CORPORATE PATTERNS

a human
development
training
module

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INTRODUCTION

The Human Development Training Modules were developed by the Institute of Cultural Affairs for use in the Human Development Projects around the world. The module is a vehicle for releasing effective coordinated action in specific arenas of a community's life. These one day events are designed to equip participants with both an overall grasp of the arena as well as practical methods for catalyzing its rapid development in the community. The residue, however, of a one day course is more a set of practical resolutions than it is a set of refined skills. Modules bridge the gap between envisioned accomplishments in arenas of community need and the action needed to achieve those goals. They blend education and implementary planning into a unique package which trains participants in how to move effectively in their own particular situation, while simultaneously offering them methods to move in any situation. They mobilize both concerned local residents and related resource people in specific programs. Modules are designed to attack limited vision and paralyzed motivation at the local level. They are most effective where a clear need and consensus to move on a project already exist in a community, but where actual movement is frustrated. This manual is designed as a tool for leaders of Human Development Training Modules to use in setting up and preparing to teach modules in local communities.

I. MODULE PREPARATION

Community and neighborhood leadership benefit by partici-
pation in the module in many ways. Community people who attend
the module receive practical suggestions, renewed motivity, fresh
sources of assistance and a concrete plan for the module arena.
The module arena is selected because a significant accomplishment
in this dimension will catalyze broad, sweeping change in the
community. In order for such changes to occur in a local communi-
ty, the leadership must see the task with new eyes, to remove past
prejudice and reduced goals and broaden ideas about future oppor-
tunities.

A. RESEARCH WORKSHOP

The following workshop is intended for use by the module
trainer with project leadership during the week prior to the
module to begin the process of considering fresh approaches. The
purpose of this workshop is to state the significant accomplishments
that have already happened locally in the module arena, locate the
current blocks preventing further progress and name the necessary
action that would facilitate visible change in three month's time.

I. HISTORY

    What would you consider to be a significant accomplishment
        in the module arena?
    What specific actions have been completed so far?
    What individuals from the community, local agencies and the
        surrounding region have been involved in this work?
    What would you say have been breakthrus, or new insights in
        this area?

II. CURRENT BLOCKS

    In what areas have you run into blocks?
    What seems to slow down progress?
    What is the single obstacle which if dealt with would
        catalyze the community's development?

III. THE "LEAP" (significant accomplishment in the module arena for
        catalyzing broad, sweeping change in the community)

    What do you want to have happen to the community by the end
        of the month?
    What are the key accomplishments that would occasion a "leap"?
    How can the module enable this?

THE RESEARCH WORKSHOP CHECKLIST

1. Name 5-10 activities that have been done toward the key accomplishment needed in this module arena to catalyze dramatic development in the community.

   1.   6.
   2.   7.
   3.   8.
   4.   9.
   5.   10.

2. Draw a grid of the community:

   Place sites where actions related toward this accomplishment have already taken place.

3. Who has been involved in working on this from the community?

   1.
   2.
   3.
   4.
   5.

4. Who are additional people in the community interested in working in this area?

   1.
   2.
   3.
   4.
   5.

5. What resources have been consulted:

Public Financial	Private Financial	Expertise	Community
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

6. Name five new resources related to the module arena. Visit.

    1.
    2.
    3.
    4.
    5.

7. What facilities have been used or could be used?

    1.
    2.
    3.
    4.
    5.

8. Name two other ways to use facilities or resources that would release momentum.

    1.
    2.

9. Name five ways to expand involvement of the community through the use of this module.

    1.
    2.
    3.
    4.
    5.

10. Create two wild, exciting images for the work on the major accomplishment anticipated.

B. PARTICIPANT RECRUITMENT

The module is designed to serve a diverse audience. To ensure that invitations are extended to a comprehensive list of potential participants list 10 names under each of the following categories:

1. Local residents who work in the module arena

2. Persons from the metropolitan area, county and state, who work in the arena both in public and private agencies.

3. Volunteer consultants and financial supporters of the community project.

4. Other local residents who are concerned with their community's development.

After getting out a comprehensive list of potential participants, determine how these people will be invited. Some can be sent invitations by mail with a phone call follow-up while others may need a personal visit. Follow-up by personal visits and telephone calls are necessary to answer questions, provide additional information and secure definite registrations. Publicity materials can be designed to reach a broader audience. News releases can be placed in local papers to give a brief description of the module and enrollment procedures. Fliers can be designed for mass distribution to provide information on the day. Door-to-door visitation within the local community can be organized through block clubs or other local organizations.

C. MODULE LEADERSHIP

Adequate leadership of Human Development Training Modules requires a team of people with various skills to fill the basic roles throughout the day. Since an important aspect of the training involves communicating corporate methods that allow diverse people to work effectively together, the demonstration of the leadership team's working together is crucial. One overall coordinator familiar with Human Development Projects and skilled in workshop methods is needed to orchestrate the day and, where necessary, to train others for specific roles. One or two people with direct experience in Human Development Projects are required to do the two talks and to serve as resource people. It is preferable for one of these to be from outside the host community because of the objectivity and fresh insights possible from other experiences. One or two people from local communities (not professionals or staff, just local leaders) are also needed. At least one of these needs to be from the host community to serve as emcee for the day. This would be a basic team of 3-5 people. Prior to the module this team would meet to make assignments to cover the following roles: Host, Module Overview, Field Visit, Implementation Talk, Panel Moderator and Workshop Leader. An important aspect of this team is that it illustrate a range of role models including effective orchestrator, local leadership and resource staff adequate to the perspectives of the participants. In addition to this core team, additional people will be needed (depending on the size of the module) to lead field visits, subgroup discussions and to serve as resource and practics staff.

The following are the specific tasks required for each of the assigment roles:

Host: A community leader welcomes people to the module and the project site.

Module Overview: This talk covers the whole module arena and is done by the coordinator.

Field Visit: Community residents host module participants for the field visit. If the group is large, they break into groups of about twenty to facilitate the tour.

Implementation Talk: This talk is a testimony to the possibility of developing the module arena in any community, preferably done by a local resident who has been actively engaged in the project.

6

Panel Moderator: A member of the project staff introduces the panel and makes sure that all questions are adequately answered. This person should have questions on hand to keep the dialogue moving.

Workshop Leader: This role may be played by anyone with workshop training and experience to create the plan that will be done by the community.

Lunch Preparation and Room Set-up: These practical tasks are done by local residents and project staff.

D. PRACTICAL ARRANGEMENTS

1. Space Design

A meeting space which will accommodate 40-60 persons is needed.
Criteria to be considered in the selection are:

1. Adequate space to seat anticipated participants around tables.

2. A central location to facilitate the tour of the community in the morning session.

3. Easy access to a meal preparation and/or service area.

4. Free use of the space or minimal rental fee.

5. A location to which all residents of the community will be willing to come.

Equipment and materials which are needed include:

1. Tables
2. Chairs
3. Blackboard, chalk, erasers
4. Butcher paper
5. Magic markers
6. Masking tape
7. Paper and pencils for participants
8. Decor items such as:
    Community map
    Local symbols (e.g., community logos, flags)
    Photos of the community (before and after)
    Display of any industrial/commercial products
    Global map with other Human Development Projects
        marked on it.
9. Name tags
10. Ash trays
11. Food service equipment
12. Plastic garbage bags

2. Food Service

A hot lunch is served as a part of the module design. In order to keep preparation and service time to a minimum, a simple though substantial menu is in order. Past experience has shown that restaurants and fast food chains are sometimes willing to participate in the day by providing the meal with no charge.

Coffee and doughnuts are served during the morning registration period. A simple "finger food" afternoon snack is also served. Coffee, tea, and a cold beverage are served at these times as well as at lunch.

II. MODULE DESIGN

The Corporate Patterns Module consists of six sessions used in a one day consultation with a local community. These sessions include: I - Module Overview, II - Field Visit, III - Implementation Talk, IV - Resource Panel, V - Implementation Workshop and VI - Participant Evaluation. Each session includes the outlines for the lectures and the procedures of the field visit, resource panel, and implementation workshop. An evaluation form is included to provide feedback for the module leadership for future module revisions.

The module time design is:

8:30	Module Overview
9:45	Field Visit
11:00	Reflection on Field Visit
11:30	Break
12:00	Lunch and Implementation Talk
1:00	Resource Panel
2:30	Implementation Workshop
5:00	Participant Evaluation

A. MODULE OVERVIEW

The Module Overview inclusively illustrates the substance of the arena in any local community. It provides new and fresh images of what have come to be old problems. It shows the scope and significance of the arena for the whole community and gives examples of how particular issues within it relate to the whole process of human development. By clarifying the arena of concern and its importance, this presentation gives participants a new perspective from which to view their development efforts, often illuminating new approaches and alternate actions.

The Module Overview is designed to give a basic checklist of relevant categories. A sample talk provided in the back-up materials provides data that informs these categories. To develop this talk, the leader states in his own words the objectives of the module in the light of the particular host community and anticipated participants. Then the outline is studied to obtain an overall sense of the critical elements of the talk. Illustrations and visual aids are added at this point to fill out the talk as well as to make the presentation lively. The leader then prepares an introduction that will both capture the audience with dramatic images and give the context for this arena. Finally, a conclusion is built that will leave a powerful image that can be retained by the participants.

The format on the following page serves as an aid for the preparation and the presentation.

MODULE OVERVIEW PREPARATION FORM

SUBJECT:
OBJECTIVE:

OUTLINE:

I.   III.

   A.   A.
   B.   B.
   C.   C.
   D.   D.

II.   IV.

   A.   A.
   B.   B.
   C.   C.
   D.   D.

CONTENT BRAINSTORM:

Data: Illustrations   Visual Aids

INTRODUCTION: **CONCLUSION:**

SESSION I: CORPORATE PATTERN OVERVIEW OUTLINE

I. VILLAGE CONSENSUS

A. Town Assembly
B. Community Secretariat
C. Monitoring Commissions
D. Local Units

II. TOTAL ENGAGEMENT

A. Neighborhood Care
B. Taskforce Operation
C. Full Employment
D. Workday Miracles

III. COMMUNITY COMMONS

A. Common Space
B. Common Time
C. Common Services
D. Common Funds

IV. LEADERSHIP DEVELOPMENT

A. Core Formation
B. Community Management
C. External Relations
D. Methods Training

B. FIELD VISIT

The purpose of the field visit is to acquaint the participants with the actual working situation and the cultural setting of a particular area of the community's life. The participants review the subject matter presented in the first lecture, tour the neighborhood with a list of questions, and have the opportunity to question community residents on their understanding of progress in this arena. The field visit ends with a group discussion on their learnings from the tour.

To prepare for the field visit, the leader does the following six steps:

1. Looks through the consult document and notes the contradictions (what is blocking the community from moving on its problems); and programs (the organization of the implementation steps to accomplish the intent of the proposals).

2. Lists the relevant subtactics in the documents (subtactics are the detailed tasks listed to solve particular problems).

3. Takes an advance tour of the community with project leadership and notes which activities and accomplishments can be seen. He relates these to the subtactics in Step 2 (e.g. Subtactic: organize classes for management training; Accomplishment in project: two weekend seminars on better management held by Better Businessmen Association.)

4. Notes the effectiveness and visibility of the accomplishments to date in the community and chooses a resident most familiar with this arena to be the tour guide.

5. Notes the subtactics not in evidence and asks the residents about future plans in relation to those subtactics. He listens for current obstacles as well as new directions.

6. Briefs the tour guide on how the tour will be illuminating for the module and helpful to people who do not know the community but are struggling to do creative work in their own communities.

SESSION II: CORPORATE PATTERN FIELD VISIT

INTRODUCTION:

> Any community is on a journey--Fifth City is a real
> community, not an ideal. The job, is to stand in the
> midst of the process that a community is and discern
> what is called for next.

SECTION I:

> Preparation: Divide into five groups, assign one group
> to each stake. Each group is to visit at least one
> home and one business or institution in each stake.
> Walk around the stake noting its boundaries, arteries,
> nodes, landmarks and pathways. The group should come
> back with a suggestion for an appropriate activity in
> that stake.
> Participants are sent out as guests of Fifth City.
> They should introduce themselves as people interested
> in human development. Each group will be given a list
> of people who have agreed tobeing visited, a map, and
> any other directions needed.

SECTION II:

> Visits: Appropriate questions for the visits would include:
>
> 1. Who lives in this stake/block--elders, young couples,
>   singles?
> 2. What have been some events in this neighborhood.
>   How did they happen?
> 3. What talents are represented here?
> 4. What are the pressing needs?
> 5. What would you like to see happen; changes you
>   dream about?
>
> On your way back, talk about an appropriate activity
> for that stake.

SECTION III:

Reporting: Each group reports briefly on the nature
of the stake they visited, the current issues, and
what they discerned as an appropriate action. If
any of the actions would be appropriate for a work
day, appoint a group to think through further what
would be involved in doing that.

CONCLUSION:

Long-range change does not take place without parti-
cipation at the neighborhood level.

C. IMPLEMENTATION TALK

The Implementation Talk is intended to illuminate the practical actualization of the work of the module arena. It is most effectively given by someone who has been active in a Human Development Project--one who can share actual examples of successful programs and methods. The format of the talk is to be a sharing of helpful hints and illustrations rather than a set of philosophical principles. The talk arenas covered are:

    I.   key programs: those which catalyze further action in the module arena;

    II. replicable schemes: those which organize existing resources, manpower and motivation to achieve substantial results;

    III. task force functions: effective enablement of community residents to take on the work of the module arena; and

    IV. auxiliary support: the role of the auxiliary staff in facilitating programs and leadership.

The outline which follows is designed to give a basic checklist of relevant categories. A sample talk provided in the back-up materials provides data that informs these categories. To develop this talk, the leader states in his own words the objectives of the module in the light of the particular host community and anticipated participants. Then the outline is studied to obtain an overall sense of the critical elements of the talk. Illustrations and visual aids are added at this point to fill out the talk as well as to make the presentation lively. The leader then prepares an introduction that will both capture the audience with dramatic images and give the context for this arena. Finally, a conclusion is built that will leave a powerful image that can be retained by the participants.

The format on the following page serves as an aid for the preparation of the presentation.

IMPLEMENTATION TALK PREPARATION FORM

SUBJECT:
OBJECTIVE:

OUTLINE:

I.   III.

    A.   A.
    B.   B.
    C.   C.
    D.   D.

II.   IV.

    A.   A.
    B.   B.
    C.   C.
    D.   D.

CONTENT BRAINSTORM:

Data: Illustrations   Visual Aids

INTRODUCTION: CONCLUSION:

SESSION III: CORPORATE PATTERNS IMPLEMENTATION TALK

I. PROGRAM DEVELOPMENT KEYS

   A. Town Assembly
   B. Local Units
   C. Common Resources
   D. Trained Core

II. PRACTICAL ACTIONAL SCHEMES

   A. Successive Miracles
   B. Cross-Stake Campaigns
   C. Stake Nurture Campaign
   D. Sequenced Projects

III. TASK FORCE FUNCTION

   A. Methods Training
   B. Practical Planning
   C. Continuous Recruitment
   D. Context Expansion

IV. AUXILIARY SUPPORT ROLE

   A. Exemplary Signs
   B. Catlytic Engagement
   C. Effective Resources
   D. Steadfast Relations

D. RESOURCE PANEL

The resource panel gives the participants new boldness in utilizing available resources. The panel cuts through the sometimes overpowering mystique of governmental agencies, business executives and technical experts by opening a dialogue between local residents and people in these agencies or businesses willing to help. This involves initial presentations by panelists followed by a guided question and answer period.

The panelists may be new contacts or residents of the project community. Their role is to testify to accomplishments in human development in their area. They provide valuable information on how to obtain the data and services which are crucial for such things as proposal writing, grant receipt and training extension services. The panels are designed to expand people's concepts of what is possible in a community, as well as to serve as examples of increased motivation in engaging in the life of the community. The panelists also share the results of their experiments, sparking new ideas for the project and making people aware that the panelists themselves are resources for future planning. As community people on the panels share their story, it allows them to experience the significance of their work and renews their effort.

1. Who should be a panelist?

    a. List five people from the public or private sectors who have particular expertise in the module arena (or list the places such persons could be found).

    b. List five people from agencies who can provide, or help to provide, services which the project needs, i.e., financial assistance.

    c. List five people from the project who have been involved in the module arena.

From these 15, select four who should be asked to attend. At least one should be from the community. After the four have been selected, decide who should ask them to come that is the most likely to secure a "yes" answer.

2. What should the format be?

Prior to the presentation, the panelists should have explained to them the module and its intent, the project, the audience and the information that would be most helpful for the group to hear. It is recommended that each panelist spend 2-4 minutes initially addressing themselves to key questions of concern. This will give them an opportunity to get "on stage" and introduce themselves. It is helpful to give them a few questions on which to focus their presentations.

Sample questions:

What advice would you give someone interested in initiating tne program arena?

What are the most critical needs in this arena today?

What are some things we need to know in order to secure funding?

What are some of the more effective methods for securing funds?

How can you be of help to us here with the resources you have available?

Following these presentations (the panelists should be reminded to be brief), the session is opened to questions and answers from the audience. The moderator should be prepared with a list of questions covering a large variety of subjects to ensure that no individual panelist monopolizes the time, and also to ensure that a broad span of knowledge is shared. The moderator should feel free to interrupt and change the direction of the discussion if it drags or has too narrow a focus.

It is crucial to remember that the panel creates morale in the group. It does this by allowing participants and experts to sh re their common experience in working with local communities. It follows the implementation lecture, which creates a screen for seeing the unused resources in a community. The panel discussion offers new ideas to be used in the workshop that follows. In choosing the panel, it is important to remember that as persons on the panel communicate vitality and possibilities for local residents through their vibrant style and relevant stories, they will make the panel a signal event of the day.

SESSION IV: CORPORATE PATTERNS RESOURCE PANEL

INTRODUCTION:

Introduce representatives of other community organiza-
tion and governing structures (neighborhood organiza-
tions in the city, suburban or rural community council-
men or assistants).

SECTION I:

Ask each panelist to talk briefly on their own experiences
in working in the local community they are in.

SECTION II:

Direct questions to the panel:

1. How do you get people involved in the decision-
   making process?
2. What are some of the keys to getting action on the
   community's ideas?
3. What are some of the things that have been done
   in your community and how did they come about?
4. What resources outside your community have you had
   to call on to implement these actions?

SECTION III:

Questions from the group:
1. What will you remember from this session?
2. What new insights have you gained into community
   involvement?

E.   IMPLEMENTATION WORKSHOP

The purpose of this workshop is to focus the insights shared during the day into the creation of a practical plan which, when carried out, will produce the desired acceleration of the industry. Participants experience new resolve in their ability to succeed through building a concrete, realistic plan complete with timeline and assignments.

To prepare for this, the leader should answer the following questions as a way to discern the specific focus of the workshop?

1. At the end of the module, what should the participants have learned about the subject (e.g., starting an industry)?

2. What are three specific arenas the participants should focus on?

3. What are some issues in this module that we could use in a taskforce in the workshop? How many taskforces should we have and how should we assign the participants to them?

4. What should happen at the closing plenary after the work-shop? What would the concrete products be? What unifies all these products into one unified thrust?

5. How can we make the product of the workshop lasting and dramatic for the community?

6. Where will the product be used that will have the most effect in the community?

The format of the workshop is that of a symphony. It lays out a dramatic journey of participation which allows a product to emerge from the group. The flow moves from an introduction which sets the context to a brainstorm of ideas within the arena. A coagulation of emerging insights emerge and are reflected on until a set of decisions and resolutions are concensed upon regarding the plan. The following pages include a sample workshop.

SESSION V: CORPORATE PATTERNS IMPLEMENTATION WORKSHOP

INTRODUCTION:

> The difference between a work day that is a great
> event and one that leaves the group frustrated depends
> upon careful plenning.

SECTION I:

> Context: Divide into three groups, each of which will
> plan a work day project to be done the next day. Each
> group needs to come up with a plan for the activities,
> an estimate of the number of people needed for what
> length of time, the materials and tools required, and
> the authorization to do the task, if this is not
> already present.

SECTION II:

> In groups:
> 1. Brainstorm the activities needed to get the
>   job done.
> 2. Group into appropriate sets of activities for
>   smaller groups and time blocks. Create a task
>   flow for the day. (E.G. 10 people wash windows
>   in the morning; in the afternoon, 3 sweep, starting
>   at the east end, 2 follow them with the mop and
>   bucket, while 5 carry out garbage.)
> 3. List equipment and supplies needed. Check to
>   see if they are available and figure out how to
>   get those that are not.
> 4. Make whatever contacts are needed to get an okay
>   for the job and to recruit additional workers.

SECTION III:

> Plenary: Have each group report its plan. Ask others
> to reflect on its completeness and viability.
> Reflection: What did you learn about corporate planning?
> Where were you surprised?
> Send out to complete the preparation.

F. PARTICIPANT EVALUATION

The Participant Evaluation provides a time of reflection for the participants to summarize their learnings from the module training. The group reflection allows the participants to discern the key learnings of the module for themselves as individuals. The group evaluation comments allow a broader perspective on the learnings. The written evaluation form serves as a tool for the module leaders to further develop the module content and methods for future use.

The group reflects on the module with such questions as:

1. What do you recall from today's work?
2. Where did you find yourself most involved?
3. What did you get excited about?
4. Where did you disagree? become frustrated?
5. What would you say were the "learnings" of the day?
6. How do you anticipate using the learnings of the day?
7. Where would you like more information?
8. Which section of the module do you feel is most important?
9. If you were going to do this module next week with another group, what would you add? What would you delete?

The written evaluation form is filled out by the participants after the group reflection on the module. The module leaders compile these evaluation forms to discern future module revisions. The following pages include a participant evaluation form.

PARTICIPANT EVALUATION FORM

COMPREHENSION   Check one category in each line.

	Most Clear About	Remember Partially	Unclear
1. Role of module arena in project.			
2. Program initiation method			
3. How to locate resources			
4. Basic issues in module subject			
5. 4 major parts of overview lecture			

SKILLS   Check one category in each line.

	Adequately Trained	Need More Training
1. Work in group with set procedures		
2. Reflect on experiences		
3. Evaluate progress of work		
4. Discern problems in community		
5. Ask relevant questions		

In your own words, answer the following:

1. What I learned how to do best in this module was _____

2. The most important thing I learned was _____

3. The least most important thing I was taught was _____

4. The thing I wanted more training in was _____

ATTITUDES Grade your response on a scale of 1-10 with 1 being the highest
score:

SCORE

1. Confidence in working in group
2. Familiarity with government structures
3. Ease in talking to officials
4. Familiarity with program arena
5. Respect for diversity in group
6. Confidence in reasoning ability

Please comment on the following:

1. Time schedule:

2. Module Setting:

3. Lecture content and delivery:

4. Effectiveness of field visit:

5. Workshop procedures:

6. Resource panel value:

What suggestions do you have for revising this module:

IC**A** THE INSTITUTE OF CULTURAL AFFAIRS
CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT

The Institute of Cultural Affairs is a global training and demonstration group concerned with the human factor in world development. Originally incorporated in the state of Illinois as a not-for-profit corporation, the Institute is now headquartered in Brussels, Bombay, Hong Kong, Singapore and Chicago and is registered in 27 nations. The ICA is supported by foundations, corporations, government programs, organizations and concerned individuals. Private support has ranged from large foundation and corporation grants to a large number of local corporation gifts and donors. Government agencies including ACTION, AID, HUD, EDA and OEO have supported various programs. The major program of the ICA is comprehensive human development projects in local communities. Such projects are being conducted in 59 urban and rural communities around the world in 27 nations. The intent of each project is to allow each community to become self-sustaining socially and economically within two years