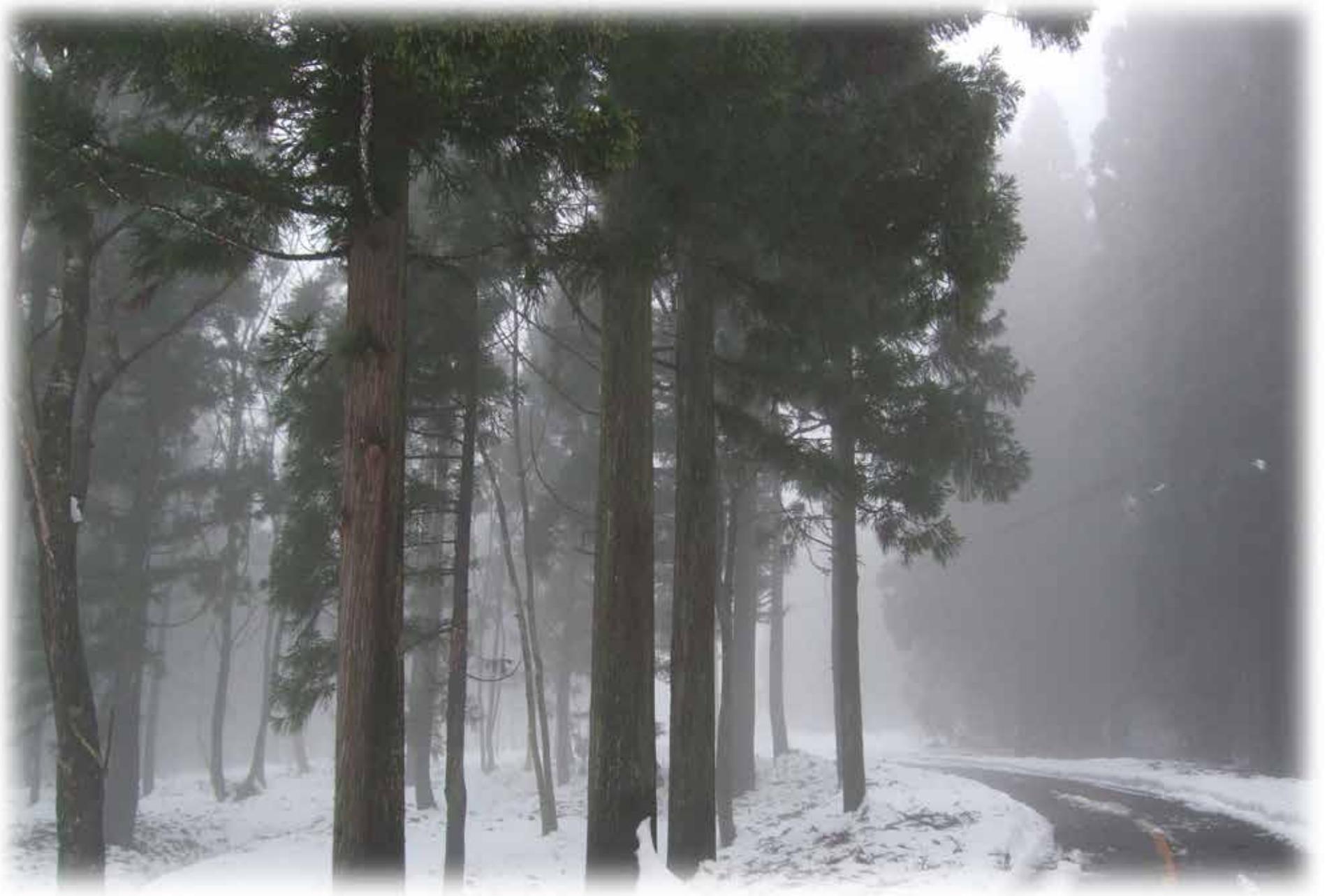
Session 3 • Participatory Planning

The Function of Community Consultation

Celebrative splash
A new community project needs to be launched with a splash, the kind of celebrative splash that a participatory community planning consultation can provide.

Launching mechanism
The community strategic planning process can be used as a powerful launching mechanism in which people gather over the course of a week and work through the vision and obstacles and define the directions needed and make an action plan to get every aspect of the project underway all at once, thus creating momentum, motivivation and eventfulness. The process calls forth those who care in the community

Awaken the community
The community strategic planning process can be used to launch a community development project It serves both to impact the community and motivate it. It cuts through the paralysis and weight of a situation. It is designed to awaken the total community to new possibility and open a new future.

Cuts through paralysis
It produces motivity in a situation by cutting through the paralysis and weight of a situation. As an impacting tool it is designed to awaken the total community within the time frame of the consult to new possibility. As a motivational tool, the consult is an historic event that in one fell swoop absolves the past and gives a new future to the community.

Powerful visioning
The community strategic planning process is designed to give the community a new operating image of itself. Local residents can begin to gain confidence as they find themselves looking at the community's possibilities in a new way. Local people find ways of stating their hopes, dreams, and vision for the community. With a powerful vision for the future, the community will never again be the same. The community can sense itself to be altered in a radical and visible way.

Comprehensive plan
The community strategic planning process moves the community beyond complaints by aiding local people in the creation of a comprehensive plan. By the end of the consult, the community consensus is articulated in relation to a plan for the next several years, the consensus grows stronger and people become empowered by assuming responsibility for their own future. The document that comes out of the planning process provides the guidelines for the project for years to come.

New set of relationships
In addition, the community strategic planning process can alter the social web of the community, creating a whole new set of relations. People start talking with each other about new topics and people who have seen themselves as enemies for years find themselves working together side by side. The community strategic planning process is a time when reconciliation can happen and age-old wounds can be healed.

Town Meeting

The Community Forum or Town Meeting has been a foundational community development method for decades.

It incorporates basic visioning, challenge and proposal development in an eventful session that ends with song, symbol and story development.

It can be held in 3 hours to one day for any number of people.

8:00 Final Set-Up

9:00 THE WELCOMING

10:00 THE NEW WORLD TALK

10:30 THE PRESENT CHALLENGES WORKSHOP

12:30 THE INTERLUDE

1:30 THE NEW HUMAN TALK

2:00 THE PRACTICAL PROPOSALS WORKSHOP

4:00 THE PLENARY

4:45 THE DOCUMENT PRESENTATION

5:00 Clean-Up Reset
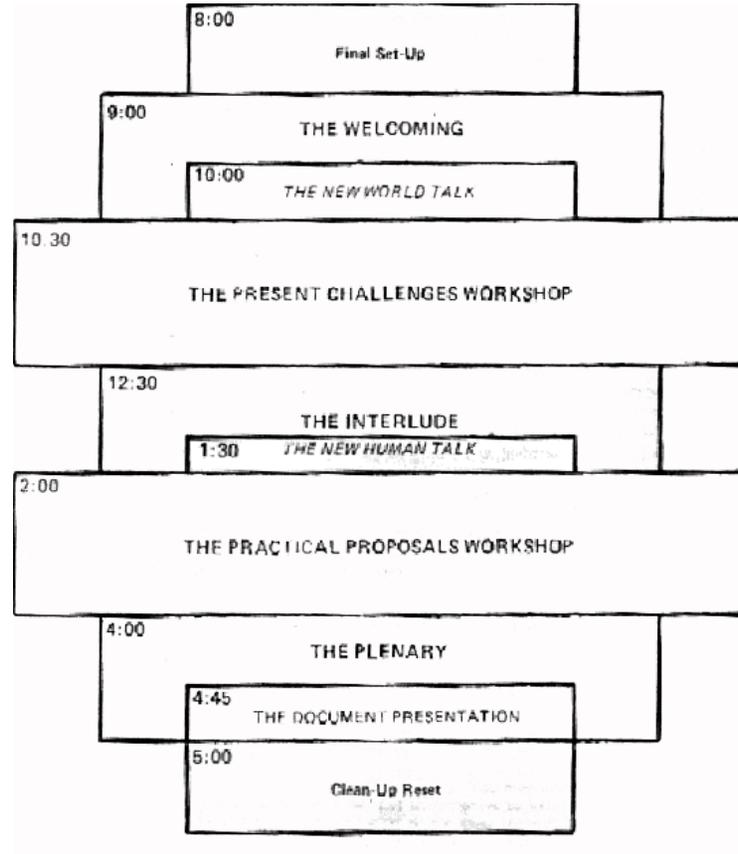
Challenge Statement
In the arena of _____
the fact that _____
_____
indicates that the underlying
challenge is _____
This challenge is illustrated by

• _____

• _____

• _____

Proposal Statement
We propose to _____
in order to _____
This can be done by:_____

• _____

• _____

• _____

Participatory Strategic Planning • Thinking Process and Phases

Practical Vision

the practical, long range picture of the desired future

Underlying Contradiction

the underlying contradiction preventing realization of the vision

Strategic Directions

the strategic, specific approaches for dealing with the underlying contradiction

Action Plans

the focused, coordinated implementation required to carry out the new directions

Tactical thinking
- detailed
- action oriented
- timebound
- Asks "How to?"

Strategic thinking
- directional
- creative
- dynamic
- Asks "Why not?"

Visionary thinking
- motivational
- future oriented
- flexible
- Asks "What if?"

Contradictional thinking
- focused
- deals with current reality
- acknowledges tensions
- Asks "Why?"

Action Plans

Strategic Directions

Mission, Values

Practical Vision

Underlying Contradiction

	Practical Vision	Underlying Contradiction	Strategic Directions	Action Plans
Focus Question	*What do we want to see going on in the next 3 to 5 years?* OR: Given the stated area of concern, what is the recognizable condition you would hope to have in place in the next three to five years?	*What is blocking us from realizing our hopes and dreams?* OR: If the stated vision is to be realized, what are the deterents, issues, blocks, or the underlying contradiction which must be dealt with?	*What can we do to deal with the contradiction and realize our vision?* OR: What are the new directions in which we must move in order to resolve the contradiction and realize our vision?	*Who, what, when, where, how can we implement the strategies?* OR: What are the substantial actions that must be taken in order to actuate the new directions?
Image	Each person has a piece of the puzzle	Dandelion: getting at the underlying or "root" causes	Looking for new directions or approaches to deal with underlying contradiction	Measurable Accomplishment
Product				

Practical Vision

At the edge of history, the future is blowing wildly in our faces, sometimes brightening the air and sometimes blinding us.

William Irwin Thompson

A practical vision is the energy and motivation that drives people to be engaged in community development.

A "consensus" description of the future is created together, not negotiated, debated, or compromised.

It is based on the latent vision: the hidden, unconscious images of the future that already are in our heads, informing our actions whether we intend it or not.

The workshop method brings the many individual latent visions to the surface, making the one vision a self-conscious one.

Everyone has a piece of the puzzle. No one has the whole picture until the group creates it together.

Each piece is necessary and important, therefore participants do not need to agree on every element of the initial brainstorm.

Consensus is described in an overall, larger picture that the group creates. That whole picture is formed from the relationships among the many separate brainstormed elelments. This is not the same as thinking that the vision is merely an assembly of separate ideas. Similarily, to put a jigsaw puzzle together, you do not merely sort the pieces into categories. The picture can only emerge when you see how the pieces fit together or relate to each other. The many pieces are like pointers to the relationships which are the real building blocks.

The result of the Practical Vision Workshop is:

- *Shared* - a single, group product;
- *Practical* - written in the concrete, descriptive language of nouns and adjectives in the present tense;
- *Intentional* - describing where you will be when you get there;
- *Familiar* - clearer and deeper but not different than what each individual had in mind before;

- *Inspiring* - calling participants to stretch a bit and take some responsibility for the future.

The result of a Practical Vision workshop is NOT:

- *Fatalistic* - a projection of what is out there waiting for us to catch up to it;
- *Subjective* - a personal vision imposed upon the group;
- *Whimsical* - wishful thinking about what "ought" to be a goal;
- *Mechanical* - a roadmap of goals;
- *Easy* - or uninspiring;
- *Scenarios* - of alternative or preferred futures.

Notes on the Practical Vision
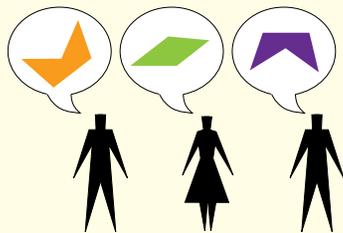
Ask for each individual's data about the future

Each participant has a different vision of the future, of what is important and what is compelling. The individual and group brainstorm allows all this important information to be written down. Get as much individual brainstorm data as you can from everyone in the group.

Tell participants to write down what they actually want to see in the future as concretely as possible. If someone writes "Safety", she might actually mean "Walking alone at night with no fear". If someone writes "Cooperation", he might actually mean "Small teams working together."

The more specific that participants are in describing their personal picture of the future, the more compelling and helpful will be the final results of the workshop.

Guided daydreaming or sub-questions are often helpful in drawing out hidden or unconcious images.

Create a larger common picture from the data by looking for commonality of intent.

When participants look closely at the brainstorm data during the clustering session they will begin to see common patterns emerging, places where there is agreement between several people. Large amounts of data in a cluster point to an important vision element.

If people disagree on where a card fits, first get clarity on what the writer intended. This usually permits clustering to continue.

The whole group is responsible for building the larger picture. Put a card where it most helpfully illuminates a larger idea, rather than where it merely repeats something already said.

It is possible that identical data cards, e.g. two cards on "Sporting activities", point to different elements of a vision, e.g. "a physically healthier population" or "more opportunities for social interaction." Whenever necessary, ask for the intent of the data.

Once a complete picture emerges, be as visual and concrete as possible.

Each cluster of data that emerges in the workshop will point to a compelling element of the group's practical vision. Naming each cluster in a visual and concrete way will make the difference between a vision that is merely acceptable and a vision that "sings."

One helpful question to get at this, during the naming part of the workshop, is "What do we really want to see in place in three years?"

Create the name by using a couple of juicy, descriptive adjectives followed by a noun. This could change a cluster name from "Good Environment" to "Green, Park-spotted Valley." It could change a cluster name from "Elder Services" to "Inexpensive, Integrated Home Care."

Practical Vision Workshop Procedures

Context	Rational Aim(s)	Experiential Aim(s)	Resolve
Welcome	to identify this group's hopes and dreams for the future	to experience having a common vision for the future	**1. Create a chart to hold the consensus** Arrange the columns with the title at the top. You may arrange columns to form a balanced whole. You may also name groups of similar columns.

Context

Welcome

1. Outline process and timeline
Lay out vision, obstacles and strategic directions process.

2. Explain product/ outcome
Image: Everyone has a piece of the puzzle

3. Highlight focus question
Write it at the centre of the board or a flip chart.
Example:
What do we want to see going on in 3-5 years?
or
What do we want to see in place in 3-5 years?

Brainstorm

1. Brainstorm individually
Ask each person to list or sketch as many elements of the vision as they can see happening in the next (#) years. (May use guided daydreaming and/or mindmapping)

2. Select your best idea
Choose your 2 to 3 clearest ideas.

3. Brainstorm as a small group
Choose (#) clearest ideas, eliminating overlap but honouring diversity.
Write each on a card (3-4 words in big letters).
Get 35-60 from whole group.

Cluster

1. Gather cards from each group
• most passionate about
• most important
If unclear, ask: *What will you see when this is accomplished?*
(Approx. 15 cards up)

2. Develop clusters (5-7)
Group cards in columns by similar intent, 4-5 pairs first. You are looking for new relationships between data.

3. Relate extras
• get all different cards.
• relate all remaining cards to the columns. Some new clusters may emerge.

Name

1. Discuss cluster for clarity and insight
O - Read cards aloud.
R - Ask for key words on cards.
I - Ask what clues to the vision the cards are pointing to? What is the insight beyond this group of cards?

2. Name the cluster
D - Name the column with a noun and a juicy adjective that describes what we want to see. Write the name on a card and put it at the top of the column.

3. Repeat for each cluster

Resolve

2. Discussion
O - Read the title cards.
R - *Which are you most passionate about?*
I - *When this comes into being how will we be different?*
D - *Which are you most committed to?*

3. Next steps
Do you notice the little internal voice saying, "Yeah, but…"? The next workshop on determining obstacles deals with this question. Then strategies and action plans follow.

Sample Regional Vision Chart

The following four pages show a regional strategic plan created during 20 evening sessions, each with a short Vision, Obstacles, and Strategic Directions workshop. Each evening session was with a different group of people totalling 400 across the region.

The focus question for the vision workshop was *"What do we want to see in place in the long range future of the region?"*

International Vacation Reputation			Sustainable Economy Allowing People to Remain				Regional Unity with Local Services		
Many Natural Destinations		Enviable Lifestyle	Decent Work Opportunities		Stable Base of Small Businesses		Unified Population	Locally Self-sufficient	
Vibrant Tourism	Great River Attractions		Youth Remain	Higher Employment	Industrial Expansion	Active Commerce		Higher Education	Local Services
More tourist destinations	Clean beautiful river	Bigger population	Local job opportunities	More people working	Diverse economy	Commercial entrepreneurs	Affordable city	College accessibility	Fire protection
Full range of amenities		Cultural activities		Fulltime jobs	Agricultural production		Community involvement		Improved roads
Well-known trails	Replenished salmon	Forward thinking	Stay longer in school	More job options	Independence from forests	Local spending	Honest politicians	Educated population	Local health resources
Year-round tourism		Friendly lifestyle		Realistic wages	Light manufacturing		Longterm plans		Specific improvements
Vacationland reputation	Expanded recreation	Local control	Recreation activities	Skilled opportunities	Local ownership	Neighbour-hood stores	People-oriented gov't	Regional university	Retirement homes
Revitalized port		Regional identity		Stable work	Secondary processing		Public dialogue		Affordable housing
High campground use	Preserved environment	Safe community	Practical training	Value-added work	Sustained forest industry	Regular investment	Unified community	Relevant training	Extended water and sewage
Good signage		Social services		Service opportunities	Technology centre		Local schools		Lower taxes

Illustration of Practical Vision Workshop Process

Practical vision workshop results can be converted to a vision chart by clustering the column titles and naming those clusters.

Name_____

In five years we want to see _____
_____
_____
_____

This is important because _____
_____
_____
_____

This will look like:
• _____
• _____
• _____
• _____
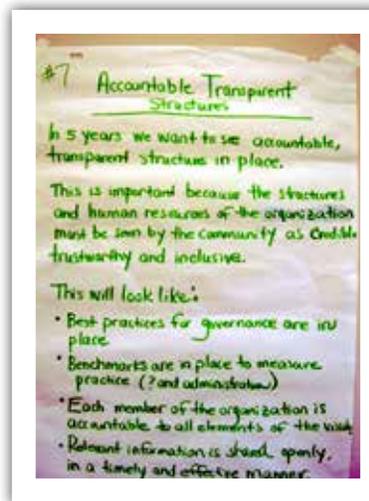
If there is time, participants can convert columns of data into paragraphs using this template.

Personal brainstorming can be "seeded" by a mindmap, guided daydreaming, focused conversation, or high level presentation.

Obstacles and Contradictions

We are active participants in the world we create, therefore we are part of the problem as well as the solution.

Contradictions are about ownership of the patterns of attitudes, behaviours, actions and structures that inhibit and block effectiveness.

In the grouping part of the process, participants are asked to work at discerning the patterns of relationships that make up a contradiction.

There is no one to blame for a contradiction. It is historical residue—the result of past actions to solve problems of a previous time, now blocking the changes called for at this time.

You know you've got at a contradiction when it becomes clear to people how they participate in it and keep it alive.

We are looking through problems and obstacles to find the keys and release points to allow the future to unfold in our lives.

A contradiction is not an I-it relationship. It is an I-thou relationship when you discover how your favourite warm puppies keep you poor and distracted and require a new relationship.

A contradiction is not a negative thing, or an absence of something. It is a positive relationship consisting of events, actions, or things. For example, "inappropriate allocation of funds" rather than "lack of money".

A contradiction is like a dandelion root—neither good nor bad in itself, but sustaining the visible manifestations of a block to a vision of a smooth grassy lawn.

It is not comfortable to take ownership for contradictions. People will struggle. This is normal, and necessary for breakthrough.

The facilitator is helping the group push through the data to depth levels. Plumb the data for the insights that it reveals.

It is unlikely that the group will name "the contradiction" for every cluster of data. They don't need to. The key is that they do it at least once or twice. If that happens, the unblocking can begin to happen.

Contradictions are the turning point in the strategic planning process. They catalyze the question, "If this is what is blocking us, what can we do about it?" As a facilitator, listen for answers to this question during the Naming process. When the group thinks of actions instead of naming the contradiction, it is a clue that the group has grasped the contradiction, and has gone a step further. The contradiction is whatever that suggested action is dealing with.

Do not take a break after contradictions without at least beginning the brainstorm of strategies to deal with them. It is a normal reaction to try to escape ownership, and fall back into helplessness. It is best to do contradictions and strategies back-to-back.

Notes on Contradictional Thinking

Contradictional thinking forces us to push beyond our natural tendency to analyze problems in a simplistic way.

Simplistic, undisciplined thinking usually removes us from taking responsibility for the situation. *"We're irritated because handling customer enquiries takes a lot more time that it should. People are waiting too long."*

A surface analysis affixes blame on someone or jumps to a simple solution. *"It's reception's fault. We could get some help in and solve this but there's no budget."*

A few more perspectives from other people show that the quick fix won't work, but the analysis is still highly abstract. *"I believe we are dealing with a bigger communication issue here! (What does that mean?)"*

Details are probed and some actual real blocks start to emerge. *"Several customer service staff wait a long time for their screen to call up customer records. Some say it's too complicated to even try." "*

A pattern or root systemic block starts to appear through a lot of blocks. *"It seems that the real problem is that our entire computer system is too old, and the interface is not very user friendly. It slows down our ability to serve a customer and move on to the next"*

Example: Our Practical Vision is A Personal Touch in Customer Service

Analysis of blocks:

Level of Discernment	Specific Example
Simplistic Irritants	"The time it takes me to respond to a customer request really bugs me."
Blame	"It is the receptionist's fault."
Lack of	"There is no money to hire more help."
Issues	"We have a customer communication issue."
Blocks	"I'm blocked by a computer interface that is too complex."
Systemic Obstacle	"An slow, complex computer system impedes customer service."
Contradiction	"We preach personal contact in customer service but then we want our computer system to make us more impersonal."
Doorway to the Future	"We need technology that strengthens our value system."
Substantial	

Referring back to the original vision a contradiction is illuminated between the current pattern of behaviour and our vision. "We say we want to personalize *customer service, but we actually act to speed things up and move through customers more quickly. The computers may be slow, but 'Texas, we have a real problem!'"*

With even one contradiction, a doorway to the future will open up, and participants will make a breakthrough.

Obstacles Workshop Procedures

Context	Rational Aim(s)	Experiential Aim(s)	Resolve
Welcome **1. Outline process and timeline** Rehearse the vision, contradiction and strategic directions process and time available to do this workshop. **2. Explain product/ outcome** What we produce at the end of this workshop will not be a lack of something, somebody's fault, or abstract ideas, but concrete social manifestations that are both obstacles and doorways to the future. (Give examples) We are looking for root issues blocking our vision. **3. Highlight focus question** *What is blocking us from realizing our vision?*	to identify the obstacles to our vision	confidence that we can deal with the real issues facing us	**1. Create a chart** Arrange the clusters in columns from longest at left to shortest at right as a clue to priority. **2. Discussion** O -Read title cards out loud. R -Which do you experience as heaviest… lightest? I -Choose one. If we deal with it, which elements of the vision will it release? What will be the impact of dealing with the obstacles? D -What is one thing you can do to deal with any one of these obstacles? **3. Next steps** Next we will focus on new directions to deal with these blocks.

	Brainstorm	Cluster	Name	
	Image: rock in mid-road **1. Brainstorm individually** Each person list or sketch 5 or 6 blocks that keep us from moving on our vision. Try to cover all aspects of the vision. **2. Select your best idea** Each person choose the __# most important blocks on your list. **3. Brainstorm as a small group** Choose # most important blocks, eliminating overlap but honouring diversity. Write each on a card (3-4 words) in big letters. (35-60 are needed from the whole group)	Image: dandelion **1. Gather cards from each group** • first and fourth (random). • third and sixth (random). Get approximately 15 cards up. **2. Develop 5-7 clusters** Develop clusters by similar root cause. Look for 4-5 pairs of cards first. **3. Relate extras** Put symbols on clusters. Everyone mark remaining cards with a symbol. Have people pass in remaining cards. Put up those that don't fit. Some new clusters may emerge. Put all the rest in clusters.	Image: dragon **1. Begin with largest cluster; discuss for clarity and insight** O - Read cards out loud. R - What are key words? I - Clues to the root cause. Ask what is going on that causes or sustains the blocks. (option: list on flip chart.) **2.Name each cluster** D - Name underlying contradiction with a short phrase, e.g., block, how it blocks, what it blocks. Write on a card and put it next to the cluster. Test: Is it real? Do we participate in it? Can we do something about it? **3. Repeat for each cluster**	

Sample Regional Underlying Contradiction Chart

Focus Question: *What is blocking us from realizing our vision?*

Underlying Contradictions to the Regional Vision											
Petty local politics creates divided interests	**Government interferes based on outside, economic interests**	**Fear of failure in local business creates negative climate and investment difficulties**	**Hard to locate investment sources without extensive collateral or backing**	**Bureaucratic obstacles deter all types of micro business endeavours**	**Long patterns of inter-community rivalry constantly break down effective communication**	**Corporate profit and government tax interests squeeze out interest in other types of smaller development**	**No long term goals leave a lack of focus and a negative attitude about leadership**	**Existing education prepares one only for work outside the region.**	**Centralization of services into the urban area has created an indifference to village life**	**Dependence on government grants takes away individual initiative**	**Long reliance on natural resource economy has deadened an interest in other diversification**
Lack of cooperative united entrepreneurial spirit	Inadequate communication between government and community	People are afraid to start things because of economic insecurity	Inexperience in accessing capital	Abstract bureaucratic conditions block entrepreneurial activities	Long standing patterns of local and cultural self interest	High cost of production creates high competition	Inadequate leadership leads to poor focus	Lack of knowledge and information and resource people	Culturally indifferent education system robs 1st Nation identify	Overdependent on government grants	Over-dependence on natural resources
Lack of community attitude and spirit	Government dependence takes away individual initiative	Local insecurity blocks economic risk taking	Blocked financial resources	Employment opportunities limited by economic concentration	Individual information control	Development blocked by competing political interests	Long term goals undirected	Inadequate water and sewage	Tendency to get caught up in assimilation	History of living beyond means	Lack of economic diversity
Poor communi-cation and working together	Established political practices ineffective	Negativity creates a hesitance to spend	Capital access difficult	Individual enterprise overregulated	History of division	Big corporations and government tied together	Lack of leadership	No job development	Centralization of urban services	Complacency and dependence	
Existing leadership not communicating	Dissatisfaction with gov't at all levels	Weak community capital base	Hard to locate money sources	Ineffective policies for development	Divided community	Private ownership of river resources	Lack of vision and strategy	Education	Few attractions in the village	Grant catch 22	
Leadership and divided interests	Not enough clout from size - divided efforts	Lack of confidence in self and future	Blocked capital access	Internal and External image of community	Intercommunity competition	Bad management practices	Lack of focus				
Petty politics	Vested personal interests	Negative worried mindset	Lack of expertise	Negative Image	Lack of communication	No economic control	Negative Attitude				
Self inflicted uncooperation	Balancing taxes with services	Fear of failure in business	Money problem	Poorly projected image	Leadership issue						
Vested personal interests	Government interference	Low profit margin									

Obstacles and Contradictions Workshop Flow

Clusters of underlying contradictions at the end of a workshop.

Clusters changed to column form after the workshop for ease of documentation.
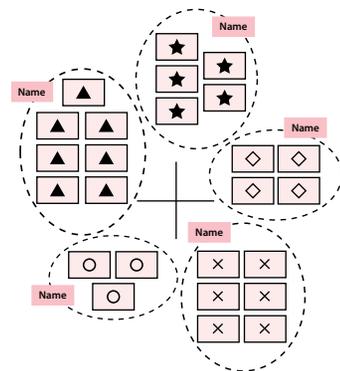
Clustering in polar form helps make relationships between blockages more visible.

OVERALL TITLE				
Name	Name	Name	Name	Name

The level of entrenchment of underlying contradictions is more visible using weighted columns.

Notes on Strategic Directions

Strategy is more process than goal, in that it sets the direction for moving "towards" something, allowing one to discover the real nature of the path along the way.

Without a strategic framework of directions, action is willy-nilly and uncomprehensive.

The strategic directions workshop uses high creativity. It uses both intuition, to see all the possibilities, and rationality, to order them into aligned directions that are wise to do.

Strategic directions are discovery. Discovery starts with where you are and moves along a line of revelation and pattern-seeking. This allows the flexibility to deal with rapidly changing times. It also allows organizational learning, as regular reflection on what is working enables changes in direction. Setting long-term objectives and figuring out how to get to them is a very different kind of thinking that decreases flexibility and learning.

Strategies are aimed primarily at the Contradictions rather than the Vision. This keeps them related to real things, rather than the abstraction of the Vision. It also increases the power of their effectiveness, as a tiny bit of energy will lift a rock (obstacle) enough to let a balloon (vision) float free.

Not every strategy needs to be bold and new. In times of transition, some things that you are already doing need to be protected to undergird the more venturesome strategies.

Strategy   **Contradictions**   **Vision**
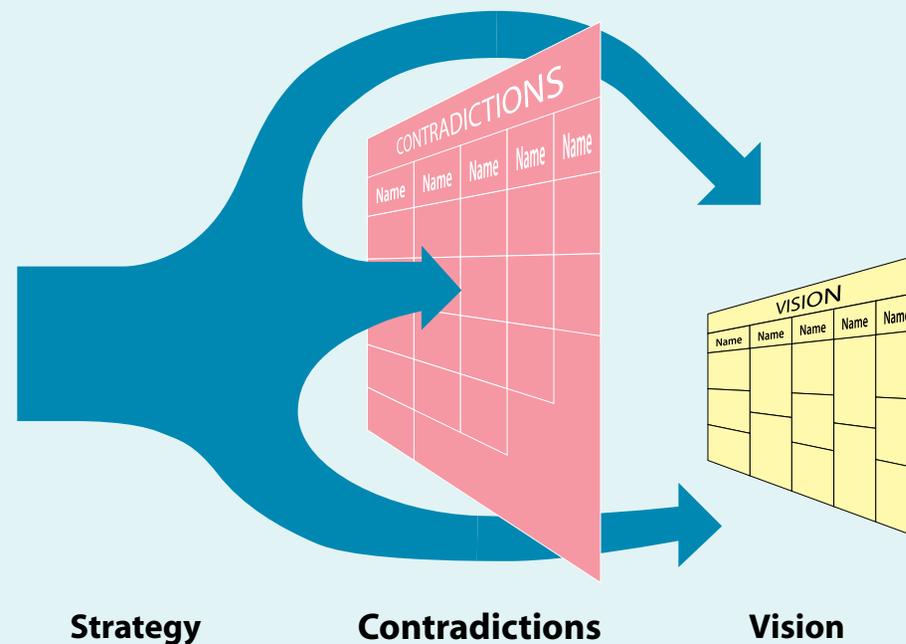
Strategic Directions Workshop Procedures

Context

Welcome

1. Outline process and timeline
Say how much time there will be to do the workshop.

2. Explain product/ outcome
This is a time to be bold and creative.
Give examples of approaches.

Take one of the group's obstacles and do some approaches for it.

Image: rock with arrows

3. Highlight focus question
What can we do to deal with the contradiction and realize our vision?

Rational Aim(s)

identify the innovative practical actions that will release the contradictions

Experiential Aim(s)

excitement at new possibilities

Brainstorm

1. Brainstorm individually
List or sketch 2-3 actions per obstacle.

2. Select your best idea
Each person choose __# key actions.

3. Brainstorm as a small group
Choose __# key actions (35-60 cards needed).

Try to strike a balance between wildly creative and conserving actions. Write the actions on cards (3-4 words).

Cluster

1. Gather cards from each group
• Boldest
• Most confident about
(Get 15-20 cards up)

2. Develop clusters
Cluster pairs of cards by actions that can be done together to create momentum.

3. Relate extras
Mark remaining cards with a symbol to show with which emerging strategy they fit—if they fit.

Collect cards that do not seem to fit and try to add them to existing clusters.

Add all remaining cards.

Name

1. Discuss 1st cluster for clarity & insight
O -read cards aloud.
R -*what are key words on the cards?*
I - *what are some clues to the larger strategy that these cards illuminate?*
D -name the first cluster. Give a name that holds the creative strategy.

Use "ing" words to show action, e.g., Creating small businesses

2. Repeat for each cluster

Resolve

1. Create a chart to hold the consensus
How do these strategies fit together to form aligned directions? Move aligned strategies into the same row, forming a strategic direction, and put an arrowhead at the end pointing to the future. *What is this group of strategies moving towards?* Write in arrowhead.

2. Discussion
O - Read strategies.
R - *Which is most exciting …scariest?*
I - *Which will be easiest to do? …hardest? … have most impact? If we do this, which obstacles will it deal with?*
D - *Which strategy are you committed to do? Write your name on it.*

3. Next steps
The final step in the process is action plans.

Sample Regional Strategic Directions Chart

This set of strategies was developed by a steering committee based on the results of 20 evening forums.

Each forum did abbreviated vision and obstacles workshops, then developed three to seven strategies depending on how many people attended the forum.

The focus question was *"What can we do to deal with the blocks and move toward our vision."*

Each of the 15 strategies was given to a self-selected team of 8-10 people during a large plenary to do action planning.

Coordinate business associations	Create local investment pools	Seek out entrepreneurial efforts	Help micro-business start-ups	**Towards encouraging local investment**
Expose hidden agendas	Encourage new leaders	Create new systems for dialogue	Launch community cooperation	**Towards overcoming old rivalries**
Build on college technology success	Promote unified planning	Increase tourist destinations	Promote region in a unified way	**Towards promoting regional attractions**
Staff needs-based social programs	Make joint submissions	Teach entrepreneurial thinking		**Towards planning for the long term**

Strategies

Strategic Directions

Illustration of Strategic Directions Workshop Results
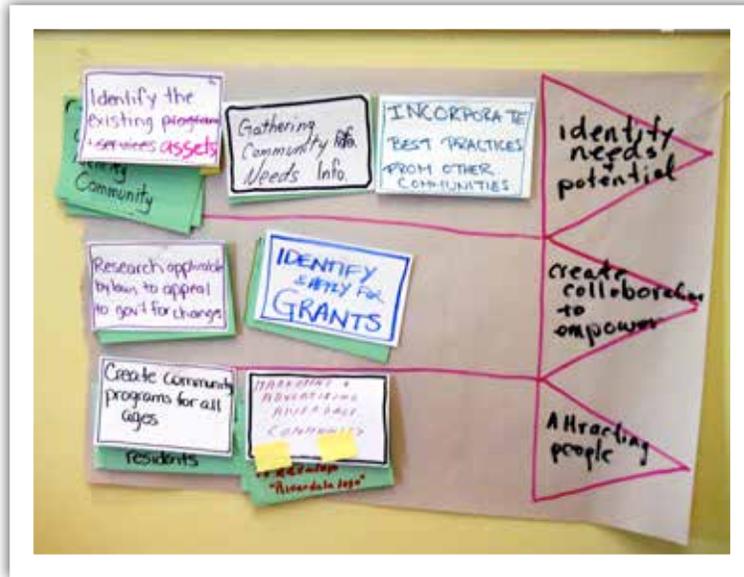

Three strategic directions have emerged from seven strategies.
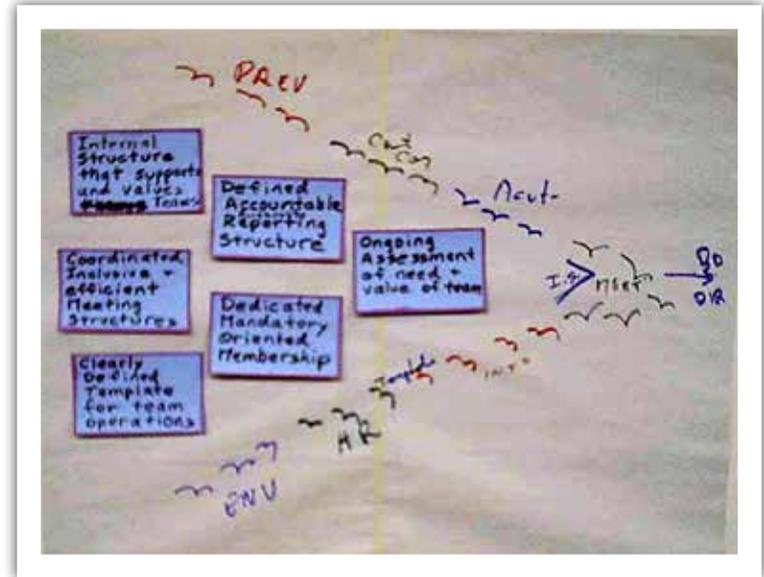
Participants have added visual elements to six strategies in a wedge form.
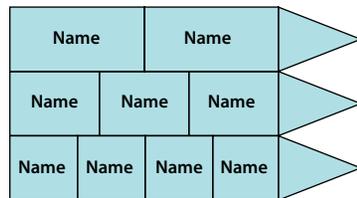
This visual form shows forward momentum and the relationship between strategies.
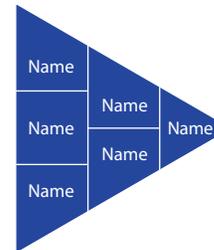
A wedge can illustrate leading, supporting and foundational strategies.
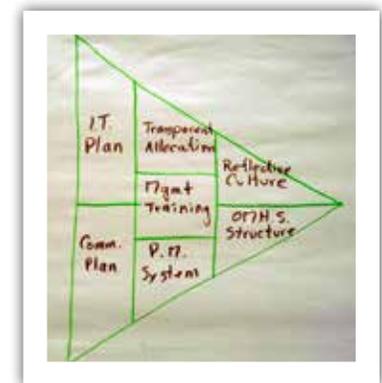
Notes
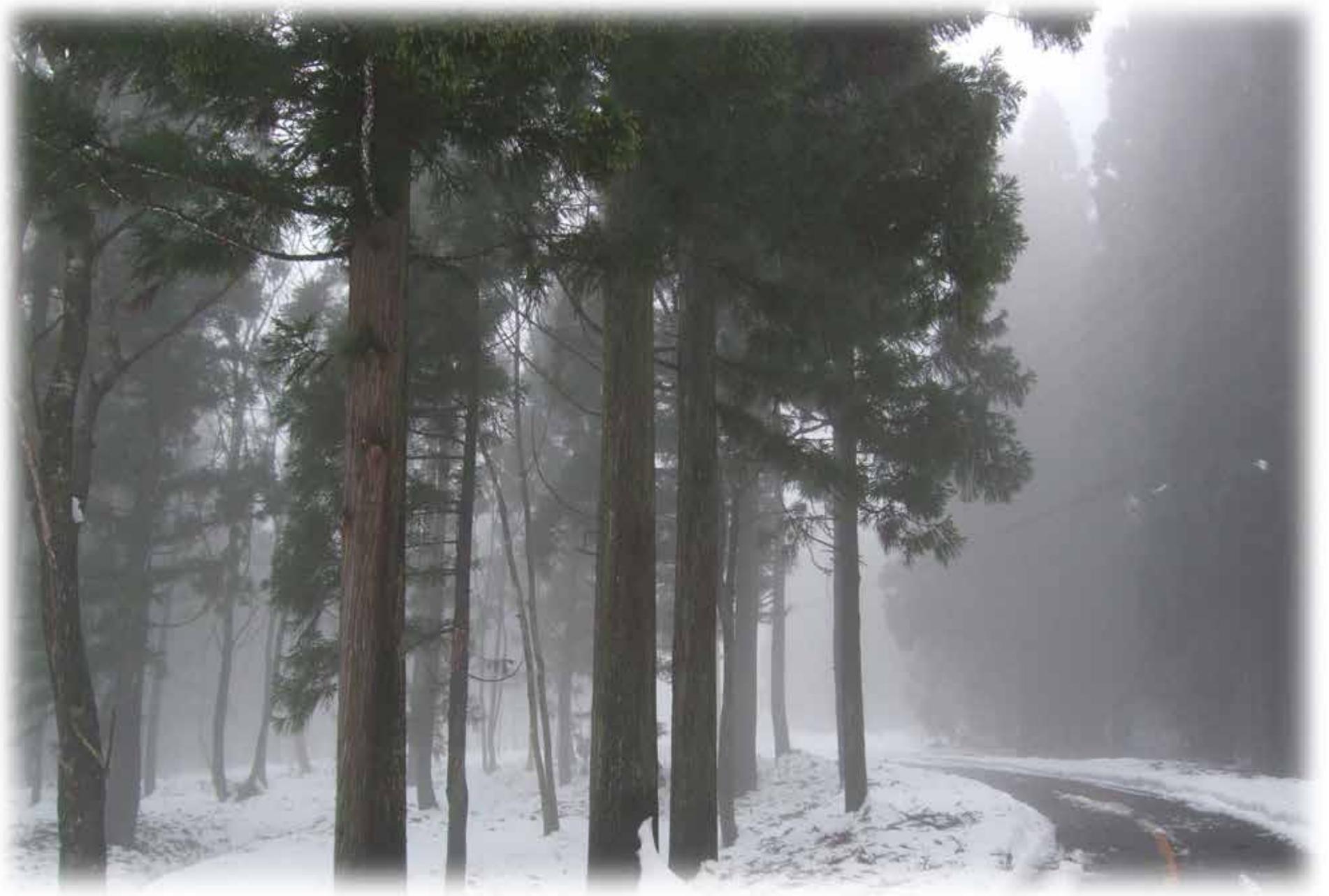
Strategic Partnerships

Building and Maintaining Effective Strategic Partnerships
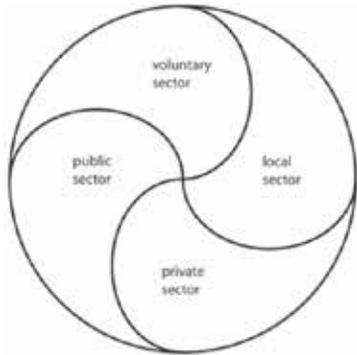
Today many community issues are complex social problems which, for solution, require input and commitment from different segments of the community. They call for many previously unrelated interest groups to work together in order to deal effectively with them. One way to stimulate joint ownership of community issues and work together on their solution is to create partnerships. Many communities, for example, engaged in health promotion have developed such partnerships over recent years. In fact, such partnerships are now sometimes mandated by funding sources as essential components of community-based programs.

What is a Partnership?

A partnership is an organization of individuals representing diverse organizations, factions, or constituencies who agree to work together in order to achieve a common goal. This active involvement by many segments of the community significantly increases the likelihood of accomplishments which would be difficult to achieve independently. In this era of increasingly scarce resources, the need for coordination and collaboration on complex problems has become more apparent. Partnerships have emerged as effective vehicles for these activities to occur for the following reasons:

1. Partnerships increase the "critical mass" behind a community effort by bringing together sufficient numbers of interested people and gathering necessary resources.

2. Partnerships help groups learn to communicate and trust one another, and reduce the likelihood of duplication of efforts and the squandering of resources through unnecessary competition.

3. Partnerships can bring together community leaders representing diverse constituencies, such as political, business, education, human services, social and religious groups, in addition to less well-organized grassroots groups and individuals.

4. Partnerships can effect changes in different community sectors.

5. Partnerships pool talents and resources and thus maximize the power of participating groups through joint action.

6. Partnerships minimize duplication of effort among groups that would normally compete with one another

7. Partnerships develop and demonstrate widespread public support for issues, actions, or unmet needs.

It is important to note that a partnership operates only so long as each part sees itself as a protector of the other's business success. Once the parties' self-interest exceeds their level of trust, the partnership is generally finished.

Kinds of Partnerships

- **Internal partnerships** enable people within an organization to work together in a complementary, respectful manner.

- **External partnerships** allow two or more organizations form a mutually beneficial relationship

- **Networking** is the least formal kind of partnership. It is mostly informal and may lead to deeper relationships.

- **Cooperation** is often an introduction to partnering. Groups share information, discuss their work and they may implement activities together.

- **Collaboration** is usually more formal. Groups make a self-conscious decision to work together toward on common project. Some collaborative efforts only last for the length of a specific project and some are longer lasting relationships. In some cases, a separate organization will be formed with its own structure.

Although partnerships take many forms and include consortia, strategic alliances, joint ventures and value-chain partnerships, they all require language and style different from the more common relationships of competition and control.

Building and Maintaining Effective Strategic Partnerships

Style

Partnerships may have formal documents, but they are built and sustained on the basis of mutual respect and personal relations. They involve mutual benefit, not negotiated settlements. Concepts of "negotiation" and "confrontation" are out of place as the partnership mode is not adversarial by definition. Terms of the partnership need to be clarified as a among peers in a common undertaking, not one among stronger and weaker parties determined to outwit or to control each other. Concepts of consensus, dialogue and shared vision are more to the point.

Communications in a partnership are frequent, multi-levelled, and unfiltered. sharing information includes strategy, methods, R & D, marketing, customer information and finances. People have access to their counterparts and the freedom to access data needed for the joint effort

Partnership and Compatibility

Partnerships depend on a compatibility between two independent entities—compatibility not just in carrying out projects, but also in corporate values, vision, and strategy. In a partnership, each party retains its independence—otherwise the relationship lapses into subservience, and partnership entities lose their capacity to contribute as peers. Partnerships develop somewhat like a marriage—courtship, engagement, ceremony, housekeeping and growth—each phase of which requires special attention. Partnerships take work to build and to sustain.

Cultural sensitivity is vital. Organizations develop with different values, and although they must be compatible for the partnership to work, there are invariably differences that will surface. Handling those differences with respect rather than cynicism or contempt requires effort that may be unanticipated at the outset. when the differences are between cultures, it is even more important to be aware of and respectful of the other.

Cultivating a bit of humour and tolerance of the errors of one's partner while demanding of oneself sensitivity and responsiveness will ensure working through differences. "Give face" is the rule of thumb.

Is a Partnership Approach What Is Needed?

Before starting a partnership, it is important to determine whether this is an appropriate vehicle for the resolution of the problem you've identified in your community. A partnership approach is only one tool that can be used to accomplish community programs; it may be less appropriate for your needs than advisory councils, community boards, or taskforces. If you are seriously considering the establishment of partnerships to get your project done, answer the following questions to determine if this is indeed the best choice:

- Is there an organization already in place which could more effectively address this problem?
- Would this problem be more effectively or permanently solved with the joint ownership and responsibility of others or can our organization be just as effective working on its own?
- Are there gaps in community services that would best be met through partnership relationships?
- Is this a problem that is perceived as a priority by other organizations?
- Are we willing to relinquish control of the project to a partnership, or do we just want advice? (a partnership may be willing to concede lead responsibility to one agency after agreeing on goals and overall strategy)
- Do funding sources or our own agency constraints make it impossible to give up or share control of the project?

Building and Maintaining Effective Strategic Partnerships

Roles of Partnership Members

Generally, the contributions of partnership members fall into four categories

- willingness to work
- knowledge of the field
- money or access to it
- community connections.

Obviously, not all members of the partnership will be interested or experienced in all these areas. However, if each of the partners you recruit can contribute in at least two of these ways, you will be well on the way to developing a successful partnership.

Recruiting Members

One way to identify potential has been called the snowball method. This "snowball" method of recruitment often yields important information about community leadership and begins to lay a foundation of support for the project.

- Interview people who represent groups that you know are respected in the community

- Tell them that you are gathering information on a potential partnership.
- Explain why you are creating the partnership and how you expect it to benefit the community.
- Ask the person for the names of community members and organizations who could potentially contribute.
- Focus not only on mainstream gatekeepers, such as professionals or agency people, but also on grassroots leadership.
- You will know you have a complete list of contacts when you begin to hear the same names over and over again.

This "snowball" method of recruitment often yields important information about community leadership and begins to lay a foundation of support for the project. The next step is to interview those recommended by your core set of community contacts. In the interview be clear about the purpose of the partnership, the roles of its members and

the benefits of being a coalition member. Take the time to get to know the person or the organization to see if there is indeed a good match between their abilities and the needs of the partnership. Make it clear that you are recruiting them not as individuals, but as members of their organization or constituency.

Blocks to Successful Partnerships

Partnerships sometimes fail, for a wide variety of reasons. The major barriers to effective partnerships include:

- Threats to the sense of autonomy that member organizations may perceive
- Disagreements among the members regarding community needs
- Lack of consensus about membership criteria or the partnership structure
- Inadequate participation of relevant community constituencies (e.g., only the "power elite" agencies are involved)

- Disagreement about which members should provide services to clients
- Lack of leadership or clear sense of direction

In addition, partnerships may be sabotaged by inadequate resources, an unclear mission, unspoken or inconsistent expectations about the exchange of resources or the awarding of credit. These barriers can be avoided through careful planning, communication about issues as they arise, and sensitivity to how organizations develop.

Methods for Initiating Partnerships

Two activities are prominent in successfully passing through the first stage of a partnership

1. Building a shared vision for the specific scope of the partnership, and

2. Clarifying expectations in carrying out the partnership

Building and Maintaining Effective Strategic Partnerships

Building the Partnership's Shared Vision

It is essential to develop a common vision among the various parties for the desired results of the partnership. This activity assumes that the decision to form a partnership has already been made, the purpose of the common vision exercise is to spell out the specifics of what victory will look like when the results are achieved.

One of the best ways of doing that is to conduct a workshop among the relevant persons from each organization. It is advisable to involve as many persons as possible who will actually be involved in the partnership project.

Clarifying the Partners' Expectations

Every member of a partnership or alliance has a variety of expectations of what other members bring to the partnership.

Some of the expectations may be unrealistic, incompatible, and even unseemly. Yet, the expectations exist. To form effective partnerships, it is important to surface these expectations and deal with them openly and frankly. Often partnership agreements are made by a few people at the top of the organizations, yet the bulk of the work is carried out by others who were not party to initial discussions, agreements, etc. So it is very important that the persons doing the actual, hand-on, day-in, day-out partnership work have an opportunity to surface and discuss expectations of each other. For clarifying the partners' expectations:

1. List the expectation for the partnership of the various representatives present

2. Facilitate a discussion about the expectations: which are reasonable, possible, impossible etc., with rationales as to why they are or are not

3. Table those expectations where consensus cannot be reached and agree to meet again at a later date to discuss them.

4. Record those expectations that do meet with accord and review their applicability on a periodic basis.

The development of effective partnerships is an exciting challenge. They have tremendous potential to ring about changes in communities, provided they are built and maintained with sensitivity, flexibility and appreciation for the time, care and expertise it takes to create a complex organizational entity.
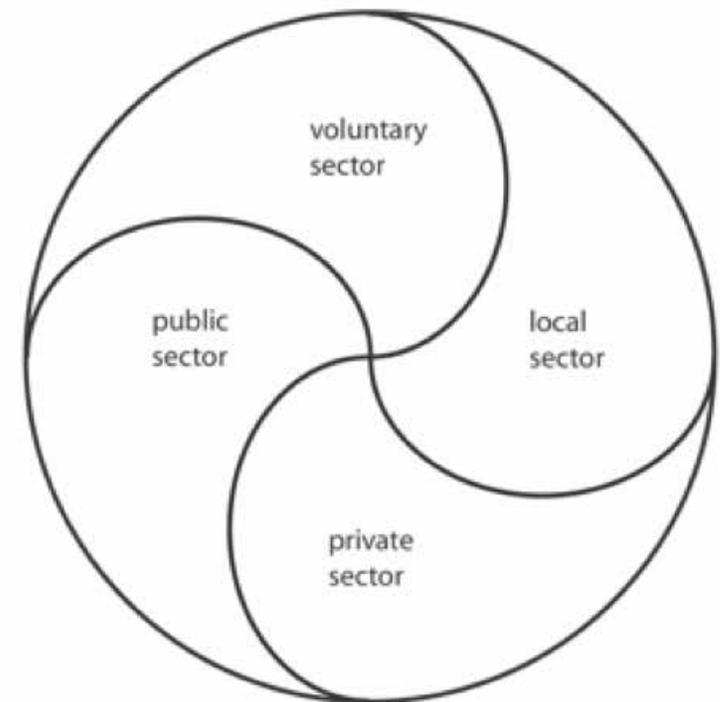
Roles Matrix

Tasks can be developed using the Consensus Workshop Method, or some other method that creates the major overall categories of work that must be done by the multi-stakeholder group. These might be activities, approaches, strategies, or functions, as long as they hold the comprehensive complexity of the job to be done.

Roles might be given, like Director, Manager, Project Lead, Champion, facilitator, or they might be developed in conversation with the participants of the group.

Once the full range of roles has been determined, the matrix is populated by assigning one task to a small group of people who then recommend, with bullet points, the role of each in relation to the task. For added clarity, code individuals as R,A,S,C or I for Responsible, Accountable, Supportive, Consult, and Inform.

Roles of each organization could also be developed using the same method. During the reporting of the exercise, gaps should become obvious to the participants, who must them decide how those gaps will be addressed.

Steps

1. Consensus Workshop to develop tasks

2. Conversation to discern roles

3. Team discussions on each task

	Role 1	Role 2	Role 3	Role 4
Task 1				
Task 2				
Task 3				
Task 4				

Sample Roles Matrix: Community, Region, Treaty

Project Name	Project Components: What are the essential components that are required to achieve the project result?	Critical Success Factors: What must go right for this project to be a success?
Project Time Frame: When should the project end and start?		Risk Factors: What might go wrong and how will we need to respond?
Project Context: What are important information items the team must keep in mind about this project?		Limitations: Are there any limitations that will impact on the project?
Project Scope: What is on-topic and what is off-topic?		Roles: What are the different essential roles and reporting relationship for different people in this project?
Work Plan Date:	Project Result: What is the primary result or product our project must generate or produce?	Projected Cost: What are the projected costs of this project -- people, time, cash, capital?

Notes

Action Planning

Action Planning Overview

1. Victory (task or accomplishment)

2. Current Reality

Strengths | Benefits

Weaknesses | Dangers

3. Committed to

4. Brainstorm a list of appropriate actions

5. Organize Actions

6. Create a motivating image or slogan

7. Calendar of Actions (to show momentum)

Launch Activity	On-going Activities	Victory Complete

8. Team Roles and Overall Coordinator

9. Cost of this action plan

1. Victory *(What do we really wish to accomplish?)*

2. Current Reality

Strengths   Benefits

Weaknesses   Dangers

3. Committed to (Bottomline): *Given the current reality, what is the bottomline victory we are committed to accomplish?*

Brainstorm and Organize the Actions

4. Brainstorm a list of appropriate actions that will accomplish what I have committed to:

5. Organize actions: Group the actions into several clusters and/or number them in sequence

6. Create a motivating image or slogan

7. Calendar of Actions (to show momentum)
Plot the actions from Step 5 on the following timeline, including dates you will start the actions where possible

Launch Activity	On-going Activities	Victory Complete

8. Team Roles and Overall Coordinator
Who will do these actions? Who will coordinate the activity?

9. Cost of this Action Plan

1. Victory (task or accomplishment)

2. Current Reality

Strengths | Benefits

Weaknesses | Dangers

3. Committed to
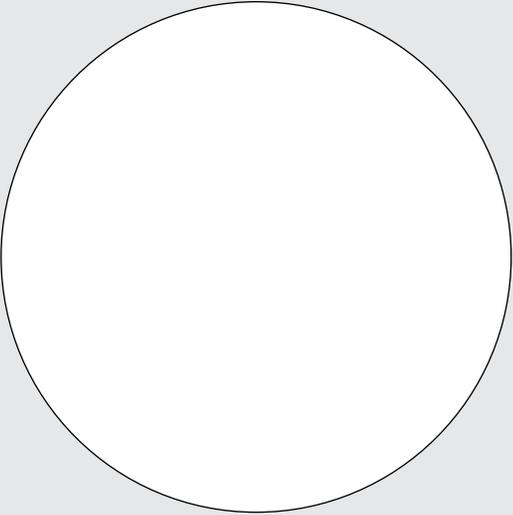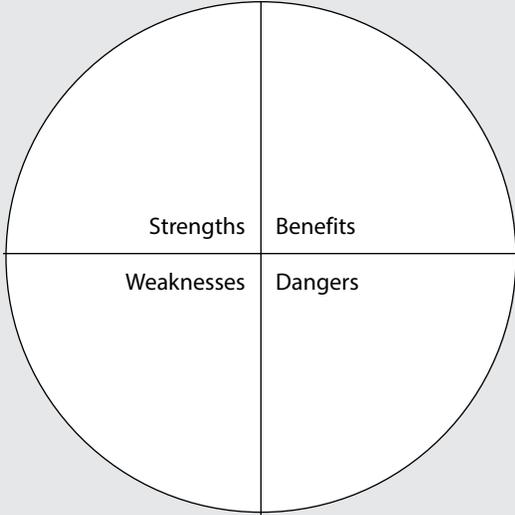
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Launch Activity	On-going Activities	Victory Complete

8. Team Roles and Overall Coordinator
Who will do these actions? Who will coordinate the activity?

9. Cost of this Action Plan

Sample Action Planning Timeline

The result of the action planning workshop is shown in an overall timeline of actions. Small groups work with each strategic direction to determine the appropriate and necessary actions. These actions are scheduled and coordinated with all of the action plans.

The strategic directions are listed on the far left. The specific time blocks agreed upon by the whole group are laid out across the top of the chart.

Implementation Timeline				
Direction \ Time	**March**	**April**	**May**	**June**
Fostering the Empowerment of Members	Initiate literature review.	Complete literature review.	Identify key informants. Develop questions.	Initiate info gathering and networking.
Expanding Membership Services	Clarify focus of cont. ed. comm. Clarify focus and scope of refresher educ. committee.	Collect and collate available information. Explore info available in our office.	Regional meetings for input. Link with two organizations re policy. Poll non-practicing members.	Explore support options: corp., govt, professions. Explore ed. comm. with regions. Return completed survey, 30/6
Maintaining an Ongoing Strategic Process	Start T.A. of monitoring process. Start task analysis of process.	Initiate input to bd. of monitor system. Initial input to bd. of process.	Solidify M.S. TA and set/assign tasks to determine sys. and process for BITS. Solidify task analysis - assign tasks re systems process.	Solidify MS system/process BITS and set timeline.
Enhancing Administrative Operations	Bd. draft components and outline. Explore computer options. Meet M.W. investors. Advertise for E.A. Explore options - summer student.	4-Hire E.A.: develop eval'n. 6-Purchase system software. 1-Orient bd. with existing pkg.	Eval. bd. orientation program. E.A. starts orientation. Develop database quest. for regist. forms. Consult fln. ad. comm.	3-Consult with FAC. 2-Initiate office file reorg. E.A.
Facilitating Membership Interaction	Inquiry to Bell. Notice to LINK. Explore needs with VP and Exec.	Notice appears in LINK. RDs networking.	Bell needs assessment. RDs and VP collect needed info. Prepare resource profile. Liaisons being sought ———————	Review results. Compile info RM re-eval and reg. process. Review by exec. ——————————→
Facilitating Active Membership Participation	Nomination comm. to generate required time commitment for open bd. positions. PR, RM, VP. sec meet.	Proposal prepared for spec. initiatives fund to purchase correspondence cards and bd. service pins.	President write employers of new bd. members - acknowledge time partnership. Recruitment include time commitment.	
Establishing an Effective Marketing Strategy	Communicate with Govt. affairs. Investigate possible marketing consultants & existing resources.	Core committees meets with LINK reps - circulation inc.; cost.		Focus identified. Plan initiatives. Comm. with members thru LINK.
Strengthening Inter-organizational Relationships	Publish exciting news items. Develop decision-making process to determine that interdisciplinary membership meets OSOT objectives. —————————————— Identify potential future interedisciplinary involvement. —————————————————————— Identify current involvement in interdisciplinary groups.	Designate bd. position to ACA.	Publish exciting news items.	——————————→ ——————————→

Sample Action Planning Timeline

Strategic directions are often designed within a two year time frame. In order to ensure effectiveness and develop momentum, it is necessry to focus the time frame for action planning on three to six months. In doing this, the group chooses the strategic objectives within the scope of the overall direction that they will work on. These strategic objectives are listed at the end of the timeline as a target.

The group also identifies the cost involved in carrying out the action plan and the people who committed to ensuring that the action plan will be carried out.

Implementation Timeline				
July	**August**	**September**	**Meas. Accomplish't**	**Who/Cost**
Continue networking.	Develop proposal.	Motion at FBM to utilize key resources for development of an empowerment process.	Key resources identified for the development of empowerment process	Kathie R. Debbie B. PR division $500
Link with univ. to establish contact.	Prepare report re cont. ed. plan. Prepare report.	Submit report to VP Educ. Submit report/recom. to VP Ed.	Provincial plan in place for continuting education re: refresh/ entry education.	Cont. Ed. Com; VP Ed.; Ref. Ed. Comm. 2000/$1000
Send out MS for feedback. Send out for feedback.	Collate MS feedback and refine as design.	Present and implement MS Present to board and implement.	Monitoring system has been designed with change process in place.	Deb; Helene $400 + $100 mail
Continue file reorganization	Continue file reorganization	Evaluate impact of EA Explore lease options to RM. Propose financial strategy to FBM Complete file/resume reorg.	1-Bd. orient. pgk. 2-Office files reorg. 3-Long range fin. plan 4-Fulltime E.A. 5-Office space needs. 6-Computer systems. 7. Commun. altern.	RM; CB; MM; Cathie $5,000
Update executive		Phone service rec. presented. Profile presented at FBM. Liaisons list ready and rec. for use. Distribute profile for use.	Phone service rec. Data base profile presented. Liaison list rec/ready. Resource profile.	RM; RD9 and PIVP; RDs and RM; PIVP and ED. $250
	FBM brainstorming session re grassroots awareness campaign.	Presentation at FBM re spec. initiatives fund - cards, pins. Executive Com/VP/RD have system for thank you correspondence	Formal recognition and appreciation system for member participation.	Nom. Com. Bd. members
Work on initiatives.	Work on initiatives.	Progress report: 'product' Budget proposal for next year. Proposal to FBM re consultant : goals; obj.; budget; outcome.	3-5 focused marketing initiatives have been initiated.	PR division; GA division; core Exec. $2000
Publish exciting news items. Investigate current liaisions with organization objectives.		Publish exciting news items. Identify diff. levels of interdisc. involvement. Identify time commit., potential liaisons; propose policy..	Clear rationale for liaison with groups has been published and sent out.	RDs; VPs; 15 hr Exec. 35 hr $500

Sample Action Plan
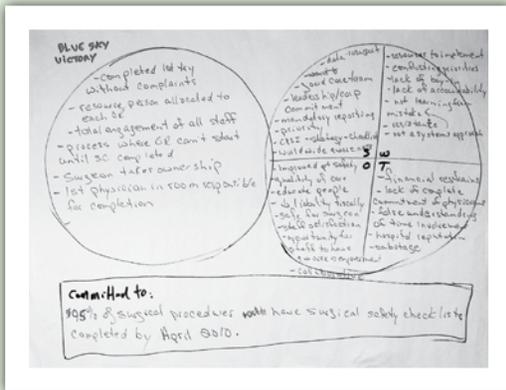
Claiming the victory.

Creating a motivating image.

Action plan with measurable accomplishments, budgets, team members and only a few implementing steps.
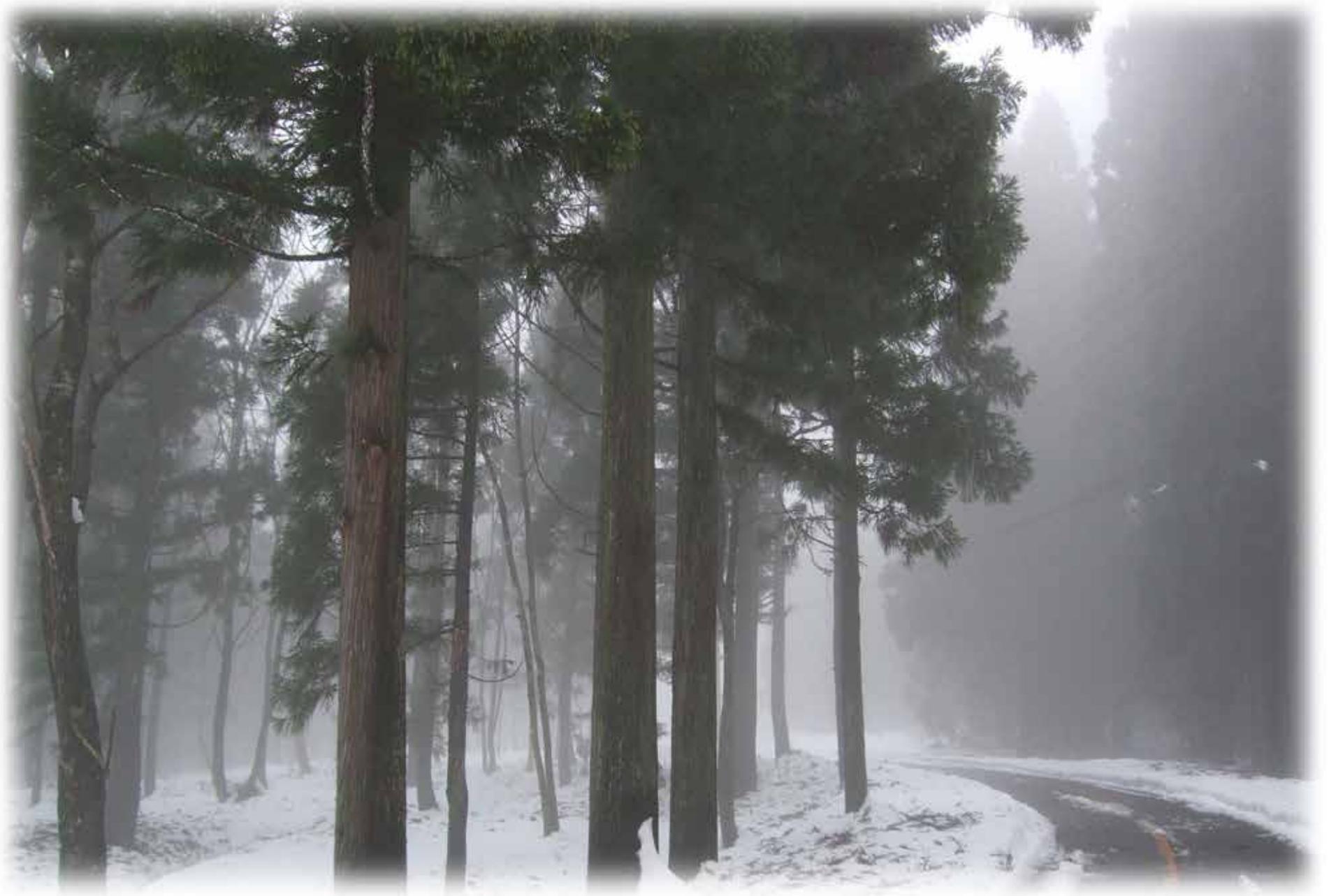
Eventful Implementation

"Miracle" Stories

Fifth City Garba"ge Collection

[Fifth City is the name of a community development project in the black ghetto on the West Side of Chicago. It was launched by ICA and local citizens in 1962, and became the template and inspiration for all ICA's community work.]

The first community garbage collection in 1965 is a treasured part of 5th City's memory. On a cold drizzling Saturday in December, a clanging sound drew the people of 5th City to their windows. Down the middle of the street marched a determined, bell-swinging Wanda Lee. As she shouted to her neighbours, an assortment of black and white people knocked on doors and asked for trash.

Folk turned out to clean the alleys of garbage neglected by the city: refrigerators, old furniture, the remains of stripped cars. The city had promised to collect whatever garbage the local people managed to assemble at two vacant lots at either end of the community. At midday, an appalled policemen tried to halt the pile-up. The Fifth City people told him to call City Hall and check, while they went on with the job. When the phone call convinced him that the cleanup was proper, he went away, shaking his head.

At the end of the day Fifth City rested between two mountains of garbage. The city officials nearly fell over with shock. They had no idea it would be so much, and they said they couldn't possibly move it. But when they were reminded of the agreement, and that it was their job in the first place, they agreed. To cart away the mountains of garbage, the city had to work overtime for ten days.

Excerpt from "The Iron Men of Fifth City" July, 1974; quoted in Estimates II, 1977

The Lorne Fire Truck Miracle

[Lorne is a small town in the north part of New Brunswick, about 50 kilometers SE of Dalhousie. It was the site of a community development project in the late 70s.]

Fire had caused tragedies in the community because the nearest fire truck was at Jaquet River, more than 10 kilometers away. The usual way for a community to purchase a fire truck is to apply to the Department of Municipal Affairs for grants. The fire truck purchased by Lorne residents did not follow that route. This fire truck was the result of five days' work. When the community learned they could buy a fire truck from the village of St. Quentin, they moved. They had no funds from any government source, so they decided to get the money in the community. The members of the taskforce went from door to door in Lorne, beginning at 11 o'clock on Friday morning. They asked Lorne residents if they could lend the community money. While the taskforce was going the rounds of the houses, someone was driving those who agreed to loan the money out to the bank in Jaquet River.

By 3.30 Friday afternoon, the committee had raised $7000 and was on its way to St Quentin to purchase the truck. Resident Durvin Esliger and ICA staff member Tom Greyshock returned to Lorne with the truck at midnight. Next morning, residents saw this bright red fire truck standing in the church yard.. Great was their excitement and gratification. On Saturday and Sunday the community was expecting some of the firemen from Jacquet River to give them a quick course in the operation of the fire truck. On Saturday morning, many Lorne residents were in the church yard washing and waxing the fire truck in preparation for dedication ceremonies on Saturday afternoon. Then the fire truck was driven through the village to give everyone an opportunity to view it. At 5.00 p.m. special ceremonies were held in front of the church; the truck was dedicated and two flags, one Canadian and one New Brunswick were raised.

Quoted in Estimates II, 1977

Performing Miracles

It is often helpful to begin a project, or regain momentum on a slowed project, with something that surprises everyone. A miracle is a very short project that is highly visible and deals with a problem that everyone is concerned about. A miracle shows that something is possible. It may be as simple as cleaning up a vacant lot or erecting a sign at the entry to the community. It may be more involved, like painting a mural on a building. The main point of a miracle is that it happens fast and makes an impact. Miracles can be done in a day or less, even though they may take a lot longer than that to prepare. The visible action happens all at once.

Sample Steps

• Decide what you want to do. Cleaning up a neglected municipal lot in a busy area might be an example.

• Discreetly make a inventory of the types of trash in the lot and the tools needed to clean up.

• Design a post-cleanup signboard. You may want the name of the community and its symbol. It may include a phrase.

• Gather the materials and tools you will need and do any special preparation ahead of time that will make things work.

• Plan for how you will celebrate the victory. It may be a meal or a party with snacks. It may include a ritual.

• Set the time to begin. Get necessary permissions, or inform necessary officials in a positive manner.

• Develop a respectful answer to give to anyone who asks you questions as you perform the miracle.

• Let helpers know when you will start. You will need to ask people directly to participate. You may need people with special skills.

• On the workday, get there early to lay out all of the materials and equipment.

• Have lots of small tasks, and a task for each person. Small teams work well. Be sure that they have the tools and material they need - before they need them. It is wise to have someone assigned to solve problems as they come up.

• Get everyone together for the "main event." You may want "dignitaries" there to say a few words or conduct a special ritual at the beginning or end. Take photographs.

• Celebrate the victory with your core group, preferable somewhere else. Make it fun.

Principles of Successful Implementation

A. Learn by Doing

The first action after the strategic planning is doing the model. Paralysis sets in when we think that we have to get clarity on the model before beginning.

- Action will remove the doubt that theory cannot solve.
- Solutions are found in action
- Action spurs action.
- I hear and I forget; I see and I know; I do and I understand.
- There will be some difficult problems you will have to put on hold; know what you are putting on hold and for how long.
- When faced with difficulties, divide them and bracket part of them. Now deal with the part that is not bracketed.
- Follow your plan, rather than your next good idea.

B. Build Momentum

Speed is more important than taking exactly the right steps.

- Move with speed by using 'miracles'. Operate in surprising and miraculous ways.
- Decide each day what the victory will be.
- Avoid long, drawn out operations. Long timelines hinder the operation. A series of short timelines help it.
- Don't get bogged down in last week's tactics. Keep moving forward. Keep the momentum up. Keep on keeping on.
- Deep changes occur under the stress of doing and the press of time.
- Visible, physical transformation is what captures, changes and catalyses responses:
- Beauty calls for the deepest response.
- Economic change call forth long term commitment.

C. Effectiveness over Efficiency

The most efficient way is probably not the most effective way.

- Maintain the tension between chaos and order.
- Maintain enough order to get the job done but use chaos to find creative solutions
- Deadly routine produces static situations and stagnant responses.
- Pay attention to the local traditions and understandings.

D. Planning and Thinking

Long-range planning is necessary, but it can be a trap.

- Work through in detail the steps required to stage each event or complete each job.
- Clarify how each of the specific tasks is to be done.
- Prioritize and timeline the jobs involved in a task.
- Keep a comprehensive checklist of the total operation.
- Carve out time for deep thinking and take notes
- Dream - Make the night deliver its wisdom.
- Use evaluation at the completion of a task for the sake of informing the future.

Principles of Successful Implementation

E. Management

Every project requires careful management.

- Report every cent of project funds you spend so that a realistic future budget can be developed.
- Set up one simple reporting system and stick to it. Carefully watch that any personal correspondence is such that it could be published.
- Keep track of what is happening at all times.
- Use the structures that you set up.

F. Morale - Keep it Up

Depth motivation and genuine morale comes from purpose, not from superficial rewards and perks.

- Remember that participation precedes commitment.
- Listen for the real concerns and wisdom under complaints and respond to them rather than getting caught up in gripe sessions.
- Gossip and gripes are best written down in full and burned. Read novels and cultivate some obscure history or skill when gossip groups start.
- Humour is in itself healing: every time you can laugh, giggle, guffaw, tell dumb jokes, do animal imitations, or whatever, it's helpful.
- It is impossible to have too many celebrations. Almost anything is the occasion to celebrate. That is the key to motivity.

G. Leadership

If you are core leadership, you are a symbol to the community

- Be the first to arrive, and the last to stop working.
- Keep healthy when others are ill.
- Look the part, whether you are dressed for a visit with a dignitary or working on construction.
- Assign people where they can show their strengths.
- Build on each person's strengths - do not test weaknesses
- Let people do the job assigned them to. Once they are ready, get out of the way. Set up a structure and then trust. it.

- Be on top of the situation before you get to the meeting room. Don't enervate the troops by long meetings that excuse from doing the victory of the day.
- Take good notes on meetings. Honour your colleague's wisdom. Value the wisdom of others.
- Know the principles you would not violate.
- Trust that every situation possesses the inherent elements allowing you to move it forward.

Bringing Closure

Making Adjustments

Remanoeuvring

Sustaining Momentum

Getting Things Started
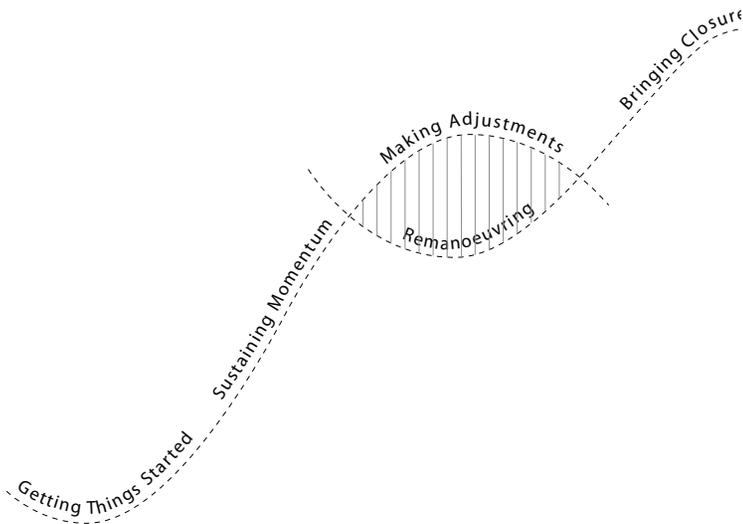
Community Organization

The most effective, whole system community development initiatives have three different, organizational components running simultaneously. One organizational component focuses on the project or work related sectors of the community. The second component focuses on the geographic sectors of the community. The third component focuses on the entire community at once.

This diagram shows the three necessary organizational components in relation to catalysing the implementation of a community project.
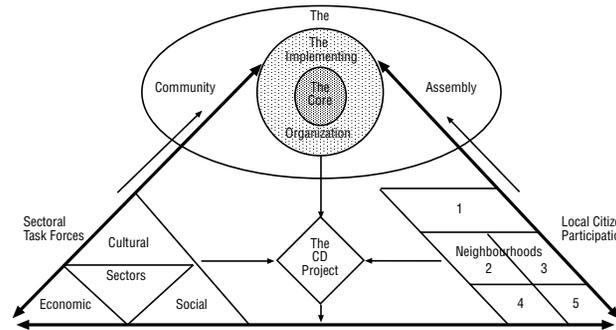
Sectoral Task Forces

Sectoral Task Forces refers to the occupational and organizational resources of the community—the sectors, where people's livelihoods are made and engagement happens. These could be guilds, professional organizations, business associations, trades groups as well as educational, health or other project initiatives.

Local Citizen Participation

The Local Citizen Participation component, also called "stakes"is the more geographical and neighbourhood-oriented focus. where nurture and sustenance happens. These could be illustrated by block organizations, neighbourhood groups and wards.

Both these dynamics are important in CD.

Community Assembly

The third dynamic is that of the community assembly, any forum in which the entire community can get together to give direction and empower the other two would be equivalent to the Community Assembly.

The Initiating Organization draws on the economic (commercial, business) sectors, the social sectors (agencies, not-for-profits, service centres), and the cultural sector (education, women's and elder's groups, youth organizations, churches, colleges) for planning and resources. The Initiating Organization also draws from local neighbourhoods, block clubs, local citizens for participation in planning and implementationof the project. Both the sectors and the neighbourhoods are sources for implementation partnerships. The Community Development project needs participation from both these sources, since any successful project will rely on their consensus, just as it will bring benefits to both sets of entities.

At the heart of the CD Organization is the Core, those committed to catalysing the project, and doing whatever it takes to win on it. It is the soul and driving force of the CD organization. The Community Assembly is that gathering dynamic that pulls from all sections of the community for planning, consensus assemblies, and implementation. Without the interplay of these organizational dynamics, it will be very difficult to bring off a successful community project.

Community Organization

The Community Assembly

The Implementing Organization

The Core

Sectoral Task Forces

Cultural

Sectors

Economic

Social

The CD Project

Neighbourhoods

1
2
3
4
5

Local Citizen Participation
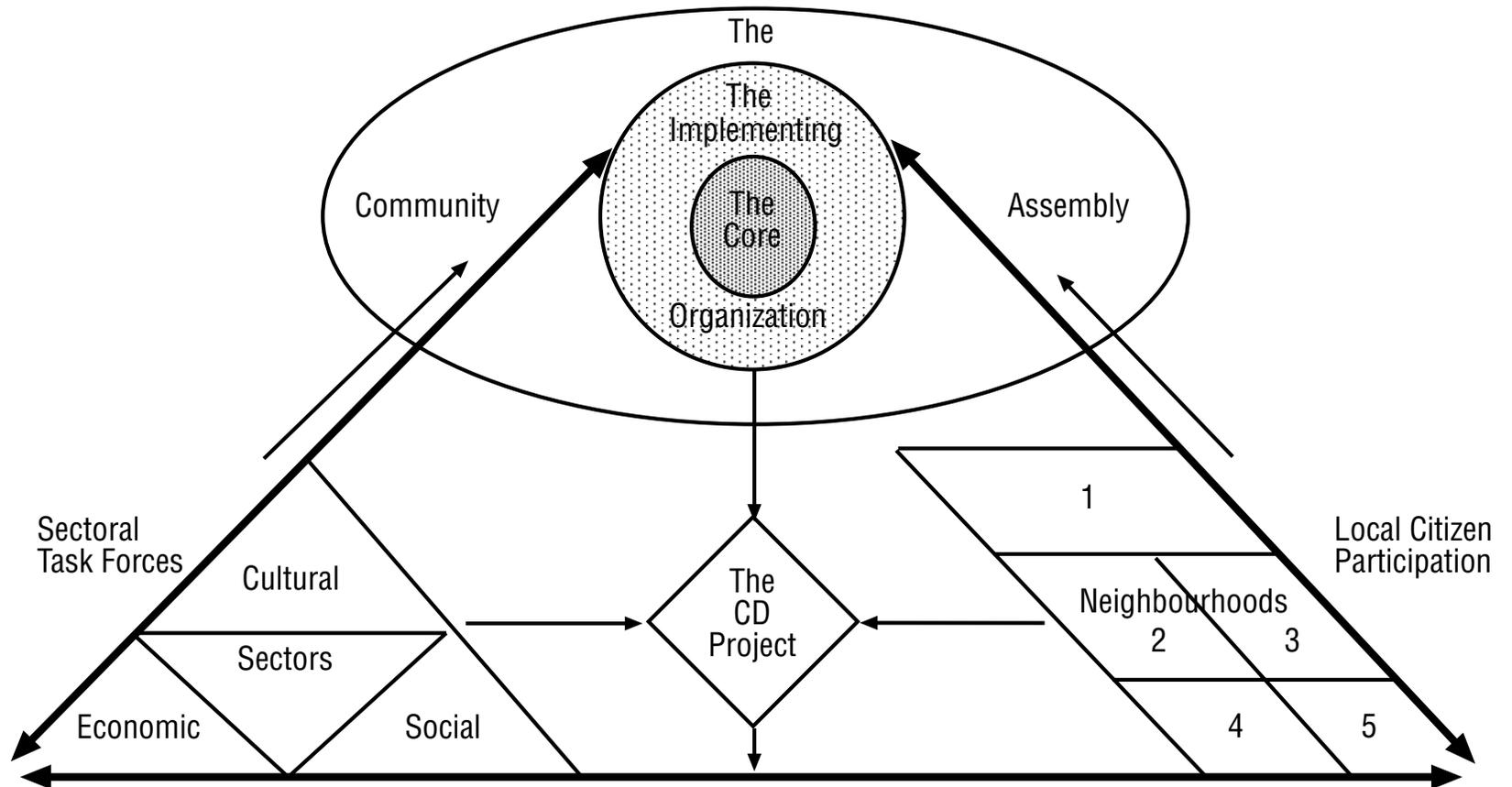
Economic Implementation Method • Business Proforma

Economic Implementation Tool

An income and expense statement is a foundational economic tool for understanding any endeavour.

By extending an income and expense projection for several years and adding investment line items, a business proforma is formed.

Adding line items and projecting as many income and expense items as possible is the major modification for this tool.

The business proforma is used for one's own understanding and to show investment sources the financial overview of the initiative.

It is common to be conservative in income projections and as real as possible in expense projections. This is an indication to investors of seriousness.

Practitioners should add in their own time in the sweat equity line item to ensure that the initiative is properly valued.

Four Year Business Proforma

	Year 1	Year 2	Year 3	Year 4	Totals
Investment					
Sweat Equity	200				
Loans	400				
Grants	200				
Total Investment	**800**				
Income					
Sales	200	500	800	1100	2600
Total Income	**200**	**500**	**800**	**1100**	**2600**
Expense					
Materials	100	150	200	250	700
Salaries	200	250	300	350	1100
Overhead	50	50	50	50	
Interes/Loan Repay	40	40	40	400	520
Total Expense	**390**	**490**	**590**	**1050**	**2520**
Inc minus Exp	**-190**	**10**	**210**	**50**	
Accumulated EI	-190	-180	30	80	

Political Implementation Method • Consensus Workshop Method

CONTEXT   BRAINSTORM   CLUSTER   NAME   RESOLVE
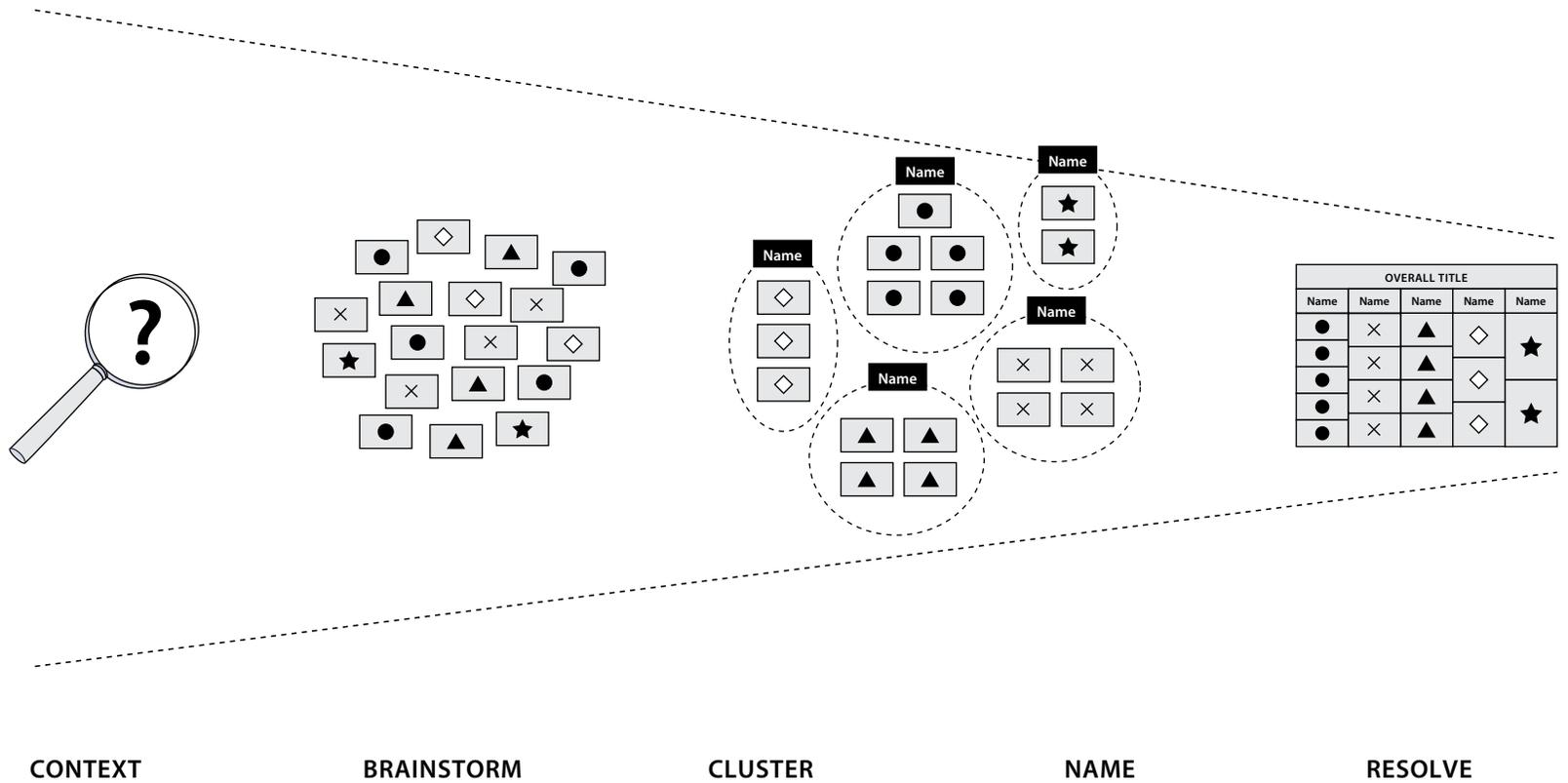
Cultural Implementation Method • Song Story Symbol Workshop

Community self-identity is enhanced through the Song Story Symbol workshop and makes a powerful statement.

Song writing in a small team

1. Pull positive words, images and metaphors from the vision or historical scan.

2. Clap out beats that suits the mood.

3. Match phrases with particular beats.

4. Try out popular tunes that hold the beat.

5. Develop phrases that fit the refrain. Write the phrases so they fit the melody.

7. Practice it once as a team. Print the words on a flipchart. Get the whole group to sing it together.

Isle of Dogs
Tune: *Edelweiss*

Isle of Dogs, Isle of Dogs
Once the centre for seven seas
Isle of Dogs, Isle of Dogs
At the heart of our history.

Now the page is being turned again
We'll build again together
Isle of Dogs for Europe be
Symbol of possibility.

Story writing in a small team

1. Pull positive words, images and metaphors from the vision or historical scan.

2. Cluster the words and images into past, present and future themes.

3. Look for action verbs that suggest positive change or transformation.

4. Brainstorm stories, myths, storylines that have an association with the experience of the community.

5. Write a first draft of the community story in three paragraphs: past, present and future.

6. Polish it.

I was an old man waiting for death. Then the village was reborn. Now I greet each day as a young lion.
Chokhababa Sathe
Village Elder in Maliwada, India

Iron Man statue in 5th City, Chicago

# All-Purpose Implementation Method • Model Building

Structural solution

A model is a comprehensive structural solution to a problem. A model has the commitment of those responsible for carrying it out.

A model describes the component parts of a response to a complex situation, and the relationships of the pieces to the whole. Once a model has proven to be workable, it may be used as a basis for similar problems in the future. For instance, if a telephone tree is used as a recruitment model for a small conference, it may be used in future for other similar types of events.

Component Parts and a Memorable form

A neighbourhood fundraising model might be a set of components like:
- targets
- tracking results
- budget
- personal visits
- case for support.

Targets
Tracking results
Budget
232
Calls
Personal visits
Case for support
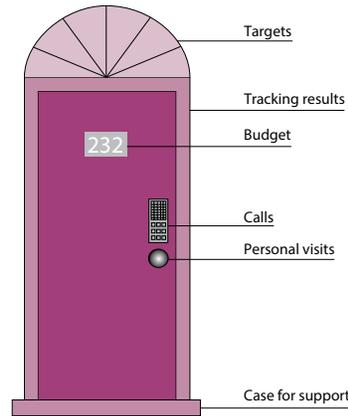
One might name this the Door to Door Fundraising Model, for example, and it could be accompanied by a diagram, a picture or a graphic (like a doorway) to make it memorable.

Model Building as a team

Building a model together as a team is a powerful way of ensuring that everyone's best ideas are focused on the situation or problem.

When to Use Model Building

Model building can be effectively done whenever the team faces a complex situation that will take creativity and multiple tasks to solve. It can be used anytime throughout the life of the team and specifically:

- the launch of the project, to get a complete overview of the components or tasks.

- any time a complex problem occurs and/or entrenched positions are causing conflicts.

- whenever a task seems overwhelming or hopeless.

Gracious TSVC Style

create ways to meet musicians

T

use names, be known

S

cultivate personal contacts | use talents that people have

set up for sucessful involvement

reward and recognize efforts

O

fertile field for growth

Symphony Gracious Volunteer Care model

Steps in Model Building

1. Review the overall outcome of the task.

2. Consider the blocks and constraints.

3. Do a Consensus Workshop with the focus question "What are all the elements and components of a model that will successfully accomplish the task?"

4. Name the resulting components carefully.

5. Hold an open conversations about the relationship between the names components.

5. Create a visual that holds the model together.

Cyclical Rhythm

A kind of cyclical rhythm launches a project and keeps it moving. Coordinating a complex set of activities is at the heart of successful community development. This is not the administrative side of project coordination which includes financial management, tracking inputs and ensuring appropriate accountability, which are all important to project success. There are four major elements needed to keep the project activities going well, keeping them focused, and managing the process of change that the project seeks.

1. Tracking Actions and Tasks

2. Solving Problems in Implementation

3. Ensuring Appropriate Impact

4. Reinforcing Positive Change

1. Tracking Actions and Tasks

In community development, things do not always go according to plan and actions cannot be completed on schedule for various reasons. Problems occur that make it difficult to do certain things. Appointments and schedules may not be kept. Sometimes actions that seemed good in the planning meeting do not fit the real situation. Some people may not do what they agreed to do. Regardless of the reasons, here are tips for tracking tasks.

Keep track of what is actually happening
Keep track of what is actually happening. This simply means finding out if a task has been done. The deeper reason of this kind of task accountability is keeping the project on track and moving.

Check on implementation regularly
Check on implementation regularly; so that changes can be made if necessary. Timelines may need to be changed to deal

with the unexpected. If delays are necessary, an action can simply be put on hold. It is much better to make a clear choice about a delay rather than simply letting things go.

Add new actions
New actions may need to be added to the plan to deal with a problem. If an action can not be done, because of a problem, it may be necessary to change the approach or the plan. Positive action builds momentum.

Hold accountability
Accountability does not need to be heavy handed. Often, the act of accounting for one's action releases people to get on with it and do the deed. In community development, this is done among people with common goals. When a group makes plans together, everyone is responsible for their assignments. Tracking action is focused on

being effective rather than being judgmental. People need to feel that they can be open and entirely honest so the problems can be discovered and dealt with and advantages can be used to the best effect.

Hold regular meetings
Holding regular meetings is a wise plan. Meeting weekly allows a team to keep the momentum going. At first it may be necessary to check on each scheduled action. Do this in the beginning to see the whole plan unfold. As you go along, you may want to make a list of accomplishments. Each implementing group may make a report using a form such as:

• Significant events

• Accomplishments

• Difficulties and issues to be addressed

• Next steps

Check the list of accomplishments against the overall plan to see how the project is progressing. Coordinate actions to make sure everything can actually get done.

2. Solving Problems in Implementation

Every plan runs into difficulties. Do not be surprised when things do not happen the way you want them to work. Working in communities means working with people and schedules and events that cannot be foreseen. Running into a problem means you have an opportunity to learn something new. Communities grow when they gain the ability to solve their own problems. Use the following steps.

Remember your objective.
Start the process of problem solving by recalling what you are trying to accomplish. This simple step will help in identifying difficulties and creating new plans.

Understand what has happened
Understanding what has happened is the first step in dealing with a problem. Start with the facts of what happened. What did you do? What happened? If the problem is complex, it may mean describing a series of events. It is helpful to write them out in sequence. Just record what has taken place. It is often helpful to do this on using graphics in a place that allows the whole group to see. Avoid making judgments or jumping to early conclusions.

Ask what is working
Ask what is working and what is preventing success. Make two lists. Look for the things that are promoting and preventing success. This is a variation of Force Field Analysis and it involves examining the helping and hindering factors

•

Look for the underlying obstacle
Look for the underlying obstacle that is keeping you from success. Making excuses and fixing blame will make the problem larger and more difficult to deal with in the long run. Solving implementation problems has nothing at all to do with blame. Blaming will only lead to deepen and complexify the difficulties and the situation will become worse. Solving problems in implementation has to do with understanding the situation well enough to enable the whole group to discover and address it

Ask what can be done
Ask what can be done to deal with those obstacles. Use the things that are working as clues to future action. Build on existing strengths. Look for new solutions. Try new approaches. Asking for help if you need it may lead you to new allies. Use your new ideas to revise your action plans.

Ask what has been learned
Ask what you have learned or discovered about the problem. Seek insight and use your experience to build knowledge. You will be able to use these ideas in making new plans.

Bringing Closure

Making Adjustments

Remanoeuvring

Sustaining Momentum

Getting Things Started
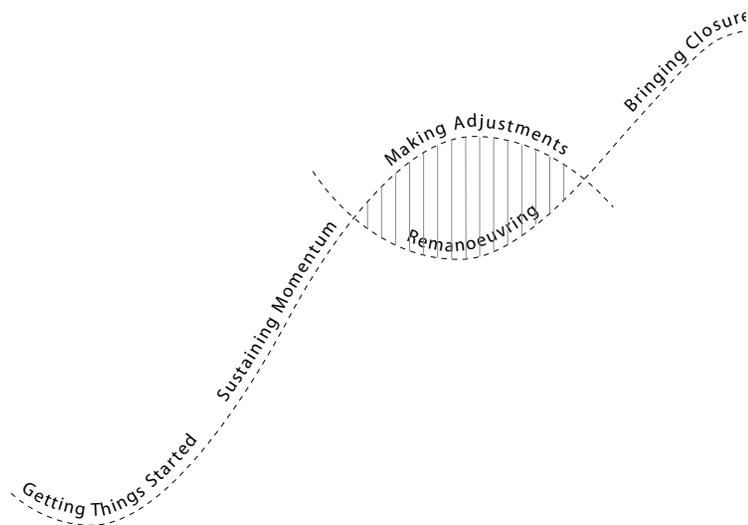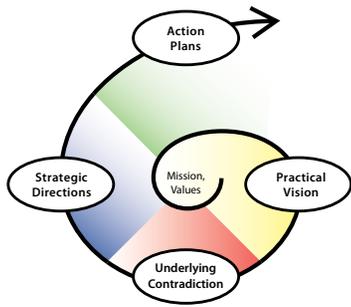
3. Ensuring Appropriate Impact

After six months to a year, it will be helpful to review your strategies and make new plans. Look at the overall plan to make sure that you are really accomplishing what you intend. In order to do this it is helpful to look at several things. Make lists or take notes for each of these areas; so you will be able to use the ideas.

List real accomplishments
Make a list of real accomplishments. They do not need to be large, but they need to be real. When you have made a list look for the themes that they reveal.

- List the accomplishments. You may want to do a full historical scan.

- As you look at the list, what are the key or major accomplishments?

- Which strategies have been implemented?

Realize the Vision
Look at each vision element.

- How have the project accomplishments affected it?

- Where do you see momentum developing?

- Where are your current strengths and advantages?

- What changes do you see happening?

Effect on the Underlying Obstacles
Look at each obstacle.

- How has the team experienced it?

- How it has it been affected? Be as specific as possible.

- What changes do you see happening?

- What are the major difficulties that must be addressed?

Revising your Plans

- What are these ideas telling you about how you plans need to be revised?

- What new insights can you use in the next phase of your work?

- Are there new actions you need to take?

- Are there ways you can make changes to become more effective?

- Decide if it is necessary to make major adjustments in your strategies. Make the necessary changes

- Create new action plans for each strategy.

4. Reinforcing Positive Change

Honour every positive contribution.
Recognize and acknowledge people when they do something positive. Give prizes, hold little ceremonies - even if it seems corny. Spread recognition as thickly as possible. Let it be known that people are doing wonderful things.

Celebrate every victory.
When the group achieves something, celebrate it. Create a public spot where "Victories of the Day" can be listed. Toast your accomplishments.

Create a positive story.
Illuminate the significance of what you are doing. Look for the meaning. Articulate why this is meaningful. Write newsletter articles that tell the story of the project as it unfolds. Be realistic and truthful, but remember that myths are not hindered by mere facts. Tell others what is going on. Spread the word.

Learn from every experience.
Push yourself to discover what makes things work well in your situation. Reflect at every opportunity. Distill the lessons of your implementation. Find ways to record your learnings and weave them into future planning. Write articles on your experience and publish them.

Build capacities.
Expand knowledge and skills. Make new learning experiences available. Send people to training events that will enable them to be more effective. Get them to report and share them new knowledge and skills with others.

Extend leadership.
Everyone leads. Give people new roles to play. Look for opportunities in which people can succeed at new tasks. Build on strengths. Provide coaching and mentoring to those in new tasks and roles. Assign emerging leaders to "shadow" those with experience. Allow people in new roles to operate on their own and track their work without getting in the way.

Operate out of new patterns.
Recognize when change has taken place and live out of the new. Use new language, create new structures, build new systems, and act out of new understandings. Sometimes changing the physical space is a way of recognizing that things are different.

Find the edges and push them.
Ask yourself where new ways of thinking, organizing and acting are needed. Step beyond the known, tried and true approaches. Experiment with new ways of doing things. Look for opportunities to test new models. Encourage people to come up with creative approaches to common problems. Hold impromptu workshops on special problems. Keep track of the results and look for ways to improve.
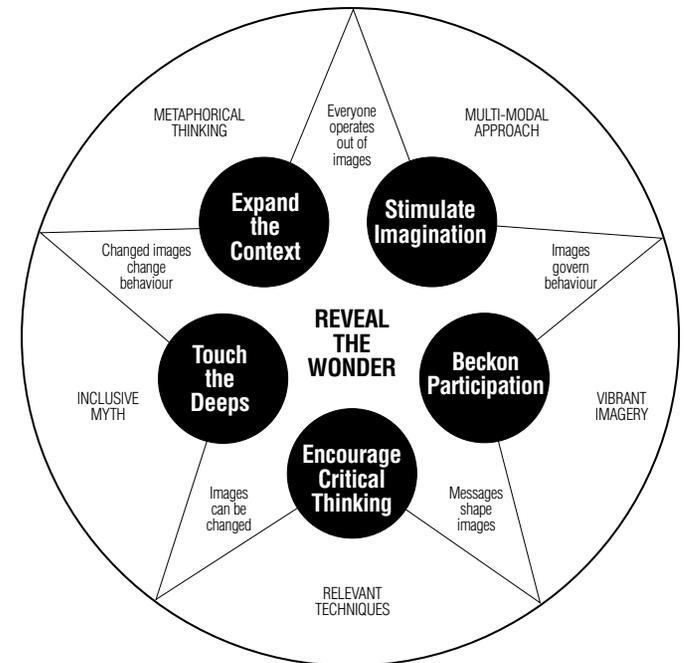
Notes
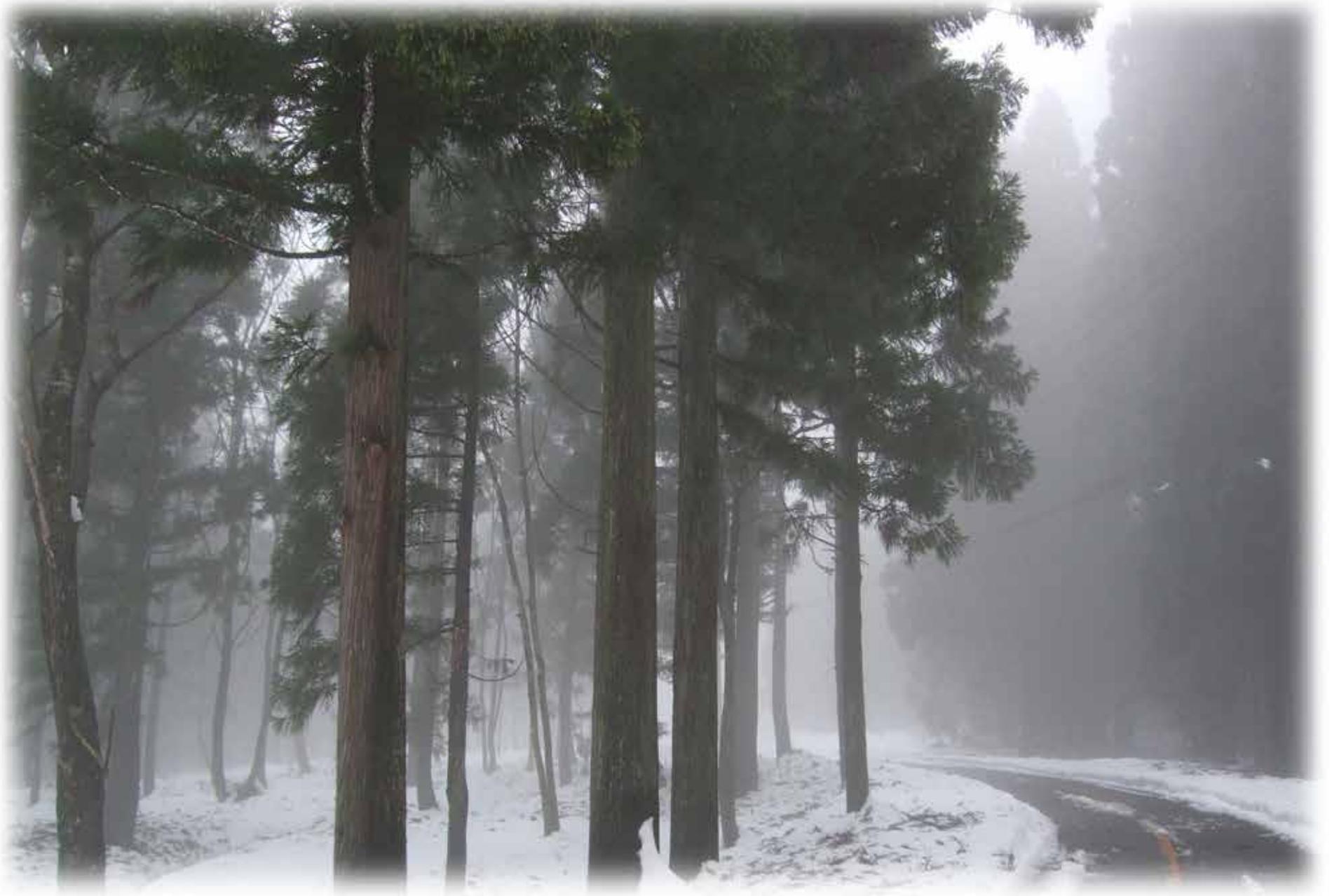
Participatory Evaluation

The Journey of Community Development

	I.	II.	III.	IV.
	Disinterest	Awakenment	Disillusionment	Persistence
	Disengagement	Involvement	The Dark Night	The Long March
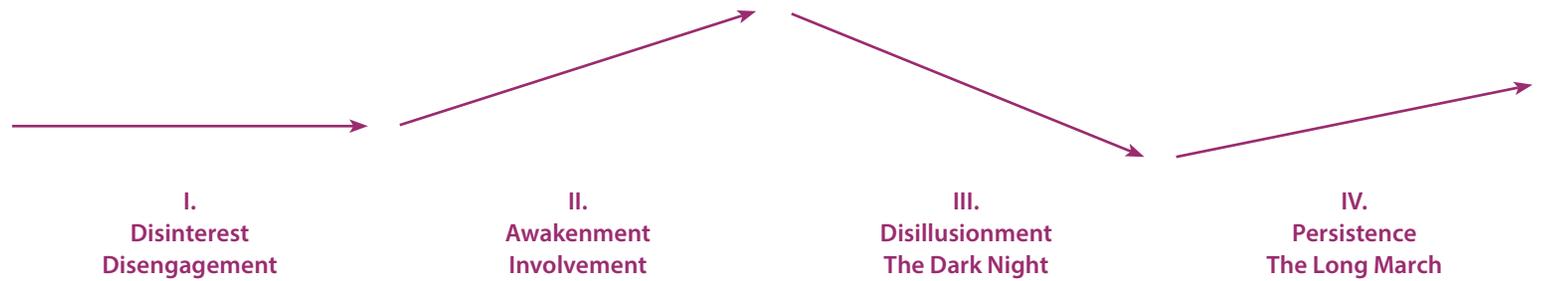
This diagram outlines the interior journey of consciousness that accompanies the outward progress of any project.

A New Evaluation Paradigm Emerges

This is an overview of the shift going on in the paradigm of project evaluation.

Items on the left represent the old but dominant paradigm of evaluation. Items on the right represent a more a whole-system and participatory approach.

Dominant evaluation paradigm ⟶ **Whole system participatory paradigm**

individual orientation ⟶ community orientation and concern for participation

quantifiable data ⟶ quantified data and data on qualitative change

scientific and rational objectivity ⟶ objective data uses to create the story of the journey

neutral and apolitical stance ⟶ evaluation is a political process and local people decide the content

outcome and product assessment ⟶ whole system approach

"just the facts" ⟶ enable institutional learning to take place re: new understandings

Evaluation Based on Values

Driven by Principles

ToP™ community development evaluation is driven by the ICA principles and values of whole system community development. Evaluation is not an extra activity tacked onto the end of a project. Evaluation is built deeply into each process, method, tool, program and goal by requiring it to adhere explicitly to its stated principles and values of community development.

Example 1: a social principle

One of the five social principles of whole system CD is "Involve all the people." which means involving all age groups in the task of recreating the community; children, youth, men, women and elders, and all social groupings.

The principle is built into the processes, methods, tools, programs and goals of every project and evaluated at every step.

For example, frameworking builds several levels and sectors into analysis to require participation from more and more people.

The Focus Question worksheet of a Visioning or Strategies Workshop requires a conscious effort to increase the stakeholders and the participants of the workshop.

The goals and measurable accomplishments of the Action Planning process requests names of people on the team and requires a midcourse correction meeting involving other and new team members.

Example 2: an economic principle

An economic principle of whole system CD is "circulate the money within the community" which means keeping the money moving round within the community before it is exchanged outside the community.

This economic principle is built into several processes and tools so that evaluation is constant and ongoing.

For example, a Geo-Social Analysis makes a request for information on primary, secondary and tertiary industries. A later update of the analysis may show increased circulation of money.

The Gridding process asks for shopping nodes within each neighbourhood. Keeping the grid updated will help in the evaluation of this important economic principle.

The Social Process triangles are designed make us conscious and aware of the distribution patterns in the community.

Additional Evaluations

With such explicit evaluative requirements from these processes, method and tools, it is generally unneccessary to attach additional quantitative evaluations onto the end of a whole system CD program, except for generally straightforward external evaluations required by funders.
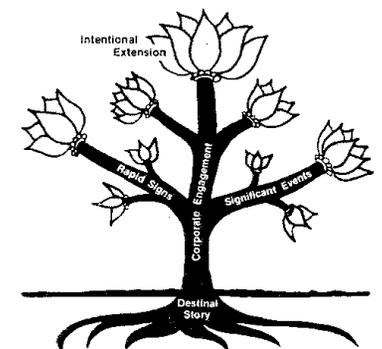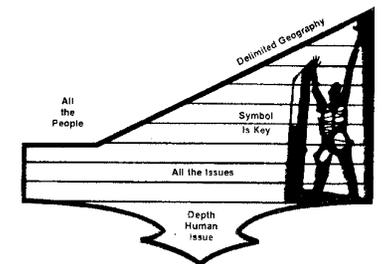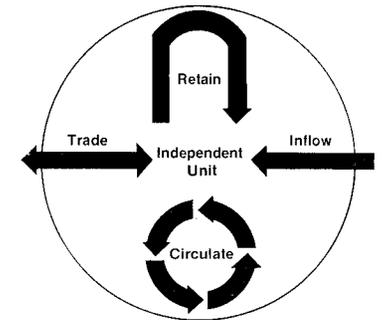
Principles of Participatory Evaluation

When a project makes use of funding from grants, the evaluation paradigm that involves quantification and outside objectivity may be required. It is still possible to be participatory in the midst of this quantification to satisfy the funding body and keep the door open for future grants.

Qualitative complements quantitative

In cases where it is necessary to report to a funding agency, a two-pronged evaluation strategy can be used, consisting of top-down institutional interviews and a bottom-up participatory evaluation. This reconciles the needs of the funding agency, including a detailed measurement of product and achievements with a concern for understanding the process and stimulating participation in the evaluation. Quantitative information always has obvious limitations. While such data can more or less provide an indication about "how much" and "how many", it is difficult for naked numbers to answer "so what?" Qualitative evaluation complements the numerical tracking of development initiatives by bringing development work to life through stories and anecdotes, which are crucial to understanding the dynamics of empowerment.

Participatory information gathering

Participants and staff can be part and parcel of the entire system of information gathering, not just be asked to offer comments at the end of the process.

Stakeholder involvement in monitoring

Stakeholders at all levels of the program can monitor participation. This generates creativity in the disclosure of valuable information.

Data gathering as a basis of organizational learning

Information is only mildly interesting if it is not put to practical use. Participation moves beyond data gathering towards learning from experience and modifying the program. Stakeholders then understand why changes are needed, rather than simply leaving difficult explanations to senior staff or consultants.

Action - Reflection - Action approach

A tendency of traditional evaluation has been to separate the object and subject of study. Participatory evaluation attempts to bring them together in order to crystallize the action-reflection-action approach. The aim is to set in motion a collective reflection about the project.

With this aim in mind, the methodology can be contentless. Participants can help decide the content according to their own criteria about the evaluation. The procedures act as containers. This is the opposite of the survey in which an outsider or some "other" asks questions of the people according to his interests and criteria.

Three Qualitative Evaluation Approaches

Each of the following participatory qualitative evaluation methods can be used toward the end of a project, or any time during the project.

Each method has a different impact but each method allows the group to evaluate their project experiences and learn how to continuously improve.
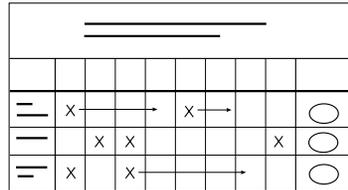
The Victory Workshop

The product is a list of victories the group had experienced and what the key was to achieving each victory. There is also an exercise dealing with learnings related to "setbacks" and their causes.

This is a specialized reflection on the Strategic and Action Planning Processes.

SAMPLE HISTORICAL SCAN
From Resource-based to Diversification - 3 Decades of Role Reversal
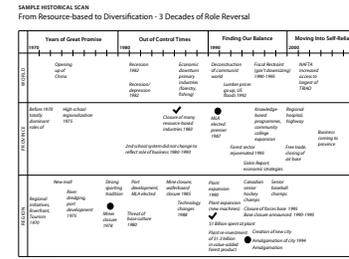
The Journey Timeline

People recall important events which happened during the project. By creating a wall chart, they divide their journey into various stages and reflect on their common experience, naming the experiences they have been through.

This is a variation on the ToP™ Historical Scan method.
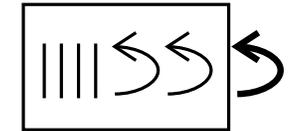
The Human Change Conversation

This Focused Conversation occasion reflection on the changes that have occurred in the project, in people, in social structures, and in cultural life, pointing out the areas of high priority for the people.

This is a specialized version of the Focused Conversation Method.

REFERENCES:

Juan Arce and Rosio Lanau: "Evaluation As If People Really Mattered" in *Approaches That Work in Rural Development,* K.G. Saur, Munich, 1988

Terry and Pamela Bergdall: "Institutional Learning in a Process-Oriented Programme: Monitoring and Evaluation of the Community Empowerment Program in South Wollo, Ethiopia." A Research Paper.

Victory Workshop

The product of this evaluation event is a list of project victories the group has experienced and what the key was to achieving each victory. It also gets out learnings related to "setbacks" and their causes.

There is some personal preparation for this workshop. Before engaging an entire group in the Victory Workshop, it is advantageous to do it on your own first, so that you can make sure that you are designing the best questions for the group to answer.

Personal Preparation

1. Examine your Strategic Plan or Action Plans. Make your own list of concrete CD victories that have happened since the beginning of the project. List as many as you can. These are very concrete: a paved sidewalk, a great Octoberfest celebration, five new businesses, a community clock, a new hockey rink. Name a few of the major accomplishment for the community that are behind all these victories.
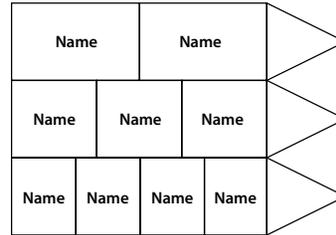
Design Victory Workshop Questions

2. Frame the questions that get these kinds of answers from the community at the event. Brainstorm all the possible questions that would get at the totality of the victories that have happened as a result of the project implementation. Don't forget to get at the more sociological victories: greater participation, more cooperation from the business sector,

3. Select the best questions.

4. Arrange them according to the steps of the Focused Conversation Method: objective, reflective, interpretive, decisional.

5. Edit and refine the questions.

6. Repeat steps 1 through 5 except use "SETBACKS" as the topic instead of "VICTORIES"

	JAN.	FEB.	MAR.	APR.
Direction	Action	Action	Action Action	✴
Direction	Action Action	Action Action Action	Action Action	✴
Direction	Action Action Action	⟵ Action ⟶ Action		✴

Hold the Victory workshop

7. Give handouts of Strategic or Action Plans and engage the entire group in answering the questions. If the group is more than 20 you may need to get them into small groups to answer the interpretive and decisional level questions.

Instruct them to take notes on at least the list of concrete victories and the keys to accomplishing each victory. Notes on the rest might be useful.
Example: The first set of questions might be asked to a large group of people at a community meeting. The second set could be given to a small group to work during small group teamwork at the meeting.

Questions to ask the entire gathering:

What victories did we have in this strategy "Promoting Tourism Initiatives"? Who worked on it? What steps did you take? What steps are left on this action plan? What were you especially pleased with? What problems did you encounter? How did you deal them?

What was the key to accomplishing this victory?

The following could be given to a small team to think about:

• What have you learned about promoting tourism initiatives? If you had to do it again what would you do differently?

• What will be vital in ensuring that we keep the momentum on this strategy? What could we do to get others involved? What steps do you want to report on in the big plenary?

Journey Timeline

STEADY GROWTH TOWARD INTERNATIONAL LEADERSHIP

Decentralization   *A new partnership*   *Long term preparation*   *Blossoming style*

1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996

new staff
magazine launched
ACL programs
JH conference
Hudson Bay contract
700 at conference
Guild launched
Oaxtepec Conference
1st AGM
Best Of issue
Donations dry up
IAF launched
new Macs installed
colour catalogues
manuals designed
Save Edges committee
5 associates
Michael is back
Brian dies
Board resigns
1st summer intensive
135,000 circulation
sell building
New Chair
20 in-house courses
Bev dies
CIDA letter
move office
bicycle accident
increase in training
financial independence
structural complexity

The Journey Timeline allows a group of people to objectify accomplishments and struggles and learn from them, by creating a story of why they were significant in the overall journey of the community or project. It is similar to an Historical Scan.

Individual Preparation

Draw a timeline horizontally on the wall before the participants arrive. The timeline should be divided into a minimum of 8 equal divisions, perhaps months, quarters or years, depending on the past duration of the initiative.

Leave one foot of space above the timeline for writing. Leave 2-3 feet below the timeline for sticking up post-its or index cards.

Arrange the space so that everyone is close to and can easily see the full timeline. Make sure you have markers, tape or hold-it, and index cards of post-its.

Creating the Journey Timeline Together

1. Use a context about the relationships between past, present, and future. Have introductions if necessary. Write some objective "marking points" of last quarter or years on the wall chart—meetings, organisation-wide events, holidays.

2. Individual brainstorm of events/accomplishments of the past quarters or years— objective events, measurable, not just restricted to positive events. Use strategic directions to broaden list.

3. Work in groups.

4. Read cards aloud, as they are put up, starting from the earliest. Add new cards.

5. Ask the group, "What events catch your attention?" "What were high points? Low points?" (Mark both on the timeline with symbols.)

Draw a line that shows the mood/drama across the timeline.

6. "Where were turning points or shifts?" (Draw dividing lines in the first part of the space above the line.) "What was going on in each section?"

7. Name sections (can be poetic).

8. "How would you talk about the significance of this quarter?" Name the whole timeline. What are our learnings from this period of time?

9. What are the implications for the future?
(This method is pursued in different ways through several ICA courses. It can be found in *Transformational Strategy* by Bill Staples, and is also mentioned as an "environmental scan" in Laura Spencer's *Winning Through Participation* and ICA Canada has a workbook on the topic called *Historical Scan: Reviewing the past to prepare for the future.*)

Human Change Conversation

This focuses on the changes that have occurred in the project, in people, in economic and social structures, and in the cultural life of the community.

Personal preparation

1. List for yourself some of the concrete accomplishments of the project.

List some of the project staff, including yourself, and what you are engaged in now that you would not be doing without the project.

List some community members who are now doing things they never would be doing without the CD effort.

Design Human Change Questions

2. Brainstorm all the possible questions that would get at the length, breadth and depth of human change that has happened as a result of the project implementation

3. Now select the 12-15 best questions.

4. Arrange them according to the steps of the Focused Conversation Method: objective, reflective, interpretive, decisional. Select and refine the best questions.

Hold the Human Change Conversation

If it is a small group, you can hold the entire conversation in plenary. If it is a large group, consider asking the objective and reflective questions in the entire group, and then giving the rest of the questions to small discussion groups. Assign someone to take notes.

Consider asking the following questions, espcially for the strategies and action plans that have been completed:

- Which strategies or action plans have been substantially complete?
- How have you been involved? What parts did you enjoy? Find difficult?

- How is the community now different? (Everyone take notes)
- What are some of the economic changes?
- Social changes?
- Cultural changes?
- How has the quality of life changed?
- How have relationships between people shifted as a result of the partnership work and the taskforces?
- How has this community changed as a result of this project?

Have the small groups give verbal reports on their answers to the last question.

Example: What parts of the project have you been involved in? Who were you working with? Who are some new people you have met? What are some things you saw in the community as a result of the project, even though you did not work on that part? What snippets of conversation have you heard from other people as a result of the project?

What are some little things you now know about the project or community that you did not know before? What are some things that have been confirmed for you about this community? What has surprised or delighted you, or perhaps even made you angry?

What has been the impact of this project? On you? On others? Why? What new patterns have you seen emerging? How is this project preparing people for the future?

How are you different as a result of your work? How are others diffferent? What has been the one main benefit of this project to the community. How can we keep this alive? If a visitor came, how would you talk bout this community. What is the one thing that everyone needs to know about this place?

Topic				
Opening	**Rational Aim(s)**		**Experiential Aim(s)**	**Closing**
	Objective	**Reflective**	**Interpretive**	**Decisional**
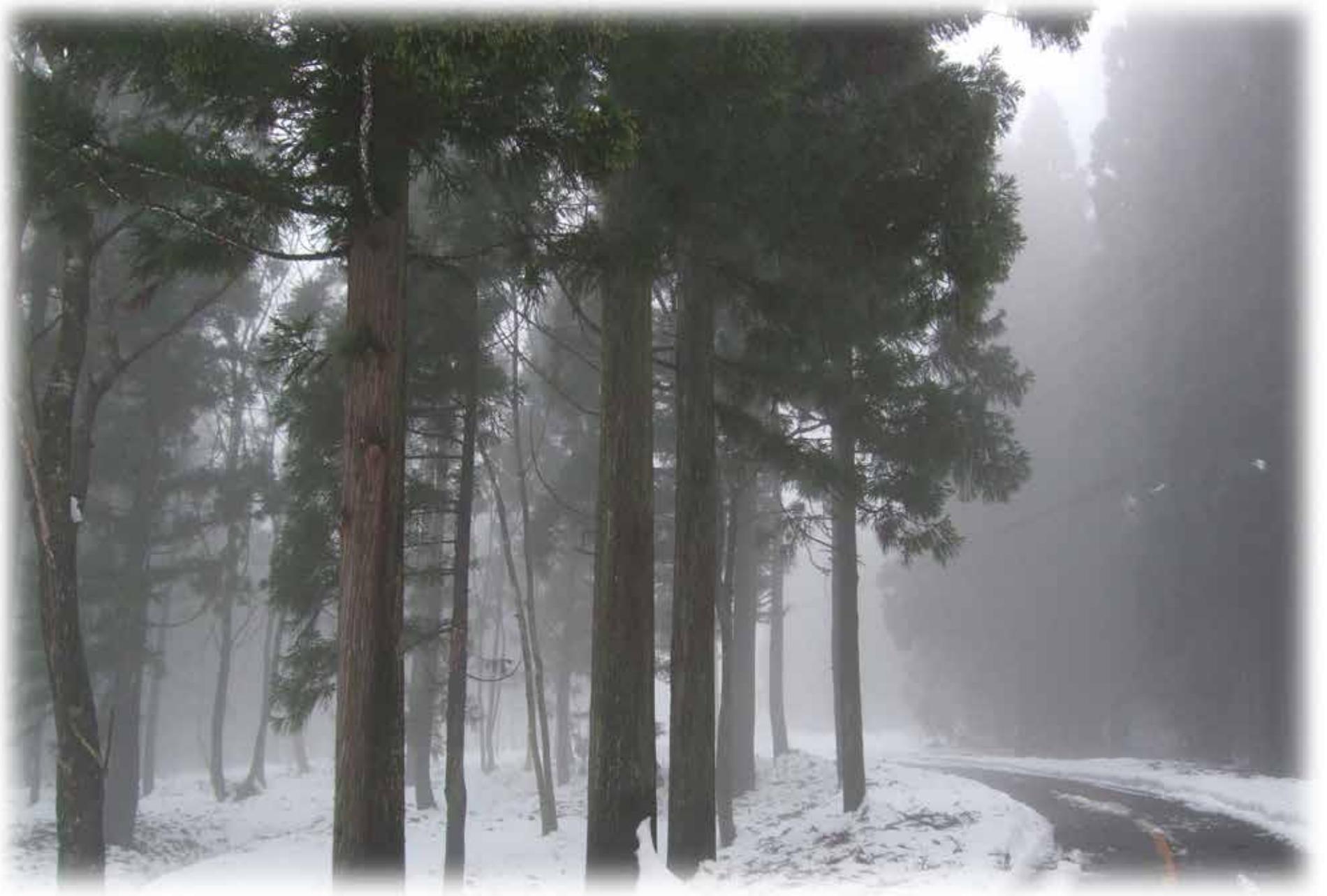
Documentation

Project Documentation

Why Document a project?

Documentation has to do with telling the story of project accomplishments and their impact on the community. Documentation may be called for from a funding agency; it may be required for a program report, an annual report, a program evaluation, a status report, or a financial audit. Or simply because the story of new life and new beginnings needs to be told.

The art of documentation is a interesting mixture of objective facts and intuition.

Documentation fulfils double ends:

Story-telling Process
It is a story-telling (mythic) process that spreads the word about a successful project.

Strategic document
It is a strategic document, carefully crafted to address the questions of a specific audience

Questions before starting

Before the process of documentation starts it is important to become clear on two questions. The answers to these will influence everything that goes into it:

1. What is the subject of the documentation? An example would be: a reexamination of the vision and programs in the planning document. What has been left undone and why?

2. Who is the audience? What questions are they asking? Get behind the reason for their questions and their mindset.

Documenting a project is not something you snap off on your computer in a quiet couple of hours in the office. There is much at stake here, so great care must be taken if the document is to produce its effect.

Personnel

This process is done best by a team of 3-5 people most of whom are on top of the project to be documented.

At least one of them needs to be a good writer, or editor.

Six Phases of Documentation

1. Establish the context.

2. Explore and expand documentation sources and arenas.

3. Discern the primary arenas for documentation.

4. Create the basic story line.

5. Write the first draft on each primary arena.

6. Refine the product.

Six Phases of Documentation

1. Establish the context

Establish the overall context of documentation in general

Get your mind out of any mechanical modes by looking at the entire process as an artful method of intuitional thinking.

Clarify the subject of the documentation

Talk about the audience you have in mind.

Talk about the potential effect of your documentation work.

2. Explore and expand documentation sources and arenas

Look at various reports, including the planning document and photographs.

Interview key people in person, if possible. Take careful notes and create files.

Think through and gather other sources for your documentation

Talk about the possible arenas of documentation

Ask: What product are you beginning to see in your mind's eye.

3. Discern the primary arenas for documentation

Get clear on the audience and the questions they are asking.

Get clear on the real status of your subject, including current struggles.

Name the primary arenas for documentation that answer the primary questions using real historical data.

4. Create the basic story line

Decide how the areas need to be sequenced.

Make up two or three story lines. Talk them through. Reach a consensus on the basic story line.

Check your intuitions with some key people.

5. Write the first draft on each primary arena

For each arena write up the most stunning documentation reports on victories in that arena, speaking to the underlying haunting address of the audience

Spell out the relevant methods, philosophy and learnings.

Look again through all the raw data for any missed jewels for documentation.

Type up the raw products.

6. Refine the product

Do a workshop to determine the style in which you want the document presented.

Look at the rationale, flow, appearance, relative to the intent of the focus.

Look at the imaginal impact. Decide the necessary artwork, photos, quotes, tables, graphs.

Decide on an overall image to be used on the cover to tie everything together.

Detailed Steps of Documentation

1. Establish the context

This will take 1-2 hours with the group.

Overall context of documentation

1. Get said to yourself the significance of documentation for the times we live in.

2. Rehearse for yourself the meaning of documenting a project.

3. Get your mind out of any mechanical modes by looking at the entire process as an artful method of intuitional thinking.

4. Get said for yourself why documentation is called for

5. Indicate what documentation is called for and for whom the documentation is being done

Specific context for this project

1. Clarify the subject of the documentation. It may be a specific project. It may be the journey of a community.

2. Ask why this documentation is needed.

3. Talk about the audience you have in mind.

4. Talk about the role this documentation will play in the life of the community and what it will provide for your audience.

5. Talk about the benefits and danges of doing this.

6. Talk about the potential effect of your documentation work.

2. Explore and expand documentation sources and arenas

This step may require several sessions and substantial research time.

1. Hold a conversation with the team on the subject that is to be documented

• What are some the key things that have been done in the project community?

• What are some things that everyone acknowledges as victories?

• What have been important learnings of the project?

• What are some of the uniquenesses of the project?

• What information do we need in order to tell this story? What are the questions we need to answer in order to tell this story?

• What product are you beginning to see in your mind's eye.

• What form might this documentation take?

• What kind of product might tell the story in a way that will meet the needs of the audience? We are only trying to see some options at this point.

• How can we gather it? What are sources?

2. Look at various reports, including the planning document, as initial sources to determine major accomplishments. Look at photos or other reports to get a solid feel.

3. Interview key people in person, if possible. If not, phone them. Take careful notes and create files.

4. Think through and gather other sources for your documentation

5. Talk about the possible arenas of documentation
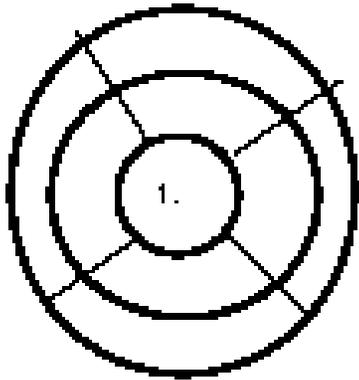
3. Discern the primary arenas for documentation

This will be best done is a single sessions. It will probably require 3 hours.

1. Get clear on the audience and the questions they are asking. Get behind the reasons for their questions, and their mindset.

• Who is this documentation about?

• Who is asking for it?

• Who do we want to read or see it?

• Who is likely to react to it?

• Who is likely to spend time looking at it carefully?

• Cluster the "members" of the audience into distinct groups of people and give each one a descriptive title such as "Local Elected Officials" or "Leaders in Nearby Communities."

• List the questions and concerns that they may have about the documentation topic.

• Why are they asking thse kinds of questions?"

• What do the questions and concers tell us about their interest in this project?"

2. Get clear on the real status of your subject, including current struggles. Carefully review the information you have gathered.

3. Look at various types and forms of documentation, with your subject in mind.

4. Focus on the possible signal, or primary, arenas, noting the significance of the accomplishments relative to the contradictions of the larger community.

5. Each write five signal areas on separate pieces of paper. Cluster them, putting at the centre the key documentation that answers the audience's question.

a. Write five primary arenas for documentation on separate slips of paper. These must answer the primary question of the community using real historical data.

b. Arrange slips on a bullseye with #1 near the centre and less important arenas at relative stations on the periphery.

c. Determine what the arena clusters are and name them.

6. Name the primary arenas for documentation. Note the significance of the accomplishments in relation to the major concerns of the audience. You may want to look at other documentation of this nature with your subject in mind.

7. Decide what form your documentation will take. It may be a report, a series of newspaper or magazine articles, a video, a story book for children, a special issue of a newsletter, an academic journal article, a speech or presentation, a play, an audio tape etc. You may decide on a combination; so the story can reach several audiences.

8. Discuss the style of the choice you have made.

• What is the reading level?

• What language or languages you will use?

• Will you use pictures, drawings or graphics.

• Will it be written in a formal tone or more like conversational story telling.

• Will it need rational sounding language or would it be more helpful to be poetic and dramatic?

• How long will it be?

4. Create the basic story line

This needs to be done in a single workshop - about 2 hours.

1. Talk through the flow of the documentation arenas (how they are to be sequenced)

2. List the key events and points to be covered. Do this by areas. It will be helpful to use cards that can be moved around

3. Arrange them in order to create a story line. It may be helpful to try several ways of doing this. Talk them through; so it makes sense for your audience.

4. Make up two or three story lines. Talk them through. Reach a consensus on the basic story line

5. Rearrange the arenas to follow the story line

6. Write a synopsis of the story line linking the key arenas. 2 pages or less - regardless of the length of the final product.

7. Show the synopsis to several people to get their impressions

8. Rename, if necessary, your arenas

9. Write a synopsis of the story line linking the key arenas

5. Write the first draft on each primary arena

1. Write the first draft on each primary arena - This may be done by individuals or groups of 2 and shared.

2. For each arena write up the most stunning documentation reports on victories in that arena

3. Write up for each how it was achieved. Write any comentary that describes how the victory was accomplished, what was learned and any implications considered necessary.

4. in your writing on each arena, speak to the underlying haunting address of the audience, the questions and concerns of the audience.

5. Spell out the relevant methods, philosophy and learnings

6. Write the story in the appropriate style. Use the cards and the synopsis as well as all of the information you have gathered. Be sure to check all of the facts to ensure accuracy.

7. Look again through all the raw data for any missed jewels for documentation

8. Type up the first draft

9. Share each section with all of the writers and possibly other people to check information and gather responses. This may also be done by reading the section as a whole group and discussing it.

6. Refine the product

1. Do a workshop on the style in which you want the document presented

2. Each writer gathers the responses to their section and creates a second draft

3. Read them in sequence and note any necessary changes. Do any rearranging of the paragraphs and sections that may be needed.

4. Look at the rationale, flow, appearance, relative to the intent of the focus

5. Do any rearranging of the paragraphs and sections that may be needed

6. Look at the imaginal impact. What artwork, photos, quotes, tables, graphs etc. does the document need?

7. Find or assign someone to edit the whole document for grammar and style. They produce the final draft.

8. Type the final draft, including the table of contents.

9. Select the cover.
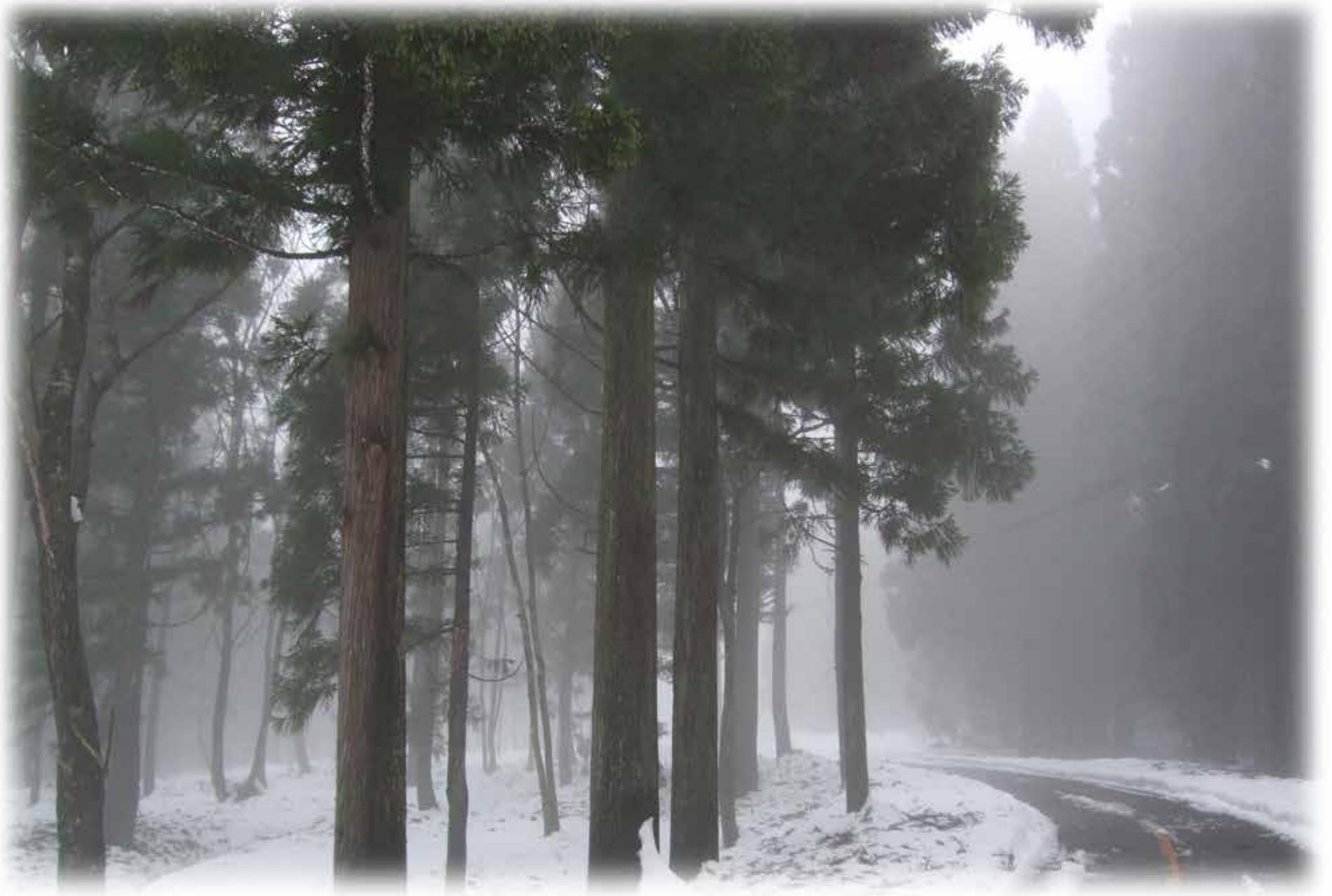
Celebration and Extension

Sharing Approaches That Work

Some community development efforts produce superlative results in the towns in which they were intended, but nobody else ever hears about them. Other efforts never get off the ground because of a lack of expertise on the part of the community residents. There is no need for good community development projects to be successful only to die in obscurity in today's "wired world."

Benefits of sharing approaches that work

CD initiatives shared with others has several important benefits.

1. Third party documentation, validates practitioners in their efforts.

2. Practitioners can learn from their own success and mistakes.

3. Other development practitioners can use the insight.

4. Development efforts are accelerated in a region where everyone is sharing their successes and even failures.

5. Sharing increases the profile of development.

6. A base of professional experience is created and becomes available for other projects.

The SATW Interview
Some practitioners do not look at their CD projects from a framework of "success", but only from the framework of "something had to be done. I've done it, and now we're finished." The SATW Interview is intended to find out important information about the project, important learnings about the project and process, and then help the practitioners realize that they really do have a wealth of knowledge and information that needs to be passed on for the benefit of others.

• Objective - gets out basic factual information about the project and why it was done.

• Reflective - gets out the practitioners gut level associations and learning about the project

• Interpretive - discerns the importance of the project both for the practitioner and others.

• Decisional - helps the practitioner decide to share their information with other people

The following topics can be explored to help the CD practioners get to their core learnings.

Large numbers of Sharing Approaches That Work interviews can be followed up with Rural Development Symposia at which acceleration factors can be determined through analysis.
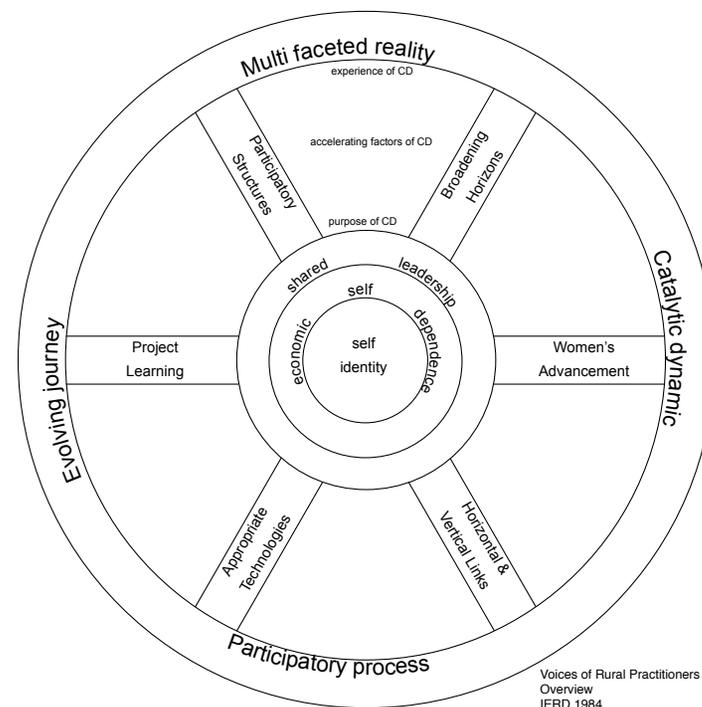
The Wheel of Development: Purpose, Accelerating Factors and Experience of Development. International Exposition of Rural Development. New Delhi 1984

Sharing Approaches that Work Interview

SHARING APPROACHES THAT WORK

Many questions can be asked during an interview and an interviewer can probe and ask followup questions that seem relevant or important. Sometimes, what the interviewee may see as an irrelevant point can turn out to be the key insight for other practitioners.

The interview should be sent back to the interviewee so that necessary changes and factual correction can be made. It is also important to get the the signature, as a release form, to give permission to share it with others. This interview along with others can be published and made availabe to other practitioners to assist them in their work.

This interview exercise can be done whenever a group of community development practitioners gets together at conferences, workshops or symposia.

SATW Interview Exercise

Three Main Steps

1. Get into groups of 4

2. Each person is interviewed by the other three, one after the other.

3. Results are written up on the form provided.

Special Roles and Instructions
Each interviewing group has 4 people and each person has a role to play.

- **Interviewee** talks about a community development initiative he or she has been involved with.

- **Interviewer** asks the questions and probes for more answers.

- **Notetaker** takes copious notes during the interview.

- **Audience** listens, and makes appropriate comments like, "Isn't that just great." "Wonderful", in order to keep the interviewee talking.

Each interview can take from 15 minutes to 1/2 hours.

After each interview is over, change roles until everyone has been interviewed once. When the interviews are complete the Notetaker should transfer the notes to a clean interview sheet and then take it to the interviewee to be corrected. There are often errors, which if left unchecked, could cause embarrassment.

Plenary with everyone

1. What were some of the interview topics?

2. What surprised you from the interviews?

3. What was one key learning you had about development?

4. Where can you see this Sharing Approaches That Work being used in your situation?

Sharing Approaches That Work Interview Form

Project Name: _____

_____

Project Location and Year:_____

_____

Interviewee:

1. What was the issue being addressed?

2. What were the objectives of the project?

3. What were the accomplishments?

4. What is important background information?

5. What were key factors of success?

6. What were the broad developmental learnings?

7. What was the importance to the local area?

8. What project materials are available?

9. Who is the key contact person and their contact information?

Master Strategies and Replication Project Phasing
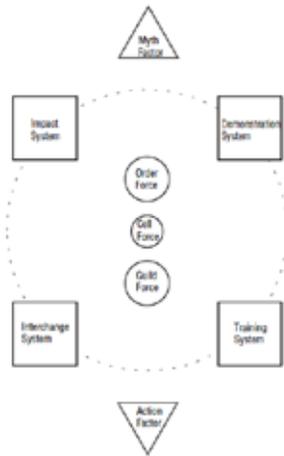
There are four kinds of "master strategies" that work together to create an avalanche of change in community development.

- Impact
- Demonstration
- Interchange
- Training

It is important to "phase in" the strategies in some methodical or rational way that optimizes those strategies.

Relating community development strategies back to the master strategies can ensure maximum effect. Although the master strategies are not sequential, they can give insight into sequence of strategies.

Impact Systems

A system of actions that "wakes up" individuals or the entire community to the needs or possibilities of the community. It can be done through forums, promotions, advertising, adult education, or many other means. It underlines the urgency of acting.

Impact Systems are needed when the population is unaware of a situation which must be addressed. Some environmental danger or endemic health problem may be known by only a few people, so an impact system must be created. Iimpact systems can be re-energized again and again for a different needs. Newspapers, expert authorities, media can all be used.

Demonstration Systems

A system of pilot projects, demonstrations of success, small action-oriented projects which show the possibility of change to the residents. If people can see something happening, even on a small scale, they can begin to believe in it.

Demonstration Systems are needed whenever there is a disbelief that anything can be done about a problem. Simply organizing a community clean-up day for a trashy vacant lot can demonstrate that something can happen. Pilot projects measuring the reduction of petty crime when youth programs are put in place are another example. Pilot projects and other demonstrations are needed to motivate the larger population into action.

Interchange Systems

A system for allowing people to exchange information about what works and what does not, of communicating rapidly to speed up the change process, and to ensure that factual information is exchanged rather than negative rumours.

Interchange Systems are needed whenever an initiative has been started and the larger population needs to hear about the successes that are in the making. Learnings from one success can become the spark and initiative for other projects to get underway. Projects can die in isolation without an interchange system, like site visits, confererences, bulletins and newsletters.

Training Systems

A system of ways for people to learn the necessary skills for making the long term changes needed. These can include formal skills training, mentoring, education opportunities, books, video, talks and many other ways.

Training Systems build the capacity for development projects to sustain themselves and be controlled by the community. Training is necessary for succession planning and allowing the next generation to take advantage of past work.

Master Strategies and Replication Project Phasing

The use of the master strategies (impact, demonstration, training and interchange) ensures that large scale community change projects will have the best chance having a larger impact. However, when a complete set of community development strategies have been created, there may be too much work to handle all at once. Rather than setting up the community to feel overwhelmed, look instead to generate "momentum" by taking the strategies through phases over time. By sequencing the way each strategy rolls out over time you create the conditions for each strategy to support the others and your overal plan will have increased long-term impact.

Example: Action for Neighbourhood Change

Timeline →

"Phase" of the project →

Major strategy or activity →

(relationship to the master strategies) →

YEAR 1				YEAR 2				YEAR 3			
Qtr I	Qtr II	Qtr III	Qtr IV	Qtr I	Qtr II	Qtr III	Qtr IV	Qtr I	Qtr II	Qtr III	Qtr IV

phase 1

phase 2

phase 3

neighbourhood pilot project *(demonstration)*

city-wide promotion *(impact)*

staff development *(training)*

multiple project launch

city conference *(interchange)*

provincial conference *(interchange)*

	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Impact												
Demonstration												
Interchange												
Training												

"Swamp Gravy" Story Creation

This is a fast, friendly, yet surprisingly powerful way for a group to share its success stories, learn from each other, and create a sense of common ground. The only limit on the facilitator's use of time is: the number of participants may increase the amount of time needed for the final presentations. You can take the best skit and work on it over time or weave them all together to create a play! Some communities have used the services of theatrically trained people to create a celebratory community theatre event. The precedures are adapted here from an experience in the community of Colquitt Georgia (USA).

Time	Activity
2 minutes	Find a new person to partner with. One of you is "Apple" and the other "Orange" Answer the focus question: "***What is an example of a transformative change or success in a community you have worked with or been a part of?***"
3 minutes	Apple: Tell your story while Orange listens.
3 minutes	Orange: Tell Apple's story back to them, in the first person (using "I", and "we") as if it was your story.
3 minutes	Orange: Now you tell your own story while Apple listens.
3 minutes	Apple: Tell Orange's story back to them, in the first person (using "I", and "we") as if it was your story.
12 minutes	Each pair find another pair to form groups of 4 people each. Each of the four people tell the story they just learned; Apples telling Orange stories and ***vice versa***.
10 minutes	After all four stories are told, pick one and create a skit to act out. All 4 of you participate in the skit.
20 minutes	Present the skits to the whole group, receive praise for the effort, and work with the stories further as needed. Reflect on the presentations or the whole event to learn from the experience (using the Focused Conversation Method, of course).
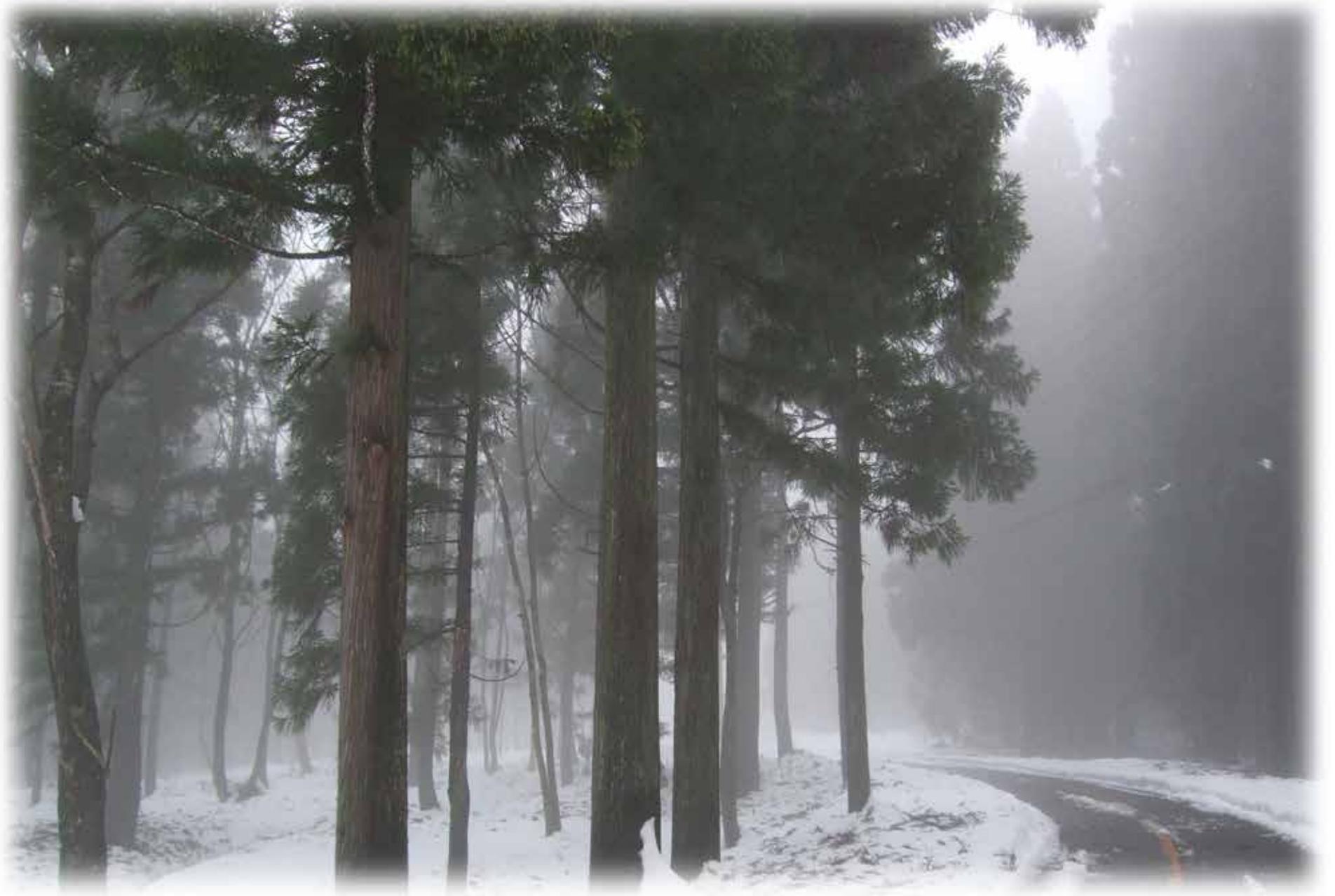
Appendix

Notes

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About The Canadian Institute of Cultural Affairs

Organization

The Canadian Institute of Cultural Affairs (ICA Canada) is a member of ICA International, a global network established in 1960 and now implementing social change in over 32 countries. ICA International holds Consultative Status II with the United Nations.

Since 1976, ICA Canada, under its own elected Board of Directors, has been part of this global network.

We are a non-profit organization primarily supported by volunteers and donors. Our revenue comes from individual and institutional donations and partnerships, as well as from our publications, course royalties, special events and learning forums. This revenue is used for education, publishing, research and social development projects. Tax deductible receipts will be issued for your charitable donation.

For over two decades ICA Canada has promoted, supported and enabled positive social transformation through teaching and practicing ToP™ methods of participation.

In 1999 the organization took new shape with two separate, but complementary, bodies: ICA Associates Inc., and ICA Canada. ICA Associates Inc. provides training and consulting and ICA Canada will continue to work, on a not-for-profit basis, with communities, societies and individuals to contribute to positive change.

Focus

The mission of ICA Canada is to develop the capacity of all people to contribute to positive social change through research, publishing, education and social change projects.

Since ICA Canada's beginning, thousands of people have passed through our doors, learned the skills they needed, and gone into the world to help transform their organizations, their communities and society as a whole.

We are at a point where new research and demonstration is needed to create a brighter world. We need to equip ourselves and society's leaders with the new skills, structures and mindsets to handle today's complex problems.

The challenge is to develop new forms of human community that will carry us forward. This will require a poweful group of people committed to creating the future.

Join ICA Canada today and become part of an organization that is a powerful force for social change in the world.

Copyright Notice

ToP® (The Technology of Participation) was created by ICA to provide people with structured methods to recognize all contributions, to help groups deal with large amounts of data in a short time, to pool participants' contributions into larger, more information rich patterns, and to successfully deal with polarization, conflict and diversity.

In Canada, ICA Canada owns the Technology of Participation ToP® trade mark and the intellectual property rights. This training manual is copyrighted by ICA Canada. As a course graduate you may copy pages and use them free of charge in your organization or in situations where you are using them with no fee attached.

In situations in which the methods or materials are being used for profit, you are encouraged to submit a 10% royalty fee to ICA Canada in recognition and support of ICA's continuing development of participatory methods.

It is possible to establish a collaborative relationship with ICA Canada for the regular use of the materials as well as for the joint facilitation and marketing of services. ICA Canada is a registered charity and accepts donations and volunteer efforts in support of its mission.

Please contact the Executive Director of ICA Canada at (416)-691-2316 for further information or clarification of the above.

Facilitation Support

ICA Associates Inc. offers a facilitation support service for participants. One hour free follow-up is included with each course. Additional facilitation support is offered at an hourly rate, plus cost. This includes assistance in designing facilitated events, answering your questions about applying the methods, assistance in evaluation, and feedback by master facilitators.

Call us when you are preparing to use the methods and need support in designing the application. We will call you back with help. Please contact Jo Nelson, Duncan Holmes, Bill Staples or John Miller at ICA Associates Inc. for futher information.

For information on courses in your area contact our sponsors.

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Course Evaluation: Community Development Intensive

DATE _____

INSTRUCTOR _____

LOCATION_____

1. What were the key elements of the course for you? _____

_____

_____

_____

2. Please rate the following:

5= Clear, helpful, highly effective 1= Unclear, irrelevant, ineffective	5	4	3	2	1
Approaches	☐	☐	☐	☐	☐
Historical Scan	☐	☐	☐	☐	☐
Social Process	☐	☐	☐	☐	☐
Gridding	☐	☐	☐	☐	☐
Framework of Support	☐	☐	☐	☐	☐
Practical Vision.	☐	☐	☐	☐	☐
Underlying Obstacles	☐	☐	☐	☐	☐
Strategy and Strategic Partnerships.	☐	☐	☐	☐	☐
Action Planning.	☐	☐	☐	☐	☐
Implementation Methods	☐	☐	☐	☐	☐
Coordinationa and Tracking	☐	☐	☐	☐	☐
Participatory Evaluation.	☐	☐	☐	☐	☐
Project Documentation	☐	☐	☐	☐	☐
Project Extension	☐	☐	☐	☐	☐
Trainer.	☐	☐	☐	☐	☐
Atmosphere and Environment	☐	☐	☐	☐	☐
Equipment and Materials	☐	☐	☐	☐	☐

Please add any comments which help explain your choices _____

_____

3. How has the course been beneficial to you? How has it met or not met your expectations? _____

_____

_____

_____

4. How will you apply what you have learned in the course?_____

_____

_____

_____

5. What follow up would help you apply what you have learned more effectively? _____

_____

_____

_____

6. Comments which describe your experience or enable the course to be more effective. (Use the other side if necessary.) _____

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_____

_____

_____

7. What further ICA courses would you be interested in taking? _____

_____

_____

_____

8. Name (optional) _____

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