

REVISED
IMPLEMENTING
HANDBOOK

ICA : CHICAGO

HUMAN DEVELOPMENT PROJECT

MAY 1978

INDEX

PROCEDURES FOR IMPLEMENTATION

3 - 13

These procedures enable the auxiliary and community to move from the consult to project actuation. They include preparation and four (I, II, III, IV) workshop sessions.

IMPLEMENTING FORMS

15 - 21

These forms will be used as referred to in the four implementary workshops.

ADDENDA

These are key contextual and collegium materials for the auxiliary and community

23 - 34

TASK		GROUNDING PROJECT SUBTACTICS		CREATING PROJECT MANEUVERS	
SESSION	1	2	3	4	
TITLE	SUBTACTIC WHATS	PROJECT CALENDAR	PHASE MANEUVERS	WEEKLY MANEUVERS	
TIME	Six Hours	Two Hours	Six Hours	Three Hours	
CONTEXT	This step grounds and clarifies the total catalog of specific actions to be done in the community. An initial set of implementary "whats" will be created.	This steps brings into focus a realistic time design of both the community calendar and movemental activities. Art-form charts will be made of both the yearly and weekly rhythm.	This step calls for creating phase maneuvers within a quarterly context which will focus the practical do-ment of the project. Broad maneuvers will be written and placed on a phase maneuver time design	This step involves creating weekly maneuvers with the community which will do the sub-tactics and train community leadership in weekly remaneuvering. Weekly maneuvers will be written and placed on a timeline	
STEPS	1	Review the plotting of the subtactics into the program components	Place subtactic titles on actuation phasing chart	Name this week's targets out of remaneuvering stew	
	2	Set up procedures for writing the subtactic "whats".	Build a year's time design showing yearly rhythm. Mark quarter lines.	Cluster major target arenas of action; name and prioritize victories	Write weekly maneuver paragraphs
	3	Fill out subtactic "what" worksheets	Create a weekly community time design; make a colorful artform poster	Write phase maneuvers; place on phase maneuver timeline	Build corporate week's time design
MATERIALS	Subtactic sentences Consult backup files Subtactic worksheets Program-Subtactic Chart (Form A)	Large posterboards	Actuation Phasing Plan 1 x 3 cards, posterboards Program Chart, Subtactics Forms D, E, F, G	Phase Maneuver T/L Posterboards Community Calendar Forms B, E, F Last week's T/L	

CONTEXT

The writing of the timed implementaries for actuating the project's subtactics within the program arenas starts as soon as the Auxiliary is released from the document writing groups. This usually begins on Wednesday of Week III of the launching period when the English Edition of the document is being final edited and typed. The complex flow of work at this point necessitates planning ahead by the teams to ensure that other troops are in place to run the English production and translation work. A minimum of one member of the Consult Team works ahead of time with some of the Auxiliary to help in the set up for the implementaries workshops. The question of local community and guardian participation in this work is also raised at this time and invitations extended where appropriate. The Consult Team member sets the context for the Auxiliary during the first session of writing which is usually Wednesday evening. The procedures used are those laid out in this Implementing Handbook.

WORKSHOP PREPARATION TASKS

A team of two to four persons is needed on Wednesday of the writing week to prepare all of the materials necessary for the Auxiliary (and any residents who have been recruited) to complete the implementaries process. This team needs, if possible, to have one Auxiliary member from the programs writing group and one from the tactics writing group.

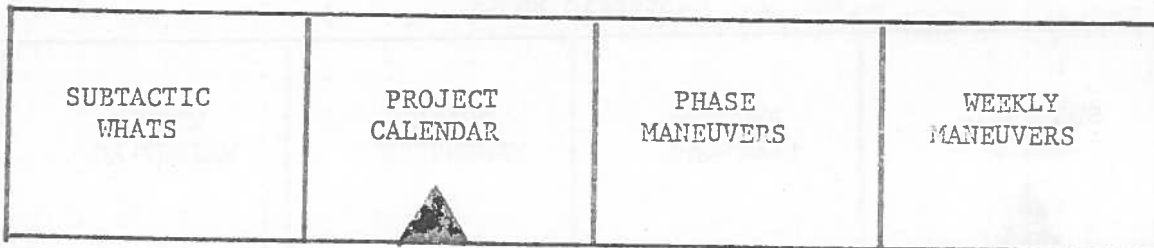
- Task 1: Plot the finished subtactics into the program components by number. Number
these additional subtactics from the last existing one. (1 hour)
- Task 2: Check materials or duplicate 200+ "Subtactic What Worksheets." These can be mimeod, xeroxed or printed. Write in the final typed subtactic sentence, number, 2-word title, program and component names on these Subtactic Worksheets. File in appropriate program folder. (4 hours for 2 people)
- Task 3: Collect all the sub-tactic folders. Create a file box which organizes the subtactic folders according to programs.
- Task 4: Check materials or duplicate 100+ "Maneuver Paragraph Sheets" and "Maneuver Worksheets."
- Task 5: Obtain sufficient quantities of butcher paper or posterboard for all the charts (check materials for each workshop). Also obtain a good quantity of pencils, paper, chalk and magic markers.
- Task 6: Set up a room or appropriate space with a blackboard and enough wall space to hang charts completed during the four workshops.

1. Subtactic Whats

SUBTACTIC WHATS	PROJECT CALENDAR	PHASE MANEUVERS	WEEKLY MANEUVERS
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CONTEXT	<p>This step of implementation clarifies the total catalog of specific actions from the Consult to be done in the community. This step is accomplished by filling out subtactic worksheets (Form B) which name four specific "whats" for each subtactic. These worksheets form an initial set of implementaries and are grist for the project phase and weekly maneuvers.</p>
I. PROGRAM REVIEW	<p>Review the intent of each program component sequentially from the chart. This provides a context for the writing teams to check subtactic plotting in steps 2 and 3.</p>
II. WRITING PROCEDURES	<p>Divide into four or five teams with two to four programs assigned to each team. Hand out program folders containing subtactic worksheets (Form B) to each team. (The subtactic worksheet is already filled out with a descriptive sentence, the program and component names and the subtactic number.) It is necessary for each team to use the tactics backup files for information critical to the "whats".</p>
III. SUBTACTIC "WHATS"	<p>Read each subtactic sentence carefully, deciding on the four "whats" to actuate this subtactic. Write out a full phrase or sentence for each "what" so that someone else could read it and know what to do. If the teamwork during the consult has included information on the "why" and "how", jot this down in the appropriate place.</p>
IV. PROGRAM FOLDERS	<p>File all the subtactic worksheets back into their appropriate program folder. ~</p>
TIME	<p>One 6-hour session</p>
MATERIALS	<p>Subtactic Sentences Subtactic Worksheets (Form B) Program Wall Chart with plotted subtactic numbers Tactics backup files</p>

2. Project Calendar

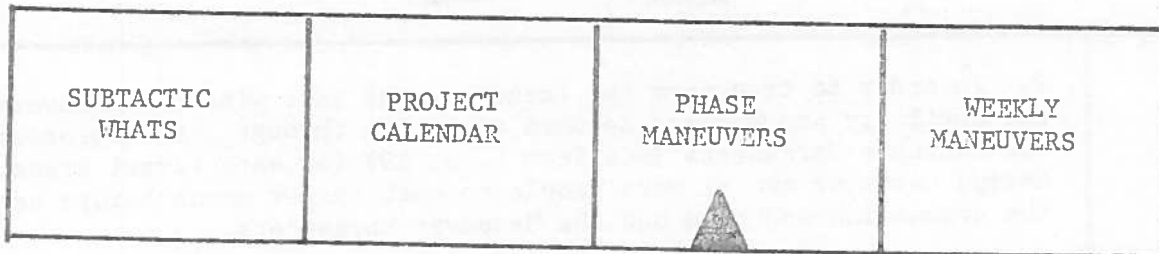


CONTEXT	This step of implementation brings into focus the timeline of the community and the auxiliary. This step is accomplished by creating a one year community time design and a one week time rhythm.
I. BRAINSTORM EVENTS	The auxiliary and community participants brainstorm a list on the board under the following categories: COMMUNITY EVENTS - festivals, fairs, market days, etc. SCHOOL TIMELINE - Adults and children, vacations, exams. WORK TIM ELINE - dailty schedulate and weekends. COMMUNITY ORGANIZATIONS - when they meet, plan, leadership meetings. CULTURAL PATTERNS - family structures, village customs, celebrations. AUXILIARY TIMELINE - Councils, GRA, Guardians meetings, impact courses..
II. TIMELINE EVENTS	Put these lists on a year's timeline. Use symbols for different types of ev ents and draw a curve throughout the year showing where many events occur and where few do. These suggestions are to help create a memorable time design for use throughout the year.
III. CALENDAR DIVISIONS	On the one year time design make 3 or 4 major divisions. Then add quarterly divisions used by all the Projects. These quarter divisions might or might not coincide with the community divisions.
IV. WEEKLY DESIGN	Do a weekly time rhythm chart showing the typical use of the community's time design during any given week. Assign a person to make a large colorful art form on posterboard of both the one year calendar and the one week timeline.
TIME	One 2-hour session
MATERIALS	Posterboards for two time designs.

PROCEDURES

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3. Phase Maneuvers



CONTEXT	<p>The objective of this step is to focus on the next quarter (or phase) and to create the broad maneuvers that will focus the practical action of the community. Broad maneuvers will be written and placed on a phase maneuver time design.</p>
I SUBTACTICS PHASING	<ol style="list-style-type: none"> 1. Context the group on the Actuation Phasing Plan (Form C, page 17), emphasizing the cruciality of the outside four categories: Visibility, Funding, Leadership Training and Technical Assistance. 2. Divide into 4-5 teams to review the subtactics (same teams that wrote the "whats".) 3. In teams, write the 2-word subtactic titles on 1 x 3 cards. Include the subtactic number on the card and place cards on large chart (Form D) called the "Project Phasing Chart", at the front of the room. Record phase number on card. Take into consideration the one-year community calendar and the actuation phasing plan in deciding where to place the subtactics. 4. Corporately reflect on the chart: Where are most of the subtactics located? Where are there very few? What is revealed about the journey of the project? Name each phase with a creative poetic title to indicate the thrust of the subtactics.
II MAJOR TARGETS	<ol style="list-style-type: none"> 1. Look down the-phase column (column No. 1, first month). What emerges as the major targets of action for the first phase? List targets horizontally across the blackboard. 2. Cluster the subtactics listed in the first column (phase I) under these targets of actions. 3. Repeat the above two steps for the second column (phase II) (second and third month). 4. Reflect briefly on the targets named for Phases 1 and 2 (first three months of the project). What are the most critical? The most impactful? - which are primary thrusts " " flanking " " diversionary "

PROCEDURES

ICA Consultants

3. Phase Maneuvers (continued)

<p>III</p> <p>MANEUVER FOCUS</p> <p>(75 min)</p>	<ol style="list-style-type: none"> 1. In order to transform the target arenas into winning maneuvers, the auxiliary and village leaders will talk through the categories on the Maneuver Worksheets (see Form E, p. 19) for each target arena. Assign teams of two or more people to each target arena before beginning the discussion and hand out the Maneuver Worksheets. 2. Corporately name the victory, advantage and vulnerability for each of the 10-12 targets--quickly. Assigned team takes notes. 3. Quickly consense on the completion date for each maneuver over the next 13 weeks. These give the writing teams a time frame within which to focus their maneuver writing. 4. Check the initial maneuver timeline over against the community calendar and rearrange the maneuver schedule, if necessary, to maximize use of community events.
<p>IV</p> <p>MANEUVER WRITING</p> <p>(90 min)</p>	<ol style="list-style-type: none"> 1. Divide into teams. Each team fills in the Maneuver Worksheets (Form E, p. 19) by listing the relevant sub tactic "whats" in the section entitled "do's". These items answer the question: "How will the maneuver be accomplished?" Add other "do's" necessary for winning. Fill in the rest of the worksheet and give the maneuver a poetic name. 2. Draw a 13-week maneuvers timeline and place the actions from the maneuver worksheet on the timeline. 3. Write the maneuver paragraph (see Form F, p.20). The first sentence states why this maneuver is done. Also briefly state the victory and the advantages. The paragraph includes all actions and is written in the active voice, "we will . . ." and indicates the timing of the actions. Remember: a maneuver is done by those writing the maneuver and is not written as though someone else is doing it (Form F, p. 20). 4. Reflect on the timeline and the paragraph to ensure that they will actually bring off the maneuver.
<p>V</p> <p>MANEUVERS TIMELINE</p> <p>(90 min)</p>	<ol style="list-style-type: none"> 1. A large Phase Maneuvers Timeline (see Form G, p.21) covering the first two phases is mounted on a chart at the front of the room. (This chart becomes working decor for the next three months.) Each team places its maneuver timeline on the chart and reads aloud the paragraph. 2. Ask if there are any overlaps, bunching or conflicts of activity in the timeline. If so, resolve them. 3. Check assignments of community leaders and auxiliary across the timeline. Are they spread well? 4. Name the phase and celebrate the planning work.

PROCEDURES

I. Consultants

3. Phase Maneuvers (continued)

May 1978

<p>VI NEW PHASE PLANNING</p>	<ol style="list-style-type: none"> 1. List the victories of the last phase in each of the Project Program arenas as determined in the HDP document published after the Consult. 2. Star key events. Rename the phase just finished. 3. Read contradiction statements in the project document. How did you encounter these contradictions this part quarter (or phase)? 4. How restate these contradictions specific for this past phase? What is the major contradiction facing us now? As targets for the next phase are named, use this contradiction as a selection screen. <p>NOTE: Go back to step I and do a contextual review. Then repeat steps II - V, taking into consideration your next phase.</p>
<p>TIME</p>	<p>One 4-hour session; one 3-hour session. (Not including Step VI)</p>
<p>MATERIALS</p>	<p>Actuation Phasing Chart and document Maneuver Worksheets (Form E) Maneuver Paragraph Sheets (Form F) Program folders with completed subtactic Worksheets (Form B) Project Phasing Chart (Form D) Phase Maneuvers Timeline (Form G) Posterboard</p>

4. Weekly Remaneuvers

SUBTACTIC WHATS	PROJECT CALENDAR	PHASE MANEUVERS	WEEKLY MANEUVERS
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CONTEXT	<p>This is a most crucial weekly meeting for the auxiliary and the community as it emphasizes the community doing its own project. It involves initially the most concerned members of the community and it is a leadership training dynamic. The weekly maneuvers designed during this meeting allow the community leaders and auxiliary to stand present to the broad phase maneuvers in the midst of the shifting reality of the current week.</p>
I. WEEKLY DEBRIEFING	<ol style="list-style-type: none"> 1. List on the board the happenings of last week. Who were the key people we saw last week? What new decisions were taken by the community leadership? What became visible last week? 2. Draw a simple program chart on the board. Plot last week's happenings quickly and intuitively into the major programs. 3. Star the key event of last week. 4. What was the victory of last week? Rename the week.
II. THIS WEEK	<ol style="list-style-type: none"> 1. Review the Phase Maneuver Timeline and focus on the maneuver do's for this coming week. 2. Add to these do's a list on the board of do's still to do from last week and other things to do that have arisen recently and are not on the Timeline. 3. Then, looking at the weekly do's and the new list together ask: what new points of advantage are we working from this week? 4. In order to accomplish these do's this week, where are our vulnerabilities?
III. WEEK TARGETS	<ol style="list-style-type: none"> 1. Have the whole group then decide out of the total list of do's which arenas they will focus on in order to win this week? 2. List these target arenas across the board. Hand out the Maneuver Worksheets to those assigned for taking notes in preparation to writing weekly maneuver paragraphs. 3. What are the specific victories in each target arena? 4. Using the list of do's, corporately brainstorm a list of do's under each target arena for the coming week.
IV. MANEUVER PARAGRAPHS	<ol style="list-style-type: none"> 1. Break into target arena teams. Have each team review the victory, advantages and vulnerability for each target maneuver. Also list out the do's. 2. Each team then fills in the rest of the Maneuver Worksheet and gives an imaginal name to the whole maneuver. 3. Sketch the accomplishments of this maneuver on a week's timeline. 4. Write the maneuver paragraph. The first sentence states why this maneuver is being done. Then state the victory and advantages. Write out all the do's or actions in an active voice, writing them from the viewpoint of that team, that is, starting each sentence with "<u>we</u> will..."

4. Weekly Remaneuvers (cont.)

V. CORPORATE TIMELINE

1. Each team places its maneuver timeline on the board and reads its finished paragraph to the whole group for corporate editing.
2. Are there any overlaps or conflicts of activity in this week's timeline? Resolve them.
3. Check the assignments of the auxiliary and the community leadership across the timeline. Are they spread well? Any holes or difficulties?
4. Celebrate the planning week. Have one person create a posterboard of the week's timeline for wall decor and display in plenary space.

TIME One two-hour session

MATERIALS Last weeks timeline, Project calendar, Maneuver Worksheets, Corporate Plan Sheet and Maneuver Phasing Timeline.

FLOW CHARTS

I

This is simple board work of your program check.

II & **III**

This week activity
Target arenas

Board work

IV

MANEUVER WORKSHEET

Worksheet

IV

MANEUVER PARAGRAPH SHEET
T/L
P

Worksheet

V

(Name of the week)								
MAN. DAY	M	T	W	Th	F	S	S	S
Maneuver #1								
Maneuver #2								
Maneuver #3								
Maneuver #4								
Maneuver #5								

This is weekly decor displayed in office space.

Human Development Project
Implementing Handbook

Form B
SUB-TACTIC WHAT WORKSHEET

Program Name _____
Component Program _____
Phase _____

Sub-Tactic No. _____ Sentence:

In order to actuate _____ we will:

Subtactic Title

Additional Notes
(Who, Where, When)

So that:
(why and
how)

What 1:

What 2:

What 3:

What 4:

THE ACTUATION PHASING PLAN

Chicago Nexus

Phasing		Initiation	Expansion	Acceleration	Maturation	Consolidation	
Foci		I. 1st month	II 2nd-3rd mo	III 4th-5thmo	IV 7th-12thmo	V 2nd year	
B. Project Visibility		4 Village Beautification Campaign	11 Central Nodes Renovation	18 Community Facilities Construction	25 Housing Rehabilitation Program	32 Major Construction Projects	
C. Funding Integration		5 Rapid Visibility Projects	12 Project Labor Force	14 Community Program Facilities	26 Economic Enterprise Funding	33 Long-term Loans and Mortgages	
A. P D r e o v e r l a o m p m m a e c n i t c	E C O	Agri	1 Demonstration Self-sustaining Ventures	8 Guaranteed Markets Procurement	15 Business Development Center	22 Commercial Skills Training	29 Long-range Investment Systems
		Indus Comm	3 Community Center Completion	10 Village Voice Publication	17 Project Accomplishments Celebration	24 Program Facilities Completion	31 Public Works Expansion
	S O C	Health Educ Welf	2 Community Pre-school Set-up	9 Health Program Formation	16 Youth Service Corps	23 Social Skills Training	30 Inclusive Engagement Programs
D. Leadership Training		6 Total Citizen Involvement	13 Auxilliary Trainee Selection	20 Program Task Forces Formulation	27 Projects Leadership Interchange	34 Formalize Organizational Structures	
E. Technical assistance		7 Consultation Actuation Trek	14 Social Acceleration Trek	21 Economic Acceleration Trek	23 Leadership Expansion Trek	35 Managerial Systems Trek	

PROJECT PHASING CHART
(Wall size chart)

Phase Screen	Year One				Year Two
	I. 1st mo.	II. 2 mo.	III. 3 mo.	IV. 6 mo.	V. 12 mo.
Team #1	Plot sub-tactics in boxes by teams.				
Team #2					
Team #3					
Team #4					
Team #5					

MANEUVER WORKSHEET

Target of Action:

Advantages

Victory

Vulnerability

Subtactic Do's
(Use visibility, doing stakes and guilds, funding as screens)

Training -when-	Troops -who-	Tools -resources-	Location -where-	Framing -support-	Pitfalls -watch out-

Maneuver Timeline:

Maneuver Paragraph:

TWENTY-FOUR EMPIRICAL PRINCIPLES OF ACTUATION IN SOCIAL DEMONSTRATION

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Actuation is a Structural Refram (Reframing)	Actuation is an Auditable Accompl. (Accomplishment)	Actuation is a Corporate Respons. (Responsibility)	Actuation is a Revolutionary Meth. (Methodology)	Actuation is a Transrational Subs. (Substance)	Actuation is a Secular-Rel. Func. (Function)
DEVELOP FISCAL SUPPORT LOCALLY	USE PROGRAMS AS CHECK LIST	COOPERATE WITH NO ONE	GRASP FUNCTION OF MIRACLES	THE SYMBOL IS THE KEY	THE RELIGIOUS ORDER IS NECESSITY
EXPAND BASIC AUTHORIZATION	EXECUTE THE TIMELINED IMPLEMENTARIES	BROOD ON REPLICATION CONSTANTLY	ALWAYS EXERCISE TACTICAL THINKING	XAVIERISM: DO THE GLOBAL FROM THE LOCAL	THOSE WHO CARE INCLUDES MANY
CULTIVATE SERVICE AGENCIES	OPERATE AS A SINGLE TEAM	BEGIN STAKES & GUILDS	HAVE SOCIO-ECONOMIC PRINCIPLES SCREEN	DO ALL PROGRAMS AT ONCE	REHEARSE DISCIPLINE OF BEING NOBODY
PARTICIPATE IN GLOBAL REPOSITORY	ALL LEARN GUN-SHIP (MOVING IT)	RAISE UP LOCAL LEADERSHIP	USE CONTRADICTIONALLY ORIENTED THINKING	GET IRON RATIONALITY INTO ORGANIZATION	CARE FOR YOURSELF IN MISSION

July, 1976
JWH

TWENTY-FOUR ACTUATION PRINCIPLES

Set I

1. To do a demonstration you do not need the funding you are after. You could use the money if it were there. But to do demonstration all you need is about one bowl of rice a day. Some of you meanwhile work your head off to get the funds, but you don't wait until you get money, you go in and do wonders.
2. The nod you get before the consult is sufficient authorization for beginning actuation. You may be scared, because you know every government we serve has a deep file on us. But once you've got the nod, you've got it until somebody takes it away and the evidence you still have is that you're still sitting there. So you don't sit paralyzed with fear, you trust that nod and actively go out to expand authorization. And here it is like the old stratagem of making a friend out of somebody by asking them to do something for you; tell the story, turn them on and make a practical request.
3. To get what funds, expertise, services, etc. you need in actuation, you cultivate and organize the access channels of the service agencies of that community and that nation. This goes for developing nations, too. The problem is not resources but delivery systems and we are serving those governments to get them functioning because almost every nation has the funds, goods and services to do massive community development.
4. In actuating social demonstration you need to participate in the delivery system for goods, information, personnel and services we are building here. But the global repository is a two-way system. You've got to feed in everything you can get of practical human wisdom, not university knowledge, but the stored-up wisdom of local man which can be used someplace else.

Set II

1. We discovered this year in the social demonstrations our colleagues had very unclear ideas of how they were doing in terms of actuation. There is an objective checklist over which the auxiliary can grade itself. It is a checklist over against the programs. The consult textbook is the Bible--the only relevant handbook for that situation. How long to do the program. How inclusive of the population is the program: Are all the programs done at once? These kinds of things....
2. You cannot check yourself if you don't do the implementaries. You must have a set of them. Then you've got to do them on your timeline. After that you have a checklist. The principle is that without the checklist, you do not have a chance. Then you must move it, not take 8 months to do one fine thing, or do some great program which excludes 90% of the population.

3. There is one task in a demonstration--not 16 or 9 or however many programs you have. The principle is then you must operate as one team. Everybody there is responsible for everything coming off. If anybody goes around trying to do one good job, that destroys everything else; that sounds emphatic, but this is key.

4. In actuation we have a task that is impossible for one gun to do. Everyone out there has got to be a gun--in coordination--and in moving it. If this does not happen, we fail. You know you're moving it when you find yourself crying out "Lord, Jesus Christ Mercy, Us." If you're not moving it, you never really say Lord Jesus Christ Mercy Me.

Set III

1. Do not fall into trap of cooperating with anyone. The Document is the bible. Do the bible. Do not water it down by doing somebody else's thing that seems along the same lines. However, don't be mean or stupid; use all the wisdom you can get from others to do actuation.

2. Replication must be the constant concern of local actuation; have it on your mind constantly. Keep it before everyone else, too. The question is how is this applicable elsewhere? First of all, unless it is instilled that this is on behalf of the world, there's no chance for that community. But secondly, this is the edge of practical global concern in community development, and we've got to solve it.

3. Stakes and Guilds going on is assumed in actuation. This isn't written into the document for that reason. They are the backbone, the crucial structure without which nothing happens. The principle behind this is: "we are not doing community organization as a program, we are organizing community in order to do the programs. Nobody can renew a community for a community; only the community itself can renew its community." If we forget this, we're lost. Organizing stakes and guilds is a very hard job, nevertheless.

4. In actuation you must raise local leadership. When you rehearse that you plan to get out in 24 months, every day becomes a year. Therefore, training that local leadership is life or death. The liberal mindset that thinks we're there to do the program must be purged. Immediately, for every single job that has to be done, get yourself a shadow. Then, hopefully, in a matter of weeks, or a month, there's a fantastic flip, the shadow is the substance and you become the shadow.

Set IV

1. We see now miracles are not just the way to get started, the whole thing is done by miracles. We also see miracles are not some smart, impactful thing you dream up, they are any awe-filling way of

doing any part of delineated tactic or program in the "Bible!" And I want to emphasis tactics. Programs are nothing except for motivation and money raising and organizing yourself--that is their function. What you do is your tactics--and that's what you're doing with miracles.

2. You can do anything with your mind, you want to, even if you are set in your ways. Program yourself to think tactically if you want to effectigely, structurally change society. This is a conditioning process, or programming process so that that is the only kind of thinking that ever goes on in your head again. Go back and read Mao's book, again & again. Never think abstractly, terms of what has to be done in the next 5 minutes, next 5 days, next 5 years, and how this isgoing to change history.

Never really sleep again. May be close your eyes after dark or at the light, but if you're a tactical thinker, your mind won't be asleep. When you open your eyes, insist that your mind deliver, in any way you can get your mind around it, what happened between the time you closed your eyes and opened them.

3. Your underlying operating principles are the socio-economic principles. This must be your screen. Maybe you've heard these principles, but you've never seen it for yourself. Sometimes people even forget these are the underlying principles until you jog their memory. Well, you better build a screen which holds these and check with it every day or you'll not come off with that community. These are the principles held in the breakfast talks at the consult. Getting those before everybody is taking care of yourselves.

4. We have to learn to think contradictionally. We discovered that as our basic method--what, four years ago--but we still have to learn it. You waste your time if you suddenly find yourself trying to do these programs. You'd be surprised the number of us who use great hunks of language to conceal from ourselves that we are still goal oriented. You see day by day, quarter by quarter, year by year, or four years where your see fundamental contradictions are and then those are the windmills you chase. Always inderection. That's why you do tactics.

Set V

1. For profound change your only serious weapon is symbolism. We get so used to the things (decor, symbols in guild hall) in this room we forget that this is what keeps us capable of ever being tomorrow. What we are not today, because you just get soused to it. Those of you who first saw Maliwada remember the most god-awful thing in the world was the little bus stop at the edge. It was terrible looking. Well now it is something to behold. It is something and depth profound change has taken place. Everybody in the state of Maharashtra you bump up against has one question. How did you do it. How did you motivate the people? Well, how do you motivate people? It is very simple in a way, isn't it. It doesn't take much effort
2. We still don't understand the Xavierism symbol. Xavierism is doint the global from the local. It comes from the story of Xavier in Japan doing the Roman Catholic Church without any possibility of communication with Rome on what he should be doing. He grasped that wherever he was, was the whole globe. If you find a delimited universe to work in and think you can get it done in a hurry you're wrong - even an Indian reservation is the whole universe and there is no end to it. We are not out to realize any goals. We are out to get a process going which when it's going we can pull out.
3. Do all the programs at once. Now I'm not a cynic, I don't mean tokenism - an industry is an industry, not one catfish. It would obviously take a little time to figure out how to do all programs at once. I wouldn't let anybody out of the house until we had discovered how we were going to do all of the 168 tactics and all 16 programs at once. Then I'd build a battle-plan for every step so that at sun-up somebody could initiate any program in 15 minutes. If that included a sign on December 15 that said on January 1 at 12:01 the fish pond would be full of fish.
4. Evenly operate trans-rationally. That means you've got to think through to the detail every single thing you expect to accomplish then push the organization of these until you create art. Such an organization has absolute steel in it relative to the "real" but is also so ordered that its a symbol. You can hold it in your head, and it moves you because of the layers of significance that are there. This trans-rationality is not a luxury, its crucial for without it you become paranoid.

Set VI

1. Only a religious order can do what we are doing. Never in history has this kind of change happened out side of a religious order. This represents depth courage in standing before the Mystery.
2. Those who care is a far broader category than we realize. It's

those who envision the future and act on it out of hopes. What has always been underlying a religious order is those who care. Someday this is going to get articulated as the form. We are those who have decided that we are of those who care. All discipline is secondary.

3. Discipline ourselves that we are nothing - we cannot serve another and try to be someone at the same time. We are the ones who remain nobodies. We're not after money, notoriety, credit or recognition. We try always to remain out of newspapers and journals for the sake of getting our job done. This is why we say no to publicity. But when the press comes to Town Meetings on its own you can't stop that. Something will happen but we are nobodies. There is a practical discipline in being nobodies, such as eating off the land.
4. Take care of yourself spiritually everyday, otherwise you have twice the burden the second day. This is not an exercise to keep us religious. You can't endure in the mission without it. Find RS-I all over again and I don't mean RS-I as a course, I mean it as the way life is. If you don't you may not see your slip showing, but it shows..

LEARNINGS

1. Speed is more important than taking all the right steps. You will be forgiven breaking the rules if you get the job done.
2. Action spurs action. (Stone soup tactic)
3. Understanding follows accomplishments.
4. Participation precedes commitment. (Tom Sawyer tactic)
5. Visible, physical transformation is what captures, changes and catalyzes response.
 - (a) Beauty calls forth the deepest response. (Plaza)
 - (b) Economic signs call forth commitment. (Store)
6. Deep changes in humanness occur under the stress of doing and the press of time.
7. It takes more than the village to do a village. The private, public sectors, their national and local representatives' participation and decision, are a part of a renewed or model village.
8. Our struggles are important only as they illuminate the task.
9. Globality, doing it for the globe, is the key to motivity.

THE DOCUMENT STUDY PLAN FOR LOCAL AUXILIARY

	PROLOGUE	VISION	CONTRADICTION	PROPOSALS	TACTICS	PROGRAMS	EPILOGUE
STUDY METHOD	Chart Whole	Read paragraph 1 carefully Skim other paragraphs	Read all Par. Fill out the Contradictions Content Chart	Study paragraph 1 Skim prose, plate 3 and plates 3A-F	Divide into small groups by paratactics Study assigned tactics listing subtactics for each on chart	Divide into groups according to major divisions of Plates Study P. 1, Part V Study P. 1, 2, & 3 or each assigned program	Divide into groups according to sections of the Epilogue
TEACHING METHOD	Seminar Study	Art Form (Plate 1)	Corporate V/S of chart in relation to Plate 2 Add other illustrations	Art Form the sub proposals Chart (Plate 3)	Workshop brood picture noting relationships Focus on one paratactic to demonstrate interval relationships R/S implementaries	Workshop Images of program in operation Identify Components What local expertise & organization is implied?	Seminar Study
FOCUS	Philosophical Presuppositions (Section III)	The Operating Vision Chart (Plate 1)	* Key section The Underlying Contradictions Paragraphs	Sub proposals Chart	*Key section Plate 4 Key paratactic column	Relating components back to Plate 4 (tactics)	Replication Schemes
AIM	To ground the philosophy of community development	To illuminate operative vision held by the community prior to the consult	To ground the underlying contradictions and illustrate them out of own encounter with community	To illustrate the proposals level of the method	To set context for comprehensive implementation	To demonstrate the function of the programs in relation to local forces To relate programs to tactics chart	To illustrate funding replication, forces, & support system strategies

THE CONTRADICTIONS CONTENT CHART

- a study for grounding the Consult summary statement

aspect	contra- diction	I	II	III	IV	V
ARENA	IMAGE STORY IDENTITY					
TREND	CONSCIOUS OR UNIQUE WORTH AND VITALITY					
OBJECTIVE MANIFESTATION	ISLAND STORY OF "BEING OVER" (LOCAL POINT GONE - DOCKS)					
SUBJECTIVE MANIFESTATIONS	ADULT AND YOUTH SEEK WORK ELSE- WHERE					
DEPTH PAIN	LOST GREATLINESS					

June 1977

PROGRAMMATIC CHART



Toward the Actuation of Comprehensive Human Development Projects on the Local Level
thirty six programs — nine structures — three dynamics — one project

A
ECONOMIC DEVELOPMENT
LOCAL PRODUCTIVITY
—toward self-sustenance

Enabling local—

COOPERATIVE AGRICULTURE

- 1 expanded cultivation
- 2 intensified production
- 3 water delivery
- 4 equipment pool

Developing local—

APPROPRIATE INDUSTRY

- 5 cottage production
- 6 agro-business
- 7 processing plants
- 8 ancillary industry

Initiating local—

COMMERCIAL SERVICES

- 9 common marketing
- 10 local merchandising
- 11 savings & loans
- 12 basic transport

B
HUMAN DEVELOPMENT
LOCAL MOTIVITY
—toward self-confidence

Reconstructing local—

LIVING ENVIRONMENT

- 13 domestic housing
- 14 public facilities
- 15 village design
- 16 essential services

Catalyzing local—

CORPORATE PATTERNS

- 17 total engagement
- 18 community commons
- 19 consensus assemblies
- 20 corporate workdays

Recovering local—

IDENTITY SYSTEMS

- 21 community self-story
- 22 symbol systems
- 23 corporate rituals
- 24 village celebrations

C
SOCIAL DEVELOPMENT
LOCAL SOCIALITY
—toward self-reliance

Creating local—

PREVENTIVE CARE

- 25 intermediate sanitation
- 26 total nutrition
- 27 systematic immunization
- 28 primary treatment

Establishing local—

FUNCTIONAL EDUCATION

- 29 early learning
- 30 formal schooling
- 31 youth training
- 32 adult education

Instituting local—

COMMUNITY WELFARE

- 33 family development
- 34 women's advancement
- 35 youth task-force
- 36 elderly engagement

May 1977

ORGANIZATIONAL CHART -- toward the actuation of comprehensive HUMAN DEVELOPMENT PROJECTS -- on the local level



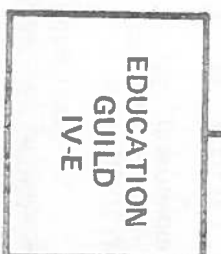
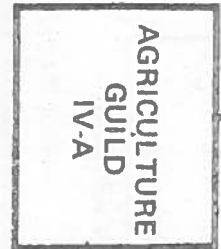
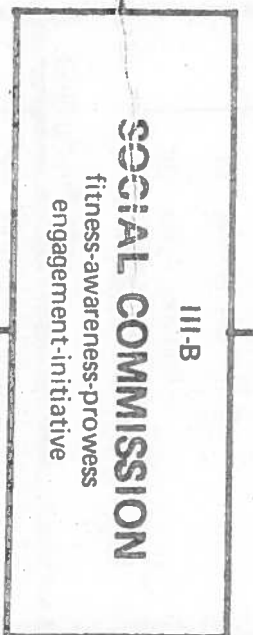
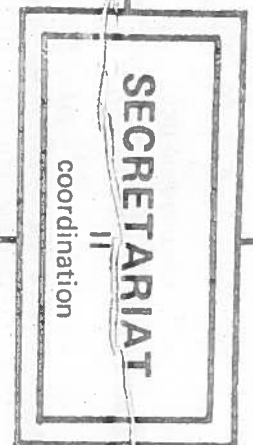
I. The Assembly - II. The Secretariat - III. The Commissions - IV. The Guild Network - V. The Stake System

— **COMMUNITY ASSEMBLY** —
consensus building - decision making

Socio-economic well being

Community Spirit

Socio-physical well being



GEOGRAPHICAL COMMUNITY CARE STRUCTURES

local identity - community care - living environment - corporate action - external relations

STAKE ONE

STAKE TWO

STAKE THREE

STAKE FOUR

STAKE FIVE

CONTRADICTIONAL SCREEN

A. GOING NATIVE

1. Is the auxiliary dressing in the despair style of the residents or are they maintaining intentional dress.
2. Is the Religious House and Program office kept clean
3. Is there a discipline style maintained?
 - a. Is the auxiliary on time?
 - b. Do they wear the blue?
 - c. Do they take notes?
 - d. Rather than being pedantic toward the resident, do they raise questions, put issues in perspective, and demand responses.

B. STRUCTURAL COLLAPSE

1. Foundational Consistency
 - a. Are the meetings surrounded with context, rituals, and songs.
 - b. Are the tactics reviewed weekly/daily.
 - c. Is the consult book the bible of the project.
 - d. Is there a regular symbolic life
 - e. Is there a weekly intellectual push
 - f. Are issues raised in terms of contradictions and catalytic possibilities?
2. Leadership Growth
 - a. Is the auxiliary selecting only the young and most willing residents or are they intentionally choosing the aged symbolic to push as leaders.
 - b. Is shadow training occasional rather than each auxiliary intentionally training one resident in an area of expertise?
 - c. Are leaders being exposed thru interchange, pedagogy, and leadership roles?
 - d. Are the leaders being backed up in public so they always come off as winners?

C. PROGRAMMATIC BLINDNESS

1. Undergirding Tactics
 - a. Do the auxiliary make a point to talk to the establishment and successful businessmen in the area?
 - b. Are long range tactics being neglected for immediate success?
 - c. Is there a calender of events every month that shows the consistency of the programs, e.g., stake meetings on same night every month.
 - d. Is the newspaper/bulletin board kept comprehensive and up to date?
 - e. Do you use consistent methods, songs, rituals, and stories to create common memory throughout the project?
 - f. Are stakes, workdays, and celebrations on a regular basis?
2. Community Identity Shifts
 - a. Do the auxiliary say hello to residents when they pass them on the street?
 - b. Are residents aware in some degree of stake area and programs when they are mentioned?
 - c. Are grids visible in the community?
 - d. Is the community motto visible in the community?
 - e. Is there a project community center or node where residents know they can get information or ask questions?
 - f. Do the children know and sing several project songs by memory?

- g. Are there several residents who can tell the story of the project when asked?
- h. Are uniforms recognized as being a part of the project?
- i. Do the residents who come to meetings have the words "consensus, brainstorm, tactics" in their vocabulary.

3. Face of the Community

- a. Is the symbolic entry way clean and decorated in some way?
- b. Is the main street kept clean?
- c. Is there an outdoor place to sit?
- d. Is there an indoor place to meet?
- e. Is there a play area for children and youth?
- f. Are there signs up of promised or accomplished victories?
- g. Has something new been painted (e.g. door, bench, house, window frame)
- h. Do the auxiliary walk around in all the stakes wearing the blue?

4. Programmatic Backup

- a. Has a comprehensive survey been done or up-dated?
- b. Is your framing up to date?
- c. After 6 months in the project, have you begun to inkind products and services from the residents themselves
- d. Is there a training dynamic in every program?
- e. Are residential leaders enabled to dress as intentionally as the auxiliary for development and authorization calls.