

TEAM LEADERS MANUAL

REPLICATION CONSULTS

MAHARASHTRA, INDIA

September 1978

TEAM PRODUCTS CHART

Replication Consults

CONTRADICTIONS	PROPOSALS	TACTICS	IMPLEMENTARIES																																																																																																																													
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<div data-bbox="163 332 567 722" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">TEAM</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">---</td><td style="width: 20px;">---</td><td style="width: 20px;">---</td><td style="width: 20px;">---</td></tr> <tr><td>2</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>3</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>4</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>5</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>6</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>7</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>8</td><td>---</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td colspan="4">(4 or 5 word titles</td></tr> <tr><td>12</td><td colspan="4">for each of the</td></tr> <tr><td>13</td><td colspan="4">blocks.)</td></tr> <tr><td>14</td><td></td><td></td><td></td><td></td></tr> <tr><td>15</td><td></td><td></td><td></td><td></td></tr> <tr><td>16</td><td></td><td></td><td></td><td></td></tr> <tr><td>17</td><td></td><td></td><td></td><td></td></tr> <tr><td>18</td><td></td><td></td><td></td><td></td></tr> <tr><td>19</td><td></td><td></td><td></td><td></td></tr> <tr><td>20</td><td></td><td></td><td></td><td></td></tr> <tr><td>21</td><td></td><td></td><td></td><td></td></tr> <tr><td>22</td><td></td><td></td><td></td><td></td></tr> <tr><td>23</td><td></td><td></td><td></td><td></td></tr> <tr><td>24</td><td></td><td></td><td></td><td></td></tr> <tr><td>25</td><td></td><td></td><td></td><td></td></tr> </table> </div> <p>Also * for three others by the numbers</p>	1	---	---	---	---	2	---	---	---	---	3	---	---	---	---	4	---	---	---	---	5	---	---	---	---	6	---	---	---	---	7	---	---	---	---	8	---	---	---	---	9					10					11	(4 or 5 word titles				12	for each of the				13	blocks.)				14					15					16					17					18					19					20					21					22					23					24					25					<div data-bbox="724 332 976 722" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Contradiction (number) _____</p> <p>A. Sentence B. Sentence C. Sentence D. Sentence E. Sentence F. Sentence</p> <p style="text-align: center;">(5 or 6)</p> </div> <p>One page of A4 paper for each contradiction.</p>	<div data-bbox="1197 332 1449 722" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Proposal name and number</p> <p>1. 2. 3 Words 3. for each</p> <p style="text-align: center;">(List of Tactics with same numbers as on the Tactic Sheets</p> </div> <p>One page of A4 paper for the team and one for Coord.</p>	<div data-bbox="1627 365 1974 738" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Sub-Tactics for TACTIC (Number/Name)</p> <p>1. --- --- --- 2. --- --- --- 3. --- --- --- 4. --- --- --- 5. 6. (List of the 7. 3-10 Sub-Tactic 8. 3 word Titles 9.</p> </div> <p style="text-align: center;">(Tactic Sentence)</p> <p>One page of A4 paper</p>
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<p>FOR COORDINATION</p> <p>A similar list on one piece of paper of the sentences for each of the 25 Blocks</p>	<div data-bbox="651 925 1039 1396" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CONTRADICTION (Number)</p> <p>A. --- --- --- B. --- --- --- C. --- --- --- D. --- --- --- E. --- --- --- F. --- --- ---</p> <p style="text-align: center;">(3 or 4 word titles for the Proposals) (5 or 6 Proposals)</p> </div> <p>One for each Contradiction</p>	<p style="text-align: center;">TACTIC SHEET</p> <div data-bbox="1144 998 1491 1226" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">(Number)</p> <p style="text-align: center;">MARATHI</p> <p style="text-align: center;">Adjective Noun</p> <p style="text-align: center;">english</p> </div> <p>One for each tactic Size determined by coord. Numbered according to system provided by Coordination.</p>	<div data-bbox="1627 909 1974 1421" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left;">Tactic (Number/name Sub-Tactic (No./name</th> </tr> <tr> <td style="width: 30%;">What</td> <td></td> </tr> <tr> <td>When</td> <td></td> </tr> <tr> <td>Where</td> <td></td> </tr> <tr> <td>Who</td> <td></td> </tr> <tr> <td>How</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">(Sentence) In order to _____</td> </tr> </table> <p>One page of A4 paper for each sub-tactic.</p> </div>	Tactic (Number/name Sub-Tactic (No./name		What		When		Where		Who		How		(Sentence) In order to _____																																																																																																																
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TEAM LEADERS LESSON PLAN--CONTRADICTION FIELD WORK

PROCEDURES		TIME
OPENING	<p>1. CHECK to see if people are in the right team space.</p> <p>2. Sing a song they know, "Singing helps build a team as a working unit. Let us sing _____."</p> <p>3. Context. "Now we are out to discern what is blocking the people of _____ hopes and dreams from becoming realities. This is what we call a contradiction. It is an obvious obstacle, like a large rock in the middle of a road so a bullock cart cannot pass.</p>	10
STEP 1	<p>1. Review the columns or columns assigned to the team. Write them on the chalkboard and make a one sentence comment on each box of the vision chart assigned. Then ask if anyone on the team has any questions.</p>	5
STEP 2	<p>1. Assign a group of 2 or 3 people to one or more of the boxes of the Vision chart assigned to the team. " You 2 or 3 be a unit of this team and work on _____; you 2 or 3 etc."</p> <p>2. "You are to go out into the village now and find ten people who are interested in seeing the specific items of the Vision assigned to your unit realised in the village. Ask them what they would do to to this item immediately. List the things that are blocking them from doing this vision and the actions they suggested. Keep asking why."</p>	5
STEP 3	<p>1. Consense as a team on the first ten people each unit is going to see and talk to. "Okay unit 1, Mr. _____ and Mr. _____ and Mrs. _____ who are the 10 people you are going to go talk to? Where do they live? Do they cover the whole village?" Unit 2, Unit 3, etc.</p>	5
CLOSING	<p>1. "As we go out let us remember that the key questions are: Why is this situation the way it is? What is sustaining the blocked situation?</p> <p>2. "Keep a list of the blocks they tell you because we will want a report from each unit at 11:00a.m. here as a team."</p> <p>3. "Are there any questions about what we are going to do?" (Answer only the relevant questions and postpone others.)</p> <p>4. "We will end each our sessions with a ritual. My line is March into the future march and you line is dance over the dark abyss, then my line is Iron men create the world. and your line is be it so. Ready?" Do the ritual.</p>	5

TEAM LEADERS LESSON PLAN--CONTRADICTION WORKSHOP

PROCEDURES

TIME

OPENING: 1. Sing a song.

10

2. Have each unit put their list of blocks on the chalkboard. The team leader does the writing, calling for each unit's report. "Now let us hear the report for unit 1", etc.

STEP 1

1. "Someone read out loud all the blocks on the Chalkboard."
2. Ask for clarity and refine the wording of the blocks. "Is it clear what block number ___ is talking about? How could we say that in a clearer way?"
3. Write changes on the chalkboard in place of previous statement of the block. It may require the use of paper and markers in addition to the chalkboard.
4. Do steps 2 and 3 for each block that seems unclear to you or members of the team.

20

STEP 2

1. Push teams insights to get out the underlying block for each block on the list. "What is the obstacle involved in (block number ___)?" If this question is not enough ask; "What is the deeper issue?" Continue to ask Why until the real block is stated. Aim for a master list of 35-40 items. Make changes on the board as insights are stated.
2. Combine some of the blocks, expand or divide others. Refine the list to the 25 key blocks. "Would not number ___ and ___ combine as ___?" After dealing with combining, then ask "Could we expand number ___ to say ___?" After dealing with expanding statements of blocks, then ask; "Would it not be better to divide number ___ to say ___ and another to say ___." Write all changes suggested on the chalkboard with new numbers for each block as they are decided.

45

STEP 3

1. Have 3 or 4 people refine the language and name each block with a 4 or 5 word holding phrase. "You 3 or 4 people refine the language and name each block with a 4 or 5 word holding phrase for numbers ___, ___, and ___. And you do the same thing with numbers ___; etc."
2. Report work to the team. Team leader writes the phrases on Butcher Paper as the groups report. "Okay this group; What are your titles," next.
3. Ask group for consensus on list of block title. "Are these our blocks?" If the answer is No on any of the titles, then get a consensus quickly. "Someone state the title better."
4. Have each group write a sentence on each block they titled. "Okay, let us work as the same groups to write a sentence on each of the block they titled." "Are there any questions on your assignment?" Make sure there is one literate person in each group even if it is a school child to do the writing.

30

CLOSING: 1. "For the next 15 minutes we will work as groups writing these sentences." "After that, let us take a brief break to get the food on the table. You 3 people take care of that please.

15

TEAM LEADERS LESSON PLAN -- Monday TEAM LUNCH

PROCEDURES	TIME
<p>OPENING</p> <ol style="list-style-type: none"> 1. Song 2. Ritual Context. "Human beings have always invented ways to make the meal more than the animal need to eat. One way they did that was to say a ritual at the start of the meal and give some kind of acknowledgment of the significance they attached to the meal. Let us use the same ritual we used at breakfast." 3. Ritual. "My line is Run into the Future, Run and your line is Run into the rising sun, my line is Men who run create the world and your line is Be it so." Okay? Lets do the Ritual. "Run into the future run. Men who run create the world." 4. "Let us eat this meal on behalf of _____" 5. "Let us Feast". 	10
<p>STEP 1</p> <ol style="list-style-type: none"> 1. Reflect on the morning session. "What surprised you about our morning's work?" (Get several answers) "Where were you addressed by the urgency in the village?" (Get several answers). "What was a new universe for you in terms of the village situation?" (Get several answers) "Where must the village act soon?" (a few answers) 	15
<p>STEP 2</p> <ol style="list-style-type: none"> 1. "Looking at the refined list of 25 blocks, put circles around numbers 4,8,12,16,20, and 24." 2. "Now we need to select three additional blocks that are key from the total list for our team's report." 	10
<p>STEP 3</p> <ol style="list-style-type: none"> 1. Explain what is going to happen in the plenary. "We will be sitted by teams. The leader will call for data by team number and contradiction number. We will have a reporter who will read the proper bloc for our team." 2. At any point in plenary when you want to comment on data from other groups or explain our team's insights feel free to do so. 3. Select the reporter for the team. "Who will be our reporter during the plenary? " 	5
<p>CLOSING</p> <ol style="list-style-type: none"> 1. Send out to the Plenary Space. 2. Ritual. "We will use the ritual as we leave each team meeting. My line is March into the future March, your line is Dance over the dark abyss, my line is Men of Iron create the World, and your line is Be it so. " Lets do it. 	5

TEAM LEADERS LESSON PLAN --PROPOSALS FIELDWORK--
Monday Afternoon

PROCEDURES		TIME
OPENING:	<ol style="list-style-type: none"> 1. Sing a song or two. 2. Review the 2 or more contradictions assigned to the team, especially noting the blocks under each contradiction title by writing each contradiction title on the chalkboard and the list of blocks underneath. 3. Choose a member of the team to talk briefly about his understanding of the contradiction. After he or she finishes ask, "Are we clear about this contradiction?" "Any questions or comments?" Do the same thing with each. 	15
STEP 1	<p style="text-align: center;">CONTEXT FOR AFTERNOON'S TASK</p> <p>"As a team we will be working on proposals this afternoon and evening. A proposal transforms the block into a useable vehicle thru which the desired future of the community can be created." "The task for the remainder of the day is to build a complex of 5 or 6 proposals, which meet the following criteria:</p> <p><u>First</u>, it promises to strike at the heart of the contradiction and thus deal with the depth blockage that is present; <u>Second</u>, it is designed, in its various components, as a complex entity which addresses all the aspects and manifestations of the contradiction; <u>Third</u>, it is a feasible plan of action, specific yet not gimmicky, broad yet not abstract;</p> <p><u>Fourth</u>, it represents a responsible decision for dealing with the contradiction and not simply an elaboration of alternatives;</p> <p><u>Fifth</u>, it represents a clear focused 5 or 6 point plan and not a conglomerate of many disrelated actions.</p> <p><u>Sixth</u>, it combines direct and indirect strategic approaches to the contradiction in a way that makes plain that it is dealing with a concrete social reality and not an abstract problem or kind of goal.</p>	5
STEP 2	<ol style="list-style-type: none"> 1. Assign team into units of 2 or 3 to create proposals for specific social arenas in the village pointed to in the title of the contradiction, e.g. sanitation, housing, schools, irrigation, etc. "You people work as a unit on _____, And you on _____, and you on _____." 2. "The proposal needs to go through the contradiction, meet it, handle it, and remove the block." "Who are the people most affected by this contradiction? Where geographically in the village was this dealt with in the past? What must be done in addition or instead of what was do in the past to deal with the contradiction? What new directions of action will be necessary? What aspects of the contradiction have not yet been touched?" 	5
STEP 3	<p>PLAN THE FIELDWORK. Identify visits, interviews, expertise needed to sharpen the proposal.</p> <ol style="list-style-type: none"> 1. "Who has the most wisdom in this village on (Social Arena), Who on (Social Arena); etc." Write their names on the board. 2. "Who else do we need to be sure to interview this afternoon?" Write names on the board 	5
CLOSING:	<ol style="list-style-type: none"> 1. "Remember to take notes on all the proposals suggested on your visits. Each unit will report after dinner." 2. "Be here at 7:00p.m. for Dinner." 3. Send out Ritual. "March into the future, March ..." 	

TEAM LEADERS LESSON PLAN --PROPOSAL WORKSHOP Monday Evening

PROCEDURES	TIME
<p>OPENING:</p> <ol style="list-style-type: none"> 1. Sing Songs. 2. Do accountability informally. "Who is missing?" "Okay" 3. Meal Ritual. "Let us use the same meal ritual we used at Lunch. Run into the future, Run, ... (Rehearse the ritual if necessary before doing it. 4. "Let us eat this meal on behalf of _____" 5. "Let us feast." 6. Informal Conversation while eating the meal. "Who did you see this afternoon?" "What stuck you about what they said?" 	20
<p>STEP 1</p> <ol style="list-style-type: none"> 1. Team Debriefing by units. Have one unit report. Write their list of proposals on the chalkboard as one of the unit members reads them out loud. 2. Have the team look at the whole list and have the list read out loud so those who do not read can participate. "Someone read the list on the board please." 3. Ask the team what the direction of any unclear proposal is. Have the team add, delete, and modify any of the proposals. "What proposals would you add? (Write the additions on the board if it is clear.) "What would you delete from the list of proposals?" (Erase the deletions if it is the teams consensus.) "What proposals would you modify? (Write the revision in place of the old proposal if it is an improvement.) 4. "We want to critique the list for relevance, viability, clarity and comprehensiveness." "Lets check those that strike at the heart of the contradiction." Which ones seem to do that?" (Make a mark by each one mentioned. Ask why or how if it is unclear.) "Which ones deal with one or several aspects of the contradiction?" (Make a mark by those.) 5. "Now we must draw up a set of 5 or 6 independent practical proposals from this list, eliminating overlap, good ideas with unclear action or direction, and sub-points of larger proposals. "Which ones stand as separate proposals?" (Circle those). "Which ones overlap and can be combined?" (Write up the revisions.) 	25
<p>STEP 2</p> <ol style="list-style-type: none"> 1. Do the same 5 points on another contradiction until all the contradictions assigned to the team have 5 or 6 proposals 	20 each
<p>STEP 3</p> <ol style="list-style-type: none"> 1. "Now let us divide into our units to give each proposal a 3 or 4 word holding title." "In your unit, as soon as a set of proposals is finished assign some who can write well to put the proposals on butcher paper in Marathi in large print and letter each proposal A,B,C,D,E,F. The rest of the unit will write a sentence on each proposal. Write your final list of proposal sentences with carbon copy so the team can have one copy and coordination a copy. 2. "Are there any questions?" Assign meeting space. "Unit 1, here 	30
<p>CLOSING:</p> <ol style="list-style-type: none"> 1. Announcements. Especially starting time. 2. Send out Ritual as a whole team, even if some have to complete some work. "March into the future, march ... (Rehearse if necessary) 	5