

Consult Team Procedures

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Human Development Project

TEAM PHILOSOPHY

The consult depends upon the effective operation of its basic unit, the team. Within the team, the unique gifts of the local residents, national guardians, international consultants, local (auxiliary) and global ICA staff are blended to provide broad expertise and maximum experience. The values of male and female participation, a cross section of the life phases, and bilingual abilities are also held in making specific team assignments. The function of the team is three-fold. FIRST, it releases participation in the effort of the consult. The welding of various backgrounds and capabilities into the fabric of a team releases a profound catalysis of otherwise latent abilities and insights. The dynamics of the team allows each member to experience himself as an expert primarily in humanness, and, therefore, to see himself called upon to make a unique contribution to the work at hand. SECOND, the team is a research taskforce. As such it becomes the eyes and ears, nose, tongue, fingers and legs of the consult. Most of the time the consult is spent in teams or sub-groups of the team doing (1) first hand investigation of sites and reference material, (2) gathering and refining data used in model formation for the morning plenaries. THIRD, the team is the means by which flexibility is provided within the iron frame work of the six-day consult design. Where there is fluctuating participant membership in the consult, the team is context within which broad orientation can be provided rapidly and effectively thereby engaging newly arriving consultants or visitors in the task.

Each team is assigned to work in one general arena within the social process. While covering the whole social process, the delineation of five arenas: (education, community life, services, commerce/industry and agriculture) reflect intuited points of emphasis concern in the particular village and the expertise, wisdom and skills of the particular staff and the consultants available. Functioning independent self supporting units, the teams each develop a common life or mode of operation. Each team decides how to arrange, decor and maintain its space, design its meals and perform the assigned enablement for the total consult. Its various tasks are accomplished by the assignment of its members to particular roles or responsibilities. The small size and familiarity of the team, along with the practical nature of its task, encourage the participation of local residents, to the point of overcoming shyness or language difficulties. By the end of the consult, the teams have become well integrated corporate working units. This arrangement affords both fruitful exchange of information and multiple perspectives in exposing contradictions and proposing new actions. While following the same general set of procedures, each team builds its own plan, using common methods and techniques of research.

TEAM
FUNCTION

TEAM
OPERATIONS

TEAM PHILOSOPHY

Within its assigned arena each team works in relation to particular components of a holding chart created during the first morning plenary. It is on the basis of the number of such components, as well as the expertise resident in the team that smaller working units are assigned. The units are assigned particular tasks with very practical objectives. The results and products of the units are then presented to the whole team for reflection and review. Working as units extends the versatility of the team and the distribution of the teams for community observation. Continual reflection as a team insures inclusiveness and cohesiveness in the unit work. The team is also responsible for undertaking special auxiliary studies and creating specific designs for its assigned arena. For example, architects may sketch housing designs, educators may outline needed curriculum and farmers may test the soil. Such practical blueprints and models done by units or individuals will be of great value after the consult in implementing the tactics of the consult for channeling critical insights to other teams in order to insure the utilization of all data uncovered about the community.

TEAM
RESPONSI-
BILITY

If the teams are to be effective, they must have intimate, yet incisive contact with the various social dynamics of the community. Pre-authorization for such contact is crucial. More important is the value that half the team participation be comprised of local residents. Acting as hosts as well as consultants, they provide access to the community and sensitive direction to the work of the team in the field. Bilingual local residents also play an important role in serving as translators throughout the consult. Likewise, people trained in ICA social methods familiar with the consult localis, are extremely important. While they must not dictate the content of the consult, indigenous auxiliary personnel, local guardians, and other colleagues are indispensable to its operation.

LOCAL
CONTEXT

Morning reporting: During the morning plenary the consult is seated by teams to facilitate data reporting to the whole consult. During these sessions the team is called upon by the plenary leader to prioritize, interpret, and further push its reflections on the data represented in its reports. It is important that the team leader has orchestrated the report format and reporting assignments to facilitate the flow and pace of the plenary. Team Check: After the plenary the team meets to design the focus of its time in the fields and to eat lunch together. Often this requires refining the specific components of the plenary gestalt to which it has been assigned. It then requires sometime for brainstorming the issues which require consideration and exploration in the field, and for the assignments of smaller units to specific research tasks. Field Research: Reorganized in smaller units, the team moves to the field to implement the day's plan. At a designated time later in the afternoon units pull back from the field to brainstorm and reflect in preparation for the team reporting at dinner. Evening Reflection: The dinner session provides an opportunity for the units to report the work of the afternoon over dinner and for the team as a whole to reflect and interpret the findings. Frequently scribes will be called upon to elaborate from notes taken during the week in the fields or during interviews and research forays. At this point, pushing for depth reflection becomes most important. This session is an occasion of research, required for a clearly articulated, solidly grounded plenary report the next day.

THE TEAM'S
DAY

TEAM PHILOSOPHY

Report Preparation: Following the meal, the team usually breaks. The outside consultants utilize this time for reflection and refinement of brainstormed data. The data is written into a polished report form and set into production for the next morning plenary.

A vital arena of team enablement is methodological support. A methods consultant is provided in the leadership of each team. This member, who often is also a team leader, works with the unit leadership of the team to eliminate procedural blocks and generally enable the operation of research. The methods consultant provides an unobtrusive support for the flexible informal style of the team's day. His intent is not to teach or train, but to rapidly create a feasible grounded plan of human development for the target community. In addition to the methods consultant team members who are experienced in social methods can enable the team in two ways. FIRST, they can take responsibility for leading certain workshops and for summarizing the group's insights in a given arena. SECOND, they can function as team and unit scribes insuring adequately detailed preparation of team reports and managing the exchange of backup data with other teams.

The 5 team leaders shape the direction of the entire consult. As those who lead the consultants for the major portion of the consult time, they are responsible for keeping the expertise of the team operating at full speed. They are responsible for the spirit and mood as well as for effective building. Each team is composed of 12-24 people all with expertise in one broad arena. About half are local residents and another third are national and global guardians and the remainder are ICA staff members. The team leaders' job is to keep this conglomerate moving rapidly and effectively in their task. His concern must be the continual unblocking of expertise and know-how in such a way that it actually and concretely meets the local need. Supporting the team leader are the unit leaders who stand ready to provide momentum and direction in the specific research tasks. Heading the team is as complex as leading the consult. A number of different concerns and values must be orchestrated to provide depth and breadth to the work. These are enumerated on the chart entitled "Team Roles." The team leader provides continuity to team life and judicious guidance to its deliberations. To simplify his task, procedures are simple and straightforward. Sophisticated methods are focussed within the plenary with the total group to minimize time for contexting teams. Simple common procedures are available as well as a clear description of each day's product.

METHODS
SUPPORTTEAM
LEADER-
SHIP

IIID

TEAM ROLES

<p>TEAM LEADER</p>	<p>Responsible for total effective operation Assign leadership of workshops Care for comprehensiveness of investigation Push depth reflection Hold values of practicability, viability, wisdom of recommendations Push exploratory intuition to enlarge thinking Assign subgroups Train unit leaders Care for orchestration of time and space Appoint scribes Lend continuity and direction Care for translation needs Care for total participation Set Style of consultant not pedagogue</p>
<p>METHODS CONSULTANT</p>	<p>Provide methods expertise Clarify procedures Troubleshoot methodological blocks</p>
<p>TEAM TRANSLATORS</p>	<p>Translate continuously so everyone on team understands all questions and responses (resisting temptation to evaluate data as one translator.) Enable communication of outside consultants with villagers</p>
<p>LOCAL AUXILIARY</p>	<p>Provide familiarity with village and its residents Provide awareness of local customs, regulations Learn consult leadership methods in detail for replication consults</p>
<p>TEAM SCRIBES</p>	<p>Record all brainstorming and discussion Represent team at post-plenary scribes meeting Record awareness of local customs, regulations Learn consult leadership methods in detail for replication consults</p>
<p>UNIT LEADERS</p>	<p>Lead unit workshops and investigation Function as team leader within context of unit (see list related to team leader) Meet with team leader at end of day for report refining, reflection and planning. Learn consult leadership methods in detail</p>
<p>INTERNATIONAL GUARDIAN</p>	<p>Provide practical expertise from context of globe Develop collegueship with national guardians</p>
<p>NATIONAL GUARDIANS</p>	<p>Provide practical expertise of the resources of the nation that are available to the project.</p>

TEAM METHODS

BRAIN-
STORMING

Brainstorming is the methodological device most frequently used during the consult. It is employed as early as the first plenary to gather the groups reflections on the time spent in the field. It is a foundational method used by the teams which allows the common wisdom resident in the group to be made available to all. Brainstorming involves having each member respond to a common question posed by the group leader who systematically elicits responses until all available data has been recorded on the chalkboard by the scribe. Sometimes this process is preceded by the individuals listing a certain number of responses to the question on paper before the corporate brainstorming begins; at other times the brainstorm is initiated conversationally. An example of the process is found early in the consult during the vision section. The question is raised, "What are the hopes, dreams, longings, of people in this community?" The question solicits from the group a long list of community hopes based on their observations and experience. It is sometimes helpful to lay out elemental principles to the group before beginning brainstorming. The following three principles will help the group to maximize their participation in the process: (1) the function of brainstorming is to get as much data out as quickly as possible (2) organizing the data is the next step so that no time is needed for reflection or analysis initially (3) no answers are invalid - every answer helps to spark the creativity of the group.

TEAM METHODS

GESTALTING

A second procedure often used after brainstorming is gestalting. This process is a fairly simple method of organizing data into coherent, related groups. A long list of disparate variables are quickly 'grouped' by asking the question, "Which of the elements in this list are related?" Symbols (such as triangles, circles, squares) are used to identify like fragments of data, by placing a symbol next to the top item of the list, and then quickly identifying related data with the same symbol. This throws the focus of the sifting process on the intuitive perceptions of the group rather than on analytical logic. It is a rapid, quickly paced process.

FIELD TRIPS

Field trips are a tool for exposing consultants to the local conditions which are the raw material of the work of the consult. It is also the method for allowing local residents to see their familiar surroundings through another set of eyes. An orientation tour of the area provides the basic input for the first step of the consult procedure. While the consultants visit the community, the local residents answer their questions and point out the unique features and problems of local agriculture, industry, education, health care, community structures, etc. During the week as teams require field data to complete their work, additional trips are planned. Thus, the field trip is an ongoing dynamic of the consult.

OBSERVATION
METHOD

The methodology of Field Observation as used in the consult is based upon three fundamental presuppositions. FIRST, you are interested in social analysis for the sake of human development and, therefore, you are investigating possibilities, not looking for problems. You are asking yourself, "What do I know could be done here?" If I were absolutely going to transform this place, what would I do?" SECOND, since human development depends first of all on illuminating insight and, secondly, particular expertise, your most crucial set of eye glasses for looking is your basic humanness, and your most useful tool, your common sense. Therefore, have a conversation with the local people, not an interview, using an informal, indirect and personable style. Allow yourself to understand what you know by looking. THIRD, since no one can finally be objective about his own situation, the role of the consultant is to bring objectivity to the wisdom of the local people. This is accomplished by first honoring the situation and secondly seeing what the local can not see. You must get underneath the situation and analyze it by asking, "Why? Why? Why?"

Following is an outline of three basic dynamics of methodology and then a list of "Do's and Dont's" for the field observer.

BASIC
DYNAMICS

1. SEE. Where appropriate, walk through the village. Look for basic appearance of the village, general health and vitality of the people, education, and general (physical and social) mobility of the people.
2. LISTEN. Listen with your third ear to what people say are their concerns. Do not argue. Do not talk back. The local people are the only ones who know about the situation. Listen for the attitude change.
3. REFLECT. What did you see? What did you not see? What is the deep pain?

TEAM METHODS

4. STYLE. Don't be an ugly American (Australian, Korean, European, etc.) As an outsider (foreigner) blend. Play an invisible role. Maintain the dignity of distance. Don't stay too long. You're not after the last hunk of wisdom.

As you are looking at human community as a dynamic with many inter-related parts, it is crucial to look first at the whole and then, secondly, at the parts. Following are a set of broad guidelines for looking at the whole.

GUIDELINES

1. Cover the total geography. Walk the interior geography. Travel its perimeter and take a good look as far as you can see.
2. Cover all arenas of community life.
3. Cover all age groups.
4. Look for the depth human problems.
5. Pay attention to the things that have (inexplicable) significance for the people.

FIELD VISIT SCREEN FOR CHECKING THE PARTICIPANTS

EDUCATION	<ol style="list-style-type: none"> 1. Schools--availability, costs, requirements. 2. Early education 3. Vocational training 4. Adult training programs 5. Extension Services
COMMUNITY LIFE	<ol style="list-style-type: none"> 1. State of the family 2. Community care 3. Community roles, leadership 4. Community organizations and decision-making 5. Elder/youth roles, development 6. Spending patterns--% income on food, housing, health, clothing, education, recreation, transportation. <ol style="list-style-type: none"> 1. Community holidays, vacations. events 2. Local arts 3. Major families 4. Newspaper/radio/T.V. 5. Local religion, shrines, interfaith relations 6. Sports, recreation, play-grounds
SERVICES	<ol style="list-style-type: none"> 1. Medical/health care 2. Transportation 3. Electricity 4. Water, drainage, and sanitation, sewage 5. Housing-ownership, leasing, rehabilitation, new construction 6. Power-cooking, heating, cost, availability 7. Roads and pathways 8. Village construction 9. Village architecture 10. Social Services and Welfare
COMMERCE/ INDUSTRY	<ol style="list-style-type: none"> 1. Employment processing, industry, light industry, service industry and commercial outlets 2. Stores--goods availability, distribution, costs, procurement patterns 3. Fiscal services--savings and loan, credit unions. banking services, credit rates, credit requirements. 4. Employment/income, agriculture, fishing, industry, service
AGRICUL- TURE	<ol style="list-style-type: none"> 1. Fiscal Services 2. Resources ownership and development--land ownership, land usage, leasing, etc. 3. Basic foods/nutrition/variety, costs

CONSULT WEEK TEAM TIME DESIGN

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
7	CONSULTANTS ARRIVAL AND ORIENTATION	CONSULT BREAKFAST					TEAM CHECK	
8		TEAM CHECK	DAILY PLENARY				UNIT WRITING	
9		UNIT RESEARCH						
10								
11								
12		TEAM CHECK	UNIT RESEARCH (SITE VISITS AND WORKSHOPS)					TEAM CHECK
1								CLOSING PLENARY
2								DEPARTURE AND/OR
3								
4								
5								
6	TEAM PULL TOGETHER	DOCUMENT WRITING PREPARATION						
7	OPENING PLENARY							
8								
9		UNIT REPORT PREPARATION						
10								

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ABSTRACT RATIONALE OF TEAM TASK	WEEK'S VARIATIONS: Tues-Wed-Thurs are days with a common design which establish the basic rhythm of the week. They follow the abstract below. Monday is spent almost entirely in teams and units doing field visits, but from noon on this abstract is followed each day. Friday is different only in that Movement II is accomplished in unit workshops rather than in field visits. Saturday has only three movements, beginning with breakfast.			
	TEAM CHECK	UNIT RESEARCH	TEAM PULL TOGETHER	REPORT PREPARATION
	1. Lunch Reflections	5. Anticipatory Workshop	9. Dinner Meal	13. Data Refinement
	2. Context for the Day	6. Field Plan	10. Unit Debriefing	14. Relevance Check
	3. Methods Demonstrat'n	7. Site Visits	11. Team Reflection	15. Report Writing
	4. Plenary Data Refine.	8. Unit Reflections	12. Data Listing	16. Report Publishing
	MOVEMENT I	MOVEMENT II	MOVEMENT III	MOVEMENT IV

ACTUAL TIME OF TEAM TASKS TUES, FRI.	MOVEMENT I	MOVEMENT II				MOVEMENT III		MOVEMENT IV			
	12:00 Team Lunch & Plenary Review	1:00 Planning Workshop Team & Unit	2:00	3:00	4:00	5:00	6:00 Team Dinner & Debrief	7:00	8:00 Team Workshopping	9:00 Ldrship Report Writing	10:00 Typing & Productn Prep.
	Check	Unit	Research			Team Pull Together		Report Preparation			
	Local Adaptation: Some locales have no electricity or some other situation which call for special plans in order to get the work done. A variation must be created so that teams have a minimum of two working sessions after field visits. These sessions must have adequate lighting. In addition, consultants must have a facility to work in for at least 11/12 more hours to prepare reports. Finally, another hour or two of working time must be anticipated for typing and production and filing scribes notes in preparation for the next days assignment.										

III D TEAM OPERATIONS

DESCRIPTION OF TEAM'S DAY

A. BASIC ELEMENTS

- DATA Each team starts the day with an assigned social arena of focus plus specific hunks of data out of the plenary which just preceded their gathering.
- TASK Each team has the common set of procedures for the day which revolves around one key step in the consult method.
- PRODUCT Each team each day is responsible to come up with a specific published product for the next day's plenary.

B. MORNING PREPARATIONS

- REPORT CHECK The teams check in the morning to see that their reports from the previous day are published without error, and that butcher paper displays are hung for the plenary.
- PLENARY ASSIGNMENTS As the plenary is beginning the leader of the team assigns the various reporters, scribes, and translators that are needed for the plenary.
- TEAM DIALOGUE During the plenary, the team works together in placing items on the board in the emerging gestalt.
- DATA EXCHANGE The teams carefully track the various items of data and immediately after the plenary sends one or two representatives to the front to see **that both the team's previous work and its new data are properly placed.**

C. PROCEDURAL MOVEMENTS

- MOVEMENT I: TEAM CHECK The teams gather after the plenary to plan their day.
1. Lunch Reflection - The team eats lunch together beginning with songs and a ritual and doing informal reflection.
 2. Context for the Day - The team leader then briefly spins about the team's function in the overall process of corporate planning and action.
 3. Method Demonstration - The team leader reviews the flow of the consult methodology, and particularly explains the next step in the method, the teams day and the screen for the field work.
 4. Plenary Data Refinement - As soon as the scribes bring the plenary data in, it is put up on display for the team to see and is then studied and analyzed further both to familiarize the team with its new subject matter and enable the final refinement.

MOVEMENT II: UNIT RESEARCH After lunch the team breaks into units for the afternoon field work.

5. Anticipatory Workshops: In units the group brainstorms the anticipated results by comparing this with the data it has to work with. It plans its investigations to secure further concretion on the items it anticipates, as well as to uncover data on arenas not immediately obvious. Out of this work, the team plans field trips, study and interviews.
6. FIELD PLAN: The units determine where they will go, what they will look for and who they will interview.
7. Site Visits: The units spend the bulk of their day in first-hand study and research into their arena. This may consist of walking through a farm, or studying statistics or interviewing

residents or just talking among themselves.

8. Unit Reflections: The teams continue an ongoing dialogue sifting the results and impressions they have, attempting to arrive at practical conclusions for the evening. Scribes make notes during this time.

MOVEMENT III: TEAM PULL TOGETHER Usually there is a break between the investigations of the afternoon and the reporting of the evening in which consultants can freshen up, reflect on the day and prepare for the evening. This is also the time when set-up for dinner must occur and plans for the evening workshops be finalized.

9. Dinner Meal: The dinner meal is a sit down affair and usually has a celebrative tone to it. Songs and some kind of opening ritual is employed.

10. Unit Briefing: Short reports on the days work in the field are shared by each unit.

11. Team Reflection: There follows a period of informal conversation among the total team on the general topics: "What did you see and do?" and "What did you find out?" which is designed to gather raw impressions and get out intuitions before the structured work begins.

12. Data Listing: As a team, the total group brainstorms responses to the basic question (i.e. what is the block) for each hunk of data the team is responsible for.

MOVEMENT IV: REPORT PREPARATION Often because of the time or other factors, the report preparation is done primarily by outside consultants, but as much as possible local people are encouraged to stay.

13. Data Refinement: At this point the team breaks into subgroups to take the total group brainstorm to reflect on and make additions to so that it inclusively covers the plenary data and covers all their focused observations.

14. Relevance Check: The data is then evaluated with a series of questions.

15. Report Writing: When the outline of the basic report is clear, the unit divides into subgroups to do writing in the assigned form (i.e. paragraphs, sentences, or phrases). After an initial draft, the work is shared with the unit and critiqued and reworked for inclusiveness and inciveness.

16. Report Publishing: The final version of the work is put on butcher paper for the plenary and also published in extended but identical form for team use. This involves writing on the report forms provided and sending a typist to type the results onto a stencil in both languages.

PRODUCT CHART

		VISION	CONTRADICTION	PROPOSALS	TACTICS	PROGRAMS
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BEFORE PLENARY	BACK UP NOTES	BRAINSTORM	BRAINSTORM	BRAINSTORM	BRAINSTORM	TACTICS GESTALT PROPOSALS GESTALT CONTRADICTIONS GES. VISION GESTALT
	PUBLISHED	PLENARY REPORT 20-30 ELEMENTS OF THE OPERATING VISION	PLENARY REPORT 30 PRITORIZED CONTRADICTIONS	PLENARY REPORT 6 POINT PROPOSAL	PLENARY REPORT 6-15 BASIC TACTICS	
	BUTCHER PAPER	3 Word Phrase	2-3 Word Phrase	2-4 Word Titles	2 Word Titles	15-20 Actuating Programs
	PRINTED	Phrases & Sent.	Phrases & Sent.	Titles & Sent.	Titles & Sent.	
AFTER PLENARY	PLENARY DATA	TUESDAY Plenary Chart & Team Raw Data Re- list	WEDNESDAY Plenary Chart & Team Raw Data List	THURSDAY Plenary Chart & Team Raw Data List	FRIDAY Plenary Chart & Team Raw Data List	SATURDAY Team Raw Data Brainstorm
	TEAM CREATION	Take each box down to the 4 components underneath.	Naming each sub- swirl & listing sub- swirl data write paragraph describ- ing each contradict.	List the basic proposals.	1. Subtactic list per tactic in adject. noun form. 2. A sentence for each subtactic 3. Back up para- graphs for each subtactic.	

CONSULT

PAINT PALLETTE FOR TEAMS THINKING IT THRU/ACTIONS

TEXTBOOK

	EDUCATION	COMMUNITY	SERVICES	COMMERCE/INDUSTRY	AGRICULTURE
PRE CONSULT	<p>Visit schools Talk to teachers Determine adult education/literacy levels Find courses close by that could be brought to the village What adult education is going on How many youth in what schools Visit experimental school</p>	<p>Village survey: Number of villagers Ages of villagers Community grid Com. symbolic space Community history Origin/meaning of name Daily/wkly/yearly rhythm Village space plan com. design and projected use</p>	<p>Present services Pres. serv. personnel Capacity of Pres. ser. Cost of services # of housing units-state of livability Alternative needed funding Nearby effective(housing, sewage treatmt) What is legal?</p>	<p>Visit successful nearby small industry. Visit viable commercial outlets. Processing resources options Processing agriculture products options. Visit banks/credit unions Survey of equipment/vehicles Visit industries likely to put branches operating in villages. What does community need that could be produced or sold locally. What transportation is available Comprehensive list of consumer goods/prices bought locally and outside community. Local skills survey.</p>	<p>Soil samples Growing seas. length Water table Rainfall/month Irrigations options C.ops/animals grown Crops/animals viable Same tried & failed Look at fields/anim. Successful farms nrby Financing</p>
266 CONSULT	<p>Set up preschool Vocational education needed Conceptual literacy needed Set-up global language plan Informal education: stakes/guilds</p>	<p>Village projected design Industrial/commercial space Public Service Space (water/sewage trtmt) Annual events calndr Com. grid consensus Design village ctr.</p>	<p>Corp. construction design/funding Housing const. T/L Health Clinic access Community/family gardens planted Emergency services (fire/snow/ambulance)</p>	<p>Markets Facilities/equipment Access to voc. skills Capital Resources to Process Delivery Plan Open something in 30 days How triple income of village Do everything up to signing contract</p>	<p>Net projected income per acre Market Delivery scheme Water access Fertilizer system Plow com. garden Plant things Sources for farm machinery</p>
INITIA- TION WEEK	<p>Hold education guild meeting Open preschool Hold some adult functional skills class</p>	<p>Get village sign up Get village grid and projection plan in visible space before villagers Hold village event (work day, barbeque) Hold welfare guild meeting Start youth corps</p>	<p>Hold health guild meeting Construct a public facility(road, foot-path, sewer pipe,well) Toilets Open health clinic or health transport Bus/taxi transport started</p>	<p>Hold industry & commerce guild meetings Villagers sign contract for commerce/industry Open or visibly expand store or factory Set up community corp. Procure capital</p>	<p>Hold agriculture guild meeting Build animal pens/shelters Procure animals Dig irrigation ditch/pipe Care for gardens Procure machinery</p>

		CONTRADICTIONS FIELD WORK MONDAY	PROPOSALS FIELDWORK TUESDAY	TACTICS FIELDWORK WEDNESDAY	ACTUATION FIELDWORK THURSDAY
E C O N O M I C	AGRICULTURE TEAM	TOTAL COMMUNITY OVERVIEW EXTENT / USE OF FARM LANDS WATER SOURCES FARM TECHNOLOGY GO TALK WITH FARMERS	TALK WITH EXTENSION AGENTS GO SEE MODEL FARMERS SEE FAILED FARMERS, OLD FARMERS	VISIT POTENTIAL SITES DISCUSS HOW MANY WITH FARMERS. GET PRACTICAL SUGGESTIONS VISIT SUCCESSFUL EFFORTS	BEGIN DEMONSTRATION FARM
	INDUSTRY TEAM	TOTAL COMMUNITY OVERVIEW VISIT LOCAL INDUSTRIES VISIT CRAFTSMEN LOOK FOR PROMISING RESOU- USED / UNUSED SKILLS UNEMPLOYMENT: INCOME	REVISIT SUCCESSFUL & UNSUCCESSFUL INDUSTRIES TALK WITH UNEMPLOYED VISIT LOCAL DEVELOPMENT OFFICES	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	LAUNCH NEW INDUSTRY
	COMMERCE TEAM	TOTAL COMMUNITY OVERVIEW LOCAL STORES RESIDENT BUYING CENTRE PRODUCE MARKETS - DISTANCE AND PRICES LOAN HISTORY	VISIT NEARBY BANKS INTERVIEW MARKET FARMERS TALK WITH PEOPLE ABOUT LOANS VISIT STORES	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	OPEN NEW STORE
CULTURAL TEAM		TOTAL COMMUNITY OVERVIEW LOOK AT COMMUNITY ARCHIT- COMMUNITY STORY, SYMBOL CUSTOMS, HOUSING CONDITIONS, DESIGN	TRY TO DISCERN TRAD'L FORM OF VILLAGE. LOCAL BUILDING MAT'L'S SPOTS TO RENEW LOCAL HISTORY. TALK WITH ELDERS	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	BEAUTIFY SOMETHING DECIDE STAKES, GUILDS SITES
S O C I A L	HEALTH TEAM	TOTAL COMMUNITY OVERVIEW WATER, DRAINAGE, SANITATION SEWAGE, SPEAK WITH LOCAL HEALTH, CONDITION OF PEOPLE CHECK FOOD SUPPLY, DISEASES	CHECK PURITY OF WATER SERVICES. MAJOR CAUSES OF DEATH. PARASITES, NUTRITION FOOD SUPPLY SOURCES	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	OPEN HEALTH OUTPOST SPACE SET-UP
	EDUCATION TEAM	TOTAL COMMUNITY OVERVIEW VISIT SCHOOLS, ADULT EDUCATION LEVEL. ADVANCED EDUCATION. TRADES BE AWARE OF SKILLS LACKING IN VILLAGERS	TALK WITH TEACHERS ABOUT ATTENDANCE. INQUIRE INTO PAST EFFORTS. TALK WITH MOTHERS, FATHERS, KIDS VISIT EXPERIMENTS. OBSERVE TEACHING	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	OPEN PRESCHOOL DECOR REGISTRATION
	WELFARE TEAM	TOTAL COMMUNITY OVERVIEW POWER FOR COOKING, HEATING VISIT HOMES, TALK WITH WOMEN, ELDERS, OBSERVE YOUTH ACTIVITIES	VISIT MORE HOMES. TALK ABOUT MAHILIA MANOAL VISIT RECREATIONAL FACIL- ELECTRIFICATION, LAUNDRY ETC.	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	DESIGN, CREATE PLAYGROUND

MONDAY IN THE TEAMS

THE
PREPARATION

Monday is the first experience of the consultants in the teams. Packets with assignments are passed out at breakfast and team meeting spaces are assigned. Since there is no plenary, the teams gather immediately after breakfast to begin the day.

CONTEXT FOR
WORK

The task for the day is clear. focussing on one practical social arena using the intuitions, impressions, hopes, dreams, needs and visions uncovered during the day to create a list of the objective elements of the latent practical operating social vision of the community. It should be noted that considerable controversy exists on how much a team should focus on its arena and how much it should focus on the whole. This will be decided in each consult.

DAY'S
PROCEDURES

The first meeting of the teams requires time to get acquainted-- a few songs; an introductions conversation, sharing names, practical expertise, cities of residence. The team leader will need to spin briefly on the consult itself, the role of the team, his own initial observations, and a tentative recommendation for the way the team might operate during the day in order to give people images of what is meant by field trip. Specific procedures of operation are found on the four pages to follow. AT the conclusion of the day, the leaders need to check briefly afterwards (during the publication if possible) to share data and check on personnel, especially clarifying and making shifts in unit assignments and decor and anticipating practices for the next day. Anticipating the morrow includes making assignments for reporting and scribing and translating in the plenary and going over procedures for the next day making modifications, assigning leaders, etc.

FINAL
PRODUCT

The product of this first day in the teams is highly impressionistic--a list of 30 elements of the operating vision uncovered during the day stated as nearly as possible in the language of the situation. These elements emerge out of a dialogue between the needs and hopes as they are articulated throughout the day by the local people and the practical possibilities seen by the outside consultants. Thus, the aim of any workshopping or sifting of data is the clarification or objectification of impressions--not their gestalting or interpretation. The elements are not the sum of outside and inside reflections. The elements everge out of this encounter. You are after depth, but depth of objectivity on the actual operating vision.

MONDAY IN THE TEAMS							
8.30	9.30	12.00	1.00	5.30	6.00	8.30	
Team Planning Workshop	Unit Site Visits	Lunch Team Check	Unit Site Visits		Team Dinner & Workshop on Vision Elements	Unit Report Preparation Writing Sentences & Holding Phases	
Movement I	Movement II				Movement III	Movement IV	

MONDAY IN THE TEAMS

DEPTH OBJECTIVITY ON ACTUAL OPERATING VISION

MORNING	AFTERNOON	EVENING																																	
CONTEXT/FIELD WORK	LUNCH-FIELD WORK	DINNER/VISION/BRAINST'M	VISION WRITING																																
8:30	12:00	5 6	8:30 10:00																																
<p>Songs: Got Acquainted Conversation: 1) Name / Where From / Expertise 2) One thing you know about this Community.</p> <p>Overall Context: Monday Design</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>Field Visit</td> <td>Lunch</td> <td>Field Visit</td> <td>Workshop</td> </tr> </table> <p>Week Design</p> <table border="1" style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td>S</td> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> <td>S</td> </tr> <tr> <td></td> <td>FV</td> <td>Vision</td> <td>Contr.</td> <td>Prop.</td> <td>Tactics</td> <td>Tactics</td> </tr> <tr> <td></td> <td>FV</td> <td>FV</td> <td>FV</td> <td>FV</td> <td>FV</td> <td>Closing</td> </tr> <tr> <td>Opening</td> <td>Vision</td> <td>Contr.</td> <td>Prop.</td> <td>Tactics</td> <td>Practice</td> <td></td> </tr> </table> <p>Team-Basic Research Unit 1. Inside / Outside = Subjective / Objective 2. Actuation: Make decisions - Can do Plans 3. Gets the wisdom; Roles: 4. Check on Comprehensive METHOD - 1) See possibility / Listen to people REFLECT: Why? How? 2) Today: Make self-consc. the latent vision Ways to ask the? - What hopes-dreams for -? • What would like to see for Grandchildren? • What's worst thing could happen in this comm? • If you could do anything - what would you like to do for this community? 3) After the whole vision 4) STYLE: Not sociologist. No notebook.</p> <p>PERIMETER WALK Walk quickly! Walk as units to visit all sections of the Community.</p>	Field Visit	Lunch	Field Visit	Workshop	S	M	T	W	T	F	S		FV	Vision	Contr.	Prop.	Tactics	Tactics		FV	FV	FV	FV	FV	Closing	Opening	Vision	Contr.	Prop.	Tactics	Practice		<p>Songs Ritually: On B½ of local Community (Pick one in 24650) (Check Registration) Conversation: 1) What did you find out about ___? 2) What did you learn about Vision in ___? • Education • Commun. • Service • Commerce • Industry • Agricult. 3) Where surprised 4) What unanswered questions? 5) What parts of community now need to be visited? Who? (Be sure whole team talks to wide variety of people.)</p> <p>Be in the field by 1:00 Break from 5 to 6:00</p>	<p>Songs Ritual: On B½ of those who Had a Vision of Future: Ghana (Check Registration) Conversation: 1) What did you see today you never saw before? 2) What was most important thing you discovered? 7:00 - Break - 5 min. - Clear dishes Workshop: Vision Elements Spin: Operating Vision = People's practical expectation and indicative felt needs 1) Brainstorm (20-30 items) Hopes - Dreams Longings Practical Expectations Indicative Needs 2) Addition Items "What do people want to see different?" "What are the secret hopes and longings?" 3) Read List - Is this the vision? 4) Put into 4 word titles Combine to 30 items 5) Send out local consultants</p>	<p>Assign Editorial Board 1) Group Team into 1 or 2 Person Units. 2) Assign a title to each group. As a group finishes have them come up check off next title on list and write it up 3) Writing Assignment a) Write a descriptive sentence. b) Retitle as a 3-word phrase 4) Take Finish #3 to Editorial Board 5) Send to translation 6) Send to Wall Chart maker for titles only in two languages 7) Send to typist</p>
Field Visit	Lunch	Field Visit	Workshop																																
S	M	T	W	T	F	S																													
	FV	Vision	Contr.	Prop.	Tactics	Tactics																													
	FV	FV	FV	FV	FV	Closing																													
Opening	Vision	Contr.	Prop.	Tactics	Practice																														
MVT I	MVT II	MVT III	MVT IV																																

MONDAY

MOVEMENT I

	CONTEXTING THE DAY (TEAM)	NOTES
A	<p><u>INTRODUCTION CONVERSATION</u></p> <ol style="list-style-type: none"> 1. Name, city, expertise 2. One thing you know about the community 	<p>Firmness on stating the area of expertise is part of building the self-image of being a consultant. Expertise is the gift the consultant brings to this consult-this is true of local and outside consultants.</p>
B	<p><u>CONTEXT FOR THE DAY</u></p> <ol style="list-style-type: none"> 1. Consult Dynamic 2. Team Function 3. Team operation 4. Field visit 5. Walk through Day's Timeline 6. Spin on operating vision 	<p>(See 6 by 4 on next page)</p>
C	<p><u>ANTICIPATORY WORKSHOP</u></p> <ol style="list-style-type: none"> 1. What seen so far in our team's arena already going on? 2. Where else does our arena go on? 3. What other less obvious places? 4. What do you imagine are some of the hopes and dreams of this community. 	<p>Here the whole team will be drawing upon local knowledge and the Sunday orientation time. Goal is a corporate understanding of the aspects of this team's arena. CONTEXT: But today our task is the whole vision of the whole community with a checkpoint on our arena.</p>
D	<p><u>FIELD PLAN</u></p> <ol style="list-style-type: none"> 1. Whole team walk whole perimeter of community together. 2. List possible places to go, people to talk with, data to study. 3. Plan to see several places the whole team needs exposure to. 4. Discuss appropriate style in the field. 5. Divide team into needed number of units and assign a set of visits. 	<p>Use the wisdom of local residents in creating the sequence of visits for the units, but try to schedule visits to high priority places first. Be sure whole team visit as much of community as possible. Dividing into units means choosing a leader for each, assuring a cross-section of consultants and translation ability. Assist those physically unable to walk with transportation.</p>

MONDAY TEAM CONTEXT
(USED DURING TEAM CHECK)

6x4

CONSULT DYNAMICS	TEAM FUNCTION	TEAM OPERATION	FIELD VISIT	TALK THRU DAY	SPIN ON METHOD
OBJECTIVITY OF OUTSIDERS	BASIC UNIT OF CONSULT	COMMON LIFE	ONGOING DYNAMIC	BROAD OBSERVATION	EVERY COMM. HAS OPERATING VISION
SUBJECTIVITY OF LOCAL	KEY TO PARTICIPATION	COMMON METHOD	SEE INVESTIGATING POSSIBILITY	SPECIFIC INVESTIGATION	OFTEN IS LATENT/ UNSELF CONSCIOUS
ACTUATION VS PLANNING	RESEARCH TASK FORCE IN ONE AREA	OWN PLAN	LISTEN-CONVERSATION NOT INTERVIEW	UNIT REFLECTION	DREAMS/ YEARNINGS NEEDS/ FRUSTRATION
FUN AND FELLOWSHIP	CHECK POINT FOR COMPREHENSIVE OF WHOLE	AUCILLARY TASKS FOOD SCRIBING DECOR SONG WRITING	REFLECT - ASK WHY?	TEAM WORKSHOP	VISION- WHAT COMM. DISCERNS IS NEEDED RELATIVE TO FUTURE

MONDAY		MOVEMENT II
	INVESTIGATION (UNITS)	NOTES
A	<p><u>DELINEATE UNIT PLANS</u></p> <ol style="list-style-type: none"> 1. Decide various routes 2. Set context for scribing 3. Break into units for practical preparation 4. Unit make assignments for dealing with transportation, food, appointments 5. Agree on time and place of departure 	
B	<p><u>FIELD WORK (UNITS)</u></p> <ol style="list-style-type: none"> 1. Site visits--get into field as soon as possible 2. Research: Look, See possibilities 3. Conversations not interviews 4. Reflection 	<p>Be on the walk of the community 30-45 minutes following the time of sitting down to get acquainted with the team.</p>
C	<p><u>LUNCH REFLECTION (TEAM)</u></p> <p>Songs: Ritual: On Behalf of (pick a community in the 24 GSD Band)</p> <ol style="list-style-type: none"> 1. What did you see that impacted you? 2. What did you find out that impress? 3. What unique facts? 4. What are some unanswered questions you have ? 5. What do units still need to find out? Where go? Who see? 	<p>Announce time & place for dinner & evening set-up assignment.</p> <p>The team leader needs to use his intuitions to spot any shifts or help needed to make the afternoon visits a happening for each unit and assure broadness of community visits. Gimmick: What did you find out about education, community life, services, industry, agriculture?</p>
D	<p><u>FIELD WORK (UNITS)</u></p> <p>Continue according to plan as in morning allowing break before dinner for brooding.</p>	<p>At the break a team leader may make assignments to lead various parts of the evening.</p>

MONDAY

MOVEMENT III

	TEAM PULL TOGETHER	NOTES
A	<p><u>DINNER MEAL</u></p> <p>SONGS: RITUAL: On behalf of those who have had a vision about the future -Ghandi-</p>	<p>The story about Ghandi's vision is told.</p>
B	<p><u>UNIT REPORTS</u></p> <ol style="list-style-type: none"> 1. What did you find out about community? 2. What surprised you? 3. What unique discovery did you make? 4. What was most important thing you discovered? 	<p>3 or 4 are two ways to ask same question</p>
C	<p>SPIN OF THE PLANNING METHOD</p>	<p>An Alternate Image May Be Used. Consistency of the image thru the days seems helpful.</p>
D	<p><u>TEAM WORK (VISION BRAINSTORM)</u></p> <ol style="list-style-type: none"> 1. Spin--What is an operating vision? 2. Brainstorm data pushing for objective clarity-what are hopes, dreams, longings, practical expectations, indicative needs of people? What do people want to see differently? 20 to 30 items. 3. Expand list. Check com/part.: what read in between lines in addition 4. Read list. Ask local people-is this the vision of _____? 5. Put into 3 word phrases. 6. Send out local consultants. 	<ol style="list-style-type: none"> 1. Operating Vision is latent, dreams yearnings, needs, frustrations; it is what comm. discerns is needed relativ. to the future. 2. Look for broad not shopping list, but receive and record everything. 3. If time permits to do this by 8:30 so local consultants-be sent out. 4. Invite local consultants to stay if they wish to. Local man can participate even if he is illiterate.

III D Team Operations

DAILY TEAM PROCEDURES

MONDAY

MOVEMENT IV

	REPORT PREPARATION	NOTES
A	<p><u>DATA REFINEMENT</u></p> <p>1. Reduce list to 30 and clean titles into 3 word phrases</p>	<p>Hopefully this is already done before the send-out of local people.</p>
B	<p><u>WRITING</u></p> <p>1. Pass out a title one at a time (checking if off) to one or two people.</p> <p>2. Assignment: Write a descriptive sentence Retitle (as necessary)</p>	<p>1. Read examples (as attached ..) if that seems helpful.</p> <p>2. Each one is on a separate slip of paper. Use gerund, adjective, noun form if that seems appropriate. Can do original writing in any language.</p>
C	<p><u>EDITING</u></p> <p>3. Bring descriptive sentences and titles to editorial board. Editorial board rennumbers them as they send them to translators.</p>	<p>3. Editorial board can be team leader or any 1 or 2 people who know how to make complete sentences. Very little editing is usually needed.</p>
D	<p><u>PRODUCTION</u></p> <p>4. Send descriptive sentence and title to translation-put translation on the same sheet of paper.</p> <p>5. Send each sheet of paper to chart for titles onto butcher paper for tomorrows plenary (in both languages)</p> <p>6. Send each sheet to typing.</p>	<p>5 and 6. These are listed with the new numbers in order as given by the editing board.</p>

OPERATING VISION ELEMENTS

ICA Consultants

Team III

- | | |
|---------------------------------------|--|
| 1. Increase RCMP Patrol | 1. The RCMP should increase the number of patrols of Vogar. |
| 2. Expanding commercial services | 2. The people of Vogar hope for more services located here such as a general store, laundromat, snack bar, garage, and food supplies. |
| 3. Providing local jobs | 3. The vision is to provide jobs locally for residents through new industries and increased farm productivity. |
| 4. Ownership of land | 4. The vision is to own the property on which a resident's owned house sits. |
| 5. Increasing family gardening. | 5. The vision is to increase family gardening to improve means of livelihood and balanced diets. |
| 6. Creating local industry | 6. The vision of Vogar is to create local industry to provide additional jobs and income and to provide a means of initiating and expanding the processing of local resources such as timber, fish, livestock and produce. |
| 7. Transmitting craft skills. | 7. The elders of the community would like to see the younger generation taught their crafts. |
| 8. Using local timber | 8. The vision is the conversion of local timber into lumber by a local sawmill to be used in construction by local carpenters. |
| 9. Local women's jobs | 9. Women desire local jobs and activities to increase family income and also be helpful to others in the community. |
| 10. Central industrial building | 10. The vision is a structure that houses one or more local industries that would be a visible focal point in the village. |
| 11. Backyard livestock | 11. The people would like to be able to raise pigs and chickens in their own backyards so that the family diet is upgraded. |
| 12. Increasing available medical care | 12. The people want a local health station and better transportation to outside facilities. |
| 13. Providing driver education | 13. Vogar sees the future need of providing driver education for the purpose of expanding the number of licensed drivers in the community. |
| 14. Resident priest | 14. The vision is to have an assigned resident priest by the Roman Catholic church. |
| 15. Structures for youth | 15. The vision is to have structures for youth such as a teenage recreation hangout and planned youth programs. |

TUESDAY IN THE TEAMS

PLENARY
PREPARATION

Tuesday in the Consult is the day of the first plenary. The plenary design needs careful thinking through by the team leader. Where does the team sit? Who will report for the team? What scribes are needed to keep track of what is happening? (At least two are required—one who keeps careful track of what happens to each item of the team's data for the data exchange and one who scribes the board for the use of the team immediately after the plenary.) Who will translate for the team? Which leader will orchestrate the team's participation in the plenary and which leader will focus his attention on planning what the team will do afterward?

CONTEXT
FOR
WORK

The moments after the plenary always seem chaotic. A rational chart of the operating vision has been created which did not exist before. It seems shocking to have such a gestalt but at the same time the details of the gestalt are not at all clear. Today the team deals with a new step of the method; yesterday it worked on elements of the vision; today it deals with deterrents, irritants, and blocks to the total operating vision with a particular emphasis on several master components. This must all be untangled and explained to the team as the first step in preparing for the day. While this is going on, the scribes need to be listing on a blackboard or butcher paper, the plenary data beneath each gestalt category for the team's use. This listing should start immediately and then be cleaned when the scribe arrives with the data exchange. A third scribe needs to quickly recopy the whole plenary chart on butcher for the team's use.

DAY'S
PROCEDURES

The team procedures for the day are held in the four-page tables which detail the method for discerning the deterrents to the practical vision.

FINAL
PRODUCT

The final product of the day consists of a list of 20 statements and holding phrases describing the blocks to actualizing the operating vision of the community.(see sample)

TUESDAY IN THE TEAMS						
12:00	1:00	2:00	6:00	7:00	8:30	11:00
TEAM LUNCH & VISION GESTALT	UNIT WORKSHOP & FIELD PLAN	UNIT FIELD WORK ON IRRITANTS, DETERRENTS & BLOCKS TO THE VISION	TEAM DINNER & DEBRIEFING	TEAM WORKSHOP 20 contradictions	TEAM REPORT PREPARAT'N writing contrad. sentences & holding phrases	TYPED PRODUCT
MOVEMENT I	MOVEMENT II		MOVEMENT III		MOVEMENT IV	

TUESDAY IN THE TEAMS
-DETERRENTS, IRRITANTS, BLOCKS TO OPERATING VISION

AFTERNOON		EVENING		
LUNCH	ASSIGNMENTS	FIELD VISITS	DINNER/CONTRADICTIONS WKSHOP	
12:00	12:30	1:30	6:00	
12:00	12:30	1:30	6:30	
<p>SONGS:</p> <p>RITUAL: ON BEHALF OF EDUCATORS IN LOCAL COMMUNITIES (EX:)</p> <p>CONVERGATION: Where have you seen local men shaping the future?</p> <p>CONTEXT: FUNCTION OF THE TEAM IN DECISION MAKING (USE ILLUSTRATIONS OUT OF PLENARY ACTIVITIES)</p> <p>a) BROAD OBSERVATIONS b) VARIOUS PERSPECTIVES c) OPEN DIALOGUE d) REPRESENTATIONALLY FOR THE WHOLE</p> <p>CLARIFY VISION COLUMNS</p> <p>a) WALK THRU VISION CHART b) LIST 4 POINTS UNDER EACH VISION COMPONENT IN EACH OF ASSIGNED COLUMNS</p>	<p>CONTEXT: UNDERLYING CONTRADICTIONS</p> <p>"A CONTRADICTION IS AN OBJECTIVE SOCIOLOGICAL REALITY THAT PREVENTS THE VISION OF A COMMUNITY FROM BEING REALIZED AND CAN BE TRANSFORMED INTO A VEHICLE TO REALIZE THE VISION" PERMEATES WHOLE COMMUNITY. (EX: AVIS - WE'RE #2 CAMPAIGN)</p> <p>EXPERIENCE ANGER/FRUSTRATION</p> <p>DISCERN: IRRITANTS DETERRENTS OBSTACLES BLOCKS BRICK WALL</p> <p>QUESTIONS: • What is the block in this community? • Why hasn't the Operating Vision already been accomplished?</p> <p>PITFALLS: CONTRADICTION IS NOT</p> <p>1) S-O-B OUT THERE 2) SPIRIT PROBLEM/IMAGES/ THINK WRONG 3) MONEY 4) PERSON OR GROUP 5) LACK OF OR INADEQUATE THE WAY OUT</p> <p>1) WHAT SOCIAL STRUCTURE IS KEEPING THAT IMAGE ALIVE 2) WHAT IS KEEPING THAT RELATIONSHIP ALIVE 3) WHAT IS BLOCKING THIS LACK OF FROM COMING INTO BEING</p> <p>MAKE UNIT ASSIGNMENTS UNITS REPORT AT SUPPER</p>	<p>STAY INSIDE COMMUNITY</p> <p>1) WHO SEE TODAY? 2) WHAT TALK ABOUT? 3) WHAT IS CURRENTLY GOING ON? 4) WHAT SOCIAL FORMS ARE OPERATIVE? 5) WHAT SENSE BLOCKS ARE? WHY? 6) WHERE GO?</p> <p style="text-align: right;">UNITS BREAK 5-6</p>	<p>SONGS:</p> <p>RITUAL: ON BEHALF OF THOSE WHO STOOD IN TENSION BETWEEN PRACTICAL VISION AND CONCRETE BLOCKS (EX: MARTIN LUTHER KING)</p> <p>CONTEXT: DEFINITION OF CONTRADICTION METHODS OVERVIEW SPIN</p> <p>UNIT REPORTS: • WHERE GO / WHAT DO / WHAT SEE • WHERE DID YOU ENCOUNTER PEOPLE EXPERIENCING SOCIAL PAIN?</p> <p>WORKSHOP:</p> <div style="text-align: center;"> <p>SITUATION → CONTRADICTION → VISION</p> </div> <p>CONTRADICTION IS OBJECTIVE/SOCIOLOGICAL BLOCK TO OPERATING VISION FOCUS ON THIS COMMUNITY - NOTHING WRONG WITH THIS COMMUNITY - JUST SOCIOLOGICAL BLOCKS</p> <p>QUESTIONS: 1. UNIT WALK THROUGH THEIR LIST FOR EACH COLUMN TO 20-30 A) WHERE SEEN PEOPLE HURTING? B) WHAT BUGS YOU? 2. PRIORITIZE 20 KEY BLOCKS FOR EACH VISION COLUMN. A) MOST CRUCIAL? B) LEAST CRUCIAL? C) THESE ARE THE 20? 3. RESTATE IN THREE WORD PHRASES AS DOING THE PRIORITIZING</p>	<p>As finish one column of contradictions send off a unit or part of a unit to start the write up.</p> <p>2. As this subgroup have a descriptive sentence written for each title. Rename title.</p> <p>3. CAN WORK IN SMALL GROUPINGS</p> <p>4. BRING to Editorial Board</p> <p>5. Send to translation</p> <p>6. Send titles to chart maker (for plenary)</p> <p>7. Send titles and sentences to typing.</p>
MOVEMENT I	MOVEMENT II	MOVEMENT III	MOVEMENT IV	

Tuesday

Movement I

	Contexting the Day (Team)	Notes
A	<p><u>LUNCH REFLECTIONS</u></p> <p>SONG _____</p> <p>RITUAL <u>On behalf of</u> educators in local communities (tell story of one)</p> <p>CONVERSATION: Where have you seen local man shaping the future? (share stories)</p>	<p>Remember to introduce any new people, and be sure they are assigned to a unit.</p> <p>Now is a good time to get participants to begin song writing.</p>
B	<p><u>CONTEXT FOR THE DAY</u></p> <p>Leader's spin to focus the team:</p> <p>"The function of the team in consensus making":</p> <ol style="list-style-type: none"> 1. Broad observation 2. Embodies varied perspectives 3. Opens dialogue 4. Makes decisions representationally for the whole 	<p>Use illustrations from the vision plenary on how the teams played these functions.</p>
C	<p><u>METHOD DEMONSTRATION</u></p> <p>A. Rehearse methods flow. Emphasize location of blocks to vision as task: 1. second step - objective 2. sociolog. reality 3. actually present</p> <p>B. Discuss how to locate the contrad. A contradiction is a sociological reality that prevents the vision of a community from being realized & can be transformed into a vehicle by which the vision can be realized.</p>	<p>Today the task is to discern the irritants, the deterrents to vision actualization. The contradictions will be formed in the plenary on Wednesday.</p> <p>BANANA PEEL ILLUSTRATION: I slip--I'm <u>irritated</u>, because Banana peel <u>deters</u> me., because Monkey in tree <u>blocks</u> my safe travel, cause <u>Zoo gate left open</u>: <u>Contradiction</u>: the city's security system</p>
D	<p><u>DATA GESTALT</u></p> <ol style="list-style-type: none"> 1. Walk through assigned data 2. List the four points under each vision component 3. Send this gestalt to coordination 	<p>Begin this section by looking at the copy of the operating vision chart the team scribes have copied from the plenary. Describe the relationships between the data revealed by its placement on the chart.</p>

IIID Team Operation

Daily Team Procedures

Tuesday

Movement II

	Investigating the Contradictions (Unit)	Notes
A	<p><u>ANTICIPATORY WORKSHOP</u> (unit or team)</p> <ol style="list-style-type: none"> 1. What's currently going on in relation to this column of the vision chart? 2. What social forms operative? 3. What sense are lacks, problems here? 4. Why? How so? 5. Where to go to find out what is blocking this column of the vision chart? 	<p>Write questions on board and assign units to vision chart columns.</p> <p><u>CONTRADICTION IS NOT:</u></p> <ol style="list-style-type: none"> 1) Someone Outside Community 2) Spirit Problem/Images/Community Thinks Wrong 3) Money 4) A person or group in the community <p><u>WAY TO ASK CONTRADICTION:</u></p>
B	<p><u>FIELD PLAN</u> (Team & units)</p> <ol style="list-style-type: none"> 1. Organize places, people, data listed from #5 above and assign to units for comprehensive coverage 2. Determine routes 3. Assign subgroups if necessary 4. Practical arrangements 5. Stay inside the community 	<ol style="list-style-type: none"> 1) What Social Structure is keeping that image alive? 2) What is keeping that relationship alive? <hr/> <p>Where are you and community irritated relative to assigned arenas? Where do you sense the community says it is deterred? What obstacles? Where are the brick walls?</p>
C	<p><u>FIELD WORK</u> (units)</p> <p>site visits research interviews conversation</p>	<p>Review the field visit context again for those who are new and as reminder to rest of necessary style for on-site visit.</p>
D	<p><u>UNIT REFLECTIONS</u></p> <p>Pull together first list of blocks as a report for the dinner time.</p>	

TUESDAY

MOVEMENT III

	COLLECTING THE DATA	NOTES
A	<p><u>DINNER MEAL</u></p> <p>SONGS</p> <p>RITUAL: On behalf of those who dared to live in the tension of the vision and blocks. Martin Luther King</p>	<p>Alert scribes to take notes during dinner reports.</p>
B	<p><u>UNIT DEBRIEFING</u> (Team)</p> <ol style="list-style-type: none"> 1. Units report on what did you <u>do</u>? 2. What did you find out? 3. Where did you encounter people experiencing social pain? 	<p>Encourage stories of the day keeping in mind that unintentional comments or misplaced humor can inadvertently insult local participants.</p>
C	<p>SPIN OF THE PLANNING METHOD</p>	<p>An Alternate Image May Be Used. Consistency of the image thru the days seems helpful.</p>
D	<p><u>DATA LISTING</u></p> <ol style="list-style-type: none"> 1. List Units work for each vision column on board. 2. Taking one set at a time, expand list to 20 more. 3. Select the key 20. Combine or leave some out. Question: What are the most important 20? 	<p>1a-Contrad. is objective, sociolog. blk. to operating vision. b-Nothing wrong w/ this community. Every situation has socio. blocks. c-Focus is on block in this community. d-Not a description of situation. e--let flow /til begin repenting. f-How is this a block to the vision? Ex.: Vision Comment--Paved Streets Brst. of Blocks--Winter snows, No funds, No agreed on plan, No time to do work, Don't know how to lo 'ob well. Social Arena--Town Services, Project Funding, Rel. to City Offices, Town T/L Blocks--Distance fr. City, Low Income, Few City Contacts, Swing Shift Mining Work. Social Arena--Town Services, Underlying Block--Unallocated Town Resources</p>

IIID Team Operation

Daily Team Procedures

Tuesday

Movement IV

Report Preparation	Notes
<p>A</p> <p>Data Refinement</p> <ol style="list-style-type: none"> 1. Give each of the 20 a 3 word title thus clarifying the statements. 2. If have several columns and large group. Send group off to start writing after each column is completed. 	<p>Guidelines:</p> <p>OBJECTIVE, SOCIOLOGICAL BLOCK TO THE VISION</p> <p>You will be writing on 20 sheets of paper for each vision column you received.</p>
<p>B</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Pass out a title and phrase one at a time (checking it off) to subgroups of 1 or 2 people. 2. Assignment <ul style="list-style-type: none"> . Write a descriptive sentence . Retitle as necessary 	<ol style="list-style-type: none"> 1. Read example (as attached) if that seems helpful. "What is going on now in the community?" 2. Each one is on a separate slip of paper. Can do original writing in any language & then translate.
<p>C</p> <p>Editing</p> <ol style="list-style-type: none"> 3. Bring descriptive sentences and titles to editorial board. Editorial board remembers them as they send pieces to translators. 	<ol style="list-style-type: none"> 3. Editorial board can be team leader or any 1 or 2 people who know how to make complete sentences. If extensive editing is required check with group who wrote it.
<p>D</p> <p>Production</p> <ol style="list-style-type: none"> 4. Send descriptive sentence and title to translation. Put translation on same sheet of paper 5. Send each sheet next to chart for titles onto butcher paper (in both languages) fortom orrow's plenary. 6. Send each sheet to typing. 	<ol style="list-style-type: none"> 5 and 6. These are listed with the new numbers in order as given by the editing board.

PRECONTRADICTIONS

ICA Consultants

Commerce

Team IV

<p>1. Unexplored Potential Markets</p>	<p>A block to commercial development in the Vogar area is the market potential has not been explored or defined.</p>
<p>2. Established Shopping Patterns</p>	<p>The shopping pattern of the residents of Vogar have been established outside the community because of the lack of adequate services and facilities here.</p>
<p>3. Declining Future Trends</p>	<p>Studies project decline markets and retail feasibility in Vogar.</p>
<p>4. Village Only Market</p>	<p>One block in developing the store is the initial image that the only available market is the part of the village that does not have easy transportation.</p>
<p>5. Prices Above Competition</p>	<p>If prices were as low as Ashern for example, and there was a place to do real shopping, people would shop in Vogar.</p>
<p>6. High Business Risk</p>	<p>To begin a business here would require an output of cash and investment where returns would not be seen right away - risky business!</p>
<p>7. Dim Business Future</p>	<p>People have a dim view of the future of business in Vogar producing reluctance to build the economy and poor outside references to business opportunities.</p>
<p>8. Improved Transport System</p>	<p>Shopping has become centralized in Ashern, Eriksdale and Winnipeg due to ready access to convenient transportaion.</p>
<p>9. Credit Abuses - Practices</p>	<p>The failure of consumers to pay their bills on time is preventing retailers from obtaining necessary stock or supplies.</p>
<p>10. Limited Management Skills</p>	<p>Ldcal people have never had the chance to run a business themselves. The past attempts were poorly-managed and short-lived.</p>
<p>11. Limited Capital Access</p>	<p>The unavailability of funds within the community and inaccessability to the outside funds causes limited capital for new businesses.</p>
<p>12. Declining Business History</p>	<p>Vogar has had a declining business over the past years which made investment here too hard.</p>
<p>13. Hidden Business Locations</p>	<p>The "off the beaten path" location of Vogar limits the casual purchasing by motorists.</p>

WEDNESDAY IN THE TEAMS

**PLENARY
PREPARATION**

Wednesday in the teams is a relatively easy day. Team membership has stabilized and the team has learned to function together. The amount of data to work with is still relatively small. Though the plenary is hard in terms of the push to get the underlying contradictions, the breakthrough of the result in itself usually produces a spurt of motivity in the consultants.

**CONTEXT
FOR
WORK**

The task of the day is to build a single proposal complex of 5 or 6 parts for each contradiction, which meets the following criteria: First, it promises to strike at the heart of the contradiction and thus deal with the depth blockage that is present; Second, it is designed, in its various components, as a complex entity which addresses all the aspects and manifestations of the contradictions; Third, it is a feasible plan of action, specific yet not gimmicky, broad yet not abstract or platitudinous; Fourth, it represents a responsible decision for dealing with the contradiction and not simply an elaboration of alternatives; Fifth, it represents a clear focused 5 or 6 point plan and not a conglomerate of many disrelated actions. Sixth, 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.

**TEAM
PROCEDURES**

The team procedures for the day are held in the four-page tables which detail the method for creating proposals to strike at the heart of the contradictions.

**FINAL
PRODUCT**

The teams product of the day consists of one set of six proposals which is assigned at the end of the plenary. In the procedures this is referred to as the six point plan and is in the form of 6 paragraphs. These are printed on a plenary wall form and typed.

WEDNESDAY IN THE TEAMS							
12:00	1:00	2:00	5:00	6:00	7:00	8:30	11:00
TEAM LUNCH SUBSWIRL clumping naming	UNIT WORKSHOP & FIELD PLAN	UNIT FIELD WORK toward creative, feasible actions to release the the contradictions Unit Proposal Writing	TEAM DINNER & DEBRIEFING	TEAM WORKSHOP Listing Propos- als	UNIT WRITING 6-POINT PLANS 1 proposal 5 sub-pro- posals	TYPE PRODUCE	
MOVEMENT I	MOVEMENT II		MOVEMENT III		MOVEMENT IV		

WEDNESDAY IN THE TEAMS
- DISCERNING ARENAS OF ACTION -

AFTERNOON

EVENING

LUNCH

CONTEXT

FIELD
WORK

DINNER/PROPOSAL BRWT

PROPOSAL WRITING

1:00

2:00

6:00

8:30

SONGS:

RITUAL: On behalf of those in local communities who are building the designs of community life (Sight example)

CONVERSATION: What is one thing you would like to do in this community?

SHORT SPIN: TEAM AS MOTIVITY

1) EXPANDS INTERIOR SPACE (GLOBE - HISTORY)

2) FORESHORTENS INTERIOR TIME (HISTORY - SONGS)

3) INTENSIFIES Engagement (KNOWING & DOING)

PLENARY REFLECTION

LOOK AT CONTRADICTIONS SWIRLS OF THE TEAM'S ASSIGNED DATA

• AS UNITS WRITE #s ON CONTRADICTION ARENAS (TAKE 5 MINS/ARENA OF CONTRADICTION)

• TODAY EXPLORES WHAT IS REALLY POSSIBLE

"A Proposal transforms the block into a useable vehicle thru which the desired future of the community can be created"

Proposals are Broad Strategies that modify the contradiction
a) Broad Arenas with tactics in the descriptive #.

PRODUCT: 6 pt. plan of action for each contradiction.

This plan
a) Strikes at the heart
b) Addresses all aspects of the contradiction
c) Feasible
d) Responsible Decision
e) Focused
f) Direct and Indirect Strategic Approaches

QUESTIONS:

"What if" - NOT GOALS
What is it that will deal with this block?
What can be done?

Research Screen

- 1) What Practical Resolves
- 2) What Arenas of Action
- 3) Aim at Contradiction Indirectly
- 4) Creative Moves
- 5) Imaginably Exciting

UNIT PLAN

- 1) Where go/see
- 2) Success/Unsuccess At Dealing with Contradiction
- 3) Other Ways to Move
- 4) Where go to learn
- 5) What will get the job done?

5 to 6 Break BEFORE DINNER

SONGS:

RITUAL: On Behalf of Great Proposal Writers
(ex:

CONVERSATION:

- 1) What new aspect of community
- 2) New Insights About Resolves

REHEARSE THE METHOD

1. READ CONTRADICTION #s
2. UNITS REPORT FIRST DRAFTS - BRAINSTORM
3. BRAINSTORM ADDITIONAL ACTIONS
4. GESTALT FOR EACH CONTRADICTION THE SIX ARENAS OF ACTIVITIES
5. STATE THE SIX TITLES IN GERUND, ADJECTIVE, NOUN FORM.

REFLECTIVE QUESTIONS FOR #4 AND #5

1. DOES THIS STRIKE AT THE HEART OF CONTRADICTION
2. IS IT COMPREHENSIVE SET OF SIX
3. WHAT'S LEFT OUT
4. IS IT FEASIBLE, FOCUSED - A DECISION NOT ALTERNATIVE
5. CAN YOU ARTICULATE THE KEY OF PROPOSAL IN ONE SENTENCE SEND OUT →

FORM:

TITLE: GERUND, ADJECTIVE, NOUN
GERUNDS ARE Specific ex Open/Construct/Educate

SENTENCE: Descriptive sentence with tactics ideas held - as list of different ways to tactically move

TOMORROW:

Gestalt is by Arenas of Action - Aspect of the Community's life want to see changed.

TASK

- 1) Write up sets by sub-groups who worked on original thinking.
- 2) Check w/ Team's Editing team
- 3) Translate
- 4) Wall Charts
- 5) Typist

MOVEMENT I

MOVEMENT II

MOVEMENT III

MOVEMENT IV

DAILY TEAM PROCEDURES

WEDNESDAY

MOVEMENT I

	CONTEXTING THE DAY (TEAM)	NOTES
A	<p><u>LUNCH REFLECTIONS</u></p> <ol style="list-style-type: none"> 1. Singing 2. Ritual: On behalf of those in local communities who are building the designs of community life. (Site ex.) 3. What is the one practical thing you would like to get done in this community? 	
B	<p><u>CONTEXT FOR THE DAY</u></p> <p>"Function of Team as Motivity Catalyst"</p> <ol style="list-style-type: none"> 1. Expand interior space (globality) 2. Foreshorten interior time (singing) 3. Intensify engagement (radical knowing and doing) 	See the Acturation Spin for More details on Motivity.
C	<p><u>PLENAREY DATA REFINEMENT</u></p> <ol style="list-style-type: none"> 1. Review contradictions chart 2. Walk through assigned data rel. to matrix 3. Clump and name subswirls quickly 4. Rename contradiction 5. Assign person to write holding paragraphs 	Do this quickly so lunch is over by 1:00.
D	<p><u>METHOD DEMONSTRATION</u></p> <ol style="list-style-type: none"> 1. Review Planning Method-Highlight today's step: PROPOSALS 2. Put up team's whole timeline for the day and indicate the final product. 3. Spin Research Screen for Field Visit <ol style="list-style-type: none"> a. What practical resolutions b. Arenas of action c. Aim at contradiction indirectly d. Creative moves e. Imaginally exciting 	A proposal is a broad strategy that transforms the block into a useable vehicle through which the desired future of the community can be created. Proposal is not a goal. Proposal strikes at heart, is a decision, feasible, several focused aspects, direct and indirect approaches addressing multiple manifestations of contradiction.

DAILY TEAM PROCEDURES

WEDNESDAY

MOVEMENT II

	INVESTIGATING THE PROPOSALS (UNIT)	NOTES
A	<p><u>ANTICIPATORY WORKSHOP</u> (Do as Unit)</p> <ol style="list-style-type: none"> 1. Where might we go to see or learn manifestations of contradiction? 2. Where would we go to see successful and unsuccessful attempts to deal with these contradictions. 3. What other ways do you sense this could be moved on? 4. Where would we learn about it? 5. What will get job done of transforming these contradictions? 	<p>Be sure your questions are creating anticipation not theoretical clarity. This is the day to go to nearby villages to see what can be done. Go to government offices. Look at structures in the community.</p>
B	<p><u>FIELD PLAN</u></p> <ol style="list-style-type: none"> 1. Organize places, people, data sources listed & assign to units 2. Determine routes 3. Assign sub-groups 4. Practical arrangements 	<p>Get on road as quickly as possible. Emphasize that this is only a partial afternoon field visit—a chance to go back to a location you sense is key or pick up something missed and that the pull together before dinner is crucial.</p>
C	<p><u>FIELD WORK</u></p> <ol style="list-style-type: none"> 1. Site Visits 2. Interviews 3. Research 4. Model creation 	<p>This is the third day of field work so increasing perception should be expected and enabled.</p>
D	<p><u>UNIT REFLECTIONS</u> (ONE HOUR)</p> <p>Pull back as unit and get out a list of tentative proposals dealing with contradiction. A long list for each contradiction is fine.</p>	<p>It is important to make the dinner debriefing come off powerfully and requires the team gather in an atmosphere conducive to workshopping and move quickly. Putting insights into gerund, adjective, noun form will help.</p>

DAILY TEAM PROCEDURES

WEDNESDAY

MOVEMENT III

COLLECTING THE DATA (DATA)

NOTES

DINNER MEAL

Songs
Ritual: On behalf of the great proposal writers (example)

Inject some discontinuity into the meal singing with new songs, small groups or instrumental accomplishments.

TEAM REFLECTION

1. What new aspects of the community were uncovered?
 2. What new insights about its residents?
- (5 Min. break to clear tables)

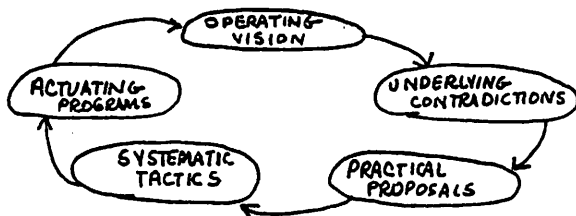
UNIT REPORTS

1. Methods review (OV, VC, PP, TS, AP)
2. Read contradiction paragraph
3. Have units read their list of proposals

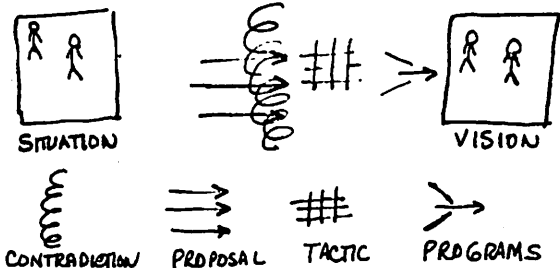
Remind scribes to take notes
Reports should be brief and concise. You are interested in the pertinent information, not all of the detail.
Have units write their recommended proposals on the board under each contradiction title.

See below

SPIN OF THE PLANNING METHOD



An Alternate Image May Be Used. Consistency of the image thru the days seems helpful.



DATA LISTING

4. Brainstorm additional proposals
5. Gestalt to 6 arenas of activities & name in 3 word phrase-each of 6
6. Have two or three people begin writing paragraphs while group goes to next set.
7. Repeat steps 1-5 for each contradiction.

OTHER ACTIONS What will resolve the contradiction?
Use gerund, adjective, noun form.
Proposal is a broad strategy-Starting Early Learning Education is a proposal one tactic for which is Opening Pre-School Center. Use Research Screen for discerning.
Parag. is descriptive sentence with parag. holding all the tactical actions that were in the brainstorm.

DAILY TEAM PROCEDURES

WEDNESDAY

MOVEMENT IV

	PREPARING THE REPORT (CONSULTANTS)	NOTES
A	<p><u>QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Does this strike at heart? 2. Is it comprehensive? 3. What's left out? 4. Is this feasible? focused? a decision? 5. Can you articulate the basic or key proposal in one sentence? 	<p>The liberal temptation is not to decide what the broad strategy is. All the brainstorm wisdom is to be honored in the paragraph.</p>
B	<p><u>WRITING</u></p> <ol style="list-style-type: none"> 1. Write a descriptive sentence that states what is being proposed 2. Write a parag. that holds the different ways to tactically move 3. Retitle (as necessary). The gerund is a specific one (opening, constructing, educating, not providing, preparing etc.) 	<p>Ex.-In order to broaden the scope of leadrshp. developn't we propose that village leaders plan and carry out together visits outside the village that sucessfully accomplishes needed services for the village and increases their confidence in representing the village as a way to train them practically as civic leaders.</p> <ol style="list-style-type: none"> 2. See attached sheet of examples. 3. Ex.: Implementing corporate external visits.
C	<p><u>EDITING/TRANSLATION</u></p> <ol style="list-style-type: none"> 4. Send to editorial board the set of six proposals for each contradiction area. 5. Send to translation for translating 	<p>Editorial board can be team leader or any 1 or 2 people who know how to make complete sentences. Very little editing should be needed.</p>
D	<p><u>PRODUCTION</u></p> <ol style="list-style-type: none"> 6. Send titles in both languages to chart for titles onto butcher paper for tomorrow's plenary. 7. Send each set of proposals to typing. 	

PREPROPOSALS
CONTRADICTION I

ICA Consultants

Team V

A. Local Light Industry	Pace will have a local industry based on resources and skills already existing in the community. This industry may be separate from or in support of the local agricultural economy - e.g., small motor and auto mechanic enterprises.
B. Bogue Reclamation Plan	We the citizens of Delta Pace propose a Bogue reclamation plan to restore the recreational use and beauty of an area resource. Such a reclamation would symbolize the community's decision to not be tyrannized by the results of technological complexities.
C. Community Grievance Process	A community grievance process will enable community residents to express the problems that arise as a by-product of the chemicals used by neighboring farms and assure the effective resolution of the conflict.
D. "New South" Seminars	Seminars will be held which inform and enable Pace residents to grasp the implications of life in the developing new South. The direct results and side effects of technological advancement will be examined and discussed. The contributions that farming makes will be shown. Vocational alternatives in commerce and industry will be presented.
E. Delta Pace Development Board	In order to rapidly achieve a more diversified economy the establishment of the Delta-Pace Development Board will allow the community to capitalize on the new industrial trends within the surrounding region. By being on top of the current and future industrial plans in the area the board can ensure that Pace will participate in and benefit from the Delta's expanding industrial base; e.g., the new port in Rosedale and new trends in agriculture-related industry such as the rice processing plant in Cleveland.
F. Alternative Vocational Skills	We propose alternative vocational skills for Delta Pace because it will keep our citizens abreast with this ever changing society. We are aware of the fact that we cannot take yesterday's skills and live today. Because of this fast technological change in society we must avail ourselves with more than our skills.

THURSDAY IN THE TEAMS

OVERVIEW
OF THE
DAY

On Thursday, the total consult will do a cross-gestalt in order to arrive at the practical proposals for the comprehensive development project. These will be organized tentatively to the level of basic proposals (boxes in each column) in the plenary to give hard data for the writing of the tactics. The move from proposals to tactical systems shifts the consult from the realm of potentiality solidly into the realm of implementation.

CONTEXT
FOR WORK

The task of the day is to invent the complex interrelated set of discreet practical acts required to actualize the given inclusive set of proposals. The teams will delineate 6-15 substantial tactics for each basic proposal. To do this, the teams work will be focused in units building tactics all afternoon. Field trips are absolutely necessary not for further first impressions, but to determine actual tasks and real specifications. Before dinner, each unit in the team will pull together their recommended set of tactics for each proposal on a large sheet of butcher paper for presentation to the team at dinner.

DAY'S
PROCED-
URES

The team procedures for the day are held in the four page tables which detail the method for determining tactics for actualizing the proposals.

FINAL
PRODUCT

The team's products for the day are 6-15 basic tactics for each proposal box of the plenary chart that the team was assigned to write on. It produces a butcher paper chart for each proposal with these 6-15 tactics listed with a 2-3 word title and sentence for each.

THURSDAY IN THE TEAMS							
12:00	1:00	2:00	4:00	6:00	7:00	8:30	11:00
TEAM LUNCH Subproposal Paragraphs	UNIT WORKSHOP Field Plan	UNIT FIELD WORK -actualizing proposals -substantial action -specific deeds	UNIT RE- FLEC- TION tactic cross- gestalt	TEAM DINNER & DEBRIEF- ING	TEAM TACTICS Pushing	UNIT TACTICS Paragraph Writing	TYPING PRODUCTION
MOVEMENT I	MOVEMENT II		MOVEMENT III		MOVEMENT IV		

THURSDAY

-INVENT COMPLEX SET OF DISCRETE PRACTICAL ACTIONS

AFTERNOON

EVENING

LUNCH

FIELD WORK

DINNER/TACTICS LISTS

TACTICS WRITING

12:30

1:30

6:00

8:30

SONGS:

RITUAL: On behalf of those who create new community industry (ex:)

CONVERSATION: WHAT PRACTICAL RESOURCES

DO YOU WANT AVAILABLE HERB TO IMPLIMENT PROPOSALS?

CONTEXT ON TEAM COOPERATIVENESS
POWER OF CORPORATE EXPERTISE
POWER OF ENGAGEMENT
POWER OF EXPERIENCE
POWER OF WIRING TOGETHER MINDS

METHODS: BASIC TACTICS ARE:

Concrete Do-Able Whats

WHAT IS NECESSARY

DANGER: NEW PROPOSALS /STEPS

TACTIC IS Substantial (MORE THAN

ONE MAN -ONE DAY)

TACTIC IS Specific

REVIEW: THE ASSIGNED PROPOSALS

LOOK AT BACK-UP DATA. SPIN OUT

BRAINSTORM OF PRACTICAL TACTICS(5-8)

OPTIONS. SPIN OUT ON EACH PROPOSAL

FOR TACTICS.

UNITS REPORT AT SUPPER:

6-15 TACTICS FOR EACH PROPOSAL

IN ADJECTIVE NOUN FORM

MOVEMENT I

UNIT ANTICIPATORY WORKSHOP

- 1) LIST OBVIOUS ?s IN DATA
- 2) WHERE UNCLEAR WHAT TO DO
- 3) WHAT CONCRETE DETAILS ARE NEEDED TO BE RESEARCHED
- 4) WHAT ARE REALISTIC TACTS WORKABLE & TO SET OF CONTRADICTION
- 5) KEY IS "WHAT DO"

RESEARCH SCREEN

WHAT
HOW
WHERE
HOW MUCH
WHO
WHEN

WHAT IS NECESSARY?

BREAK FROM 5 TO 6

MOVEMENT II

SONGS:

RITUAL: On behalf of those who dare to concretely direct history (ex:)

CONVERSATION:

1) What did you learn today- objective data

2) What guidelines in tactics building

METHODS REVIEW

OV/UC/PP/ST/AP/IT

TACTICS LISTS

ASK TERMS TO LIST BRAINSTORMS OF TACTICS ON BLACK BOARD

ADD TO LISTS

CRITIC/CLEAN/ADD TO (LIST BY LIST)

1) Is it Practical - doable by COMMUNITY

2) Is It Applicable - necessary to COMMUNITY

3) Substantial - not steps or PROCEDURES

4) INCLUSIVE - What's Left Out IS IT POSSIBLE HERE? SEND OUT →

MOVEMENT III

1. REVIEW TITLES
2. WRITE SENTENCES
3. CLARIFY TITLES

FORM:

TITBE: ADJECTIVE, NOUN

SENTENCE:

adjective noun
Will BE action verb

descriptive phrase

4. CREATE TACTIC SENTENCE BACK-UP SHEET

5. TRANSLATE

6. MAKE WALL CHARTS

7. TYPE

8. MAKE-UP TACTIC SLIPS FOR Next Day

NATIVE LANGUAGE TITLES
TYPED SENTENCE
ENGLISH TITLE

MOVEMENT IV

THURSDAY

THURSDAY I

	CONTEXTING THE DAY (TEAM)	NOTES
A	<p>LUNCH REFLECTIONS</p> <p>Songs</p> <p>Ritual: On behalf of those who are creating new community industry (example)</p> <p>Conversation: What practical resources (articles, books, models, lists, designs) would you want available here to implement proposals?</p>	
B	<p><u>CONTEXT FOR THE DAY</u></p> <p>"Corporateness of Team"</p> <ol style="list-style-type: none"> 1. Power of corporate expertise 2. Power of engagement of everyone 3. Power of experience 4. Power of wiring different minds together 	<p>**Tactics are "do-able" actions which bring about the proposal</p> <p>EX: <u>Adult Re-education</u> is a proposal which the tactic of <u>night classes</u>...</p>
C	<p><u>METHODS DEMONSTRATION</u></p> <ol style="list-style-type: none"> 1. Review basic consult method 2. Note that today's focus is tactics** 3. Discuss timeline and final product of the day 4. Review field guidelines* 	<p>*FIELD GUIDELINES</p> <ol style="list-style-type: none"> 1. Look for data under each of the four sub-proposals 2. Focus on what is <u>necessary</u> for actualizing proposals 3. Avoid making new proposals 4. Avoid dealing with steps 5. Get at substance of action not the process 6. Be very specific
D	<p><u>PLENARY DATA REFINEMENT</u></p> <ol style="list-style-type: none"> 1. Review plenary proposal chart 2. Walk through assigned data 3. Determine four subproposals 4. Assign one person to write paragraphs 	<p>It is important that you have 4 sub-proposals for each proposal so you know what is involved in proposals you are building tactics</p> <p>Send paragraphs and sub-proposals to coordination.</p>

THURSDAY

MOVEMENT II

TACTIC INVESTIGATION (SUB GROUPS)

NOTES

ANTICIPATORY WORKSHOP (Team or subgroups)

1. Look at assigned proposal
2. List 5-8 pract. tactics per proposal
3. Discuss where it is unclear as to what is needed for actualization
4. Talk about what concrete details need to be researched in field this day.
5. Key? "What is necessary?"
"What must be done?"

A

FIELD PLAN (Unit)

1. Plan necessary study and investigation in the field.
2. Make specific assignments for specific data to be gathered.
3. What are obvious questions?
4. Where unclear what to do?
5. Make practical arrangements
6. Make firm agreement to meet back for afternoon workshop on tactics.

B

For best use of this 4 hour field time, anticipate the actions which are going to be needed and use this time to locate information on the how to, I.E. make measurements, do pricing, etc. In this way the proposals can be reality tested.

SITE VISITS

Through visits as necessary, interview and model building, get out specific designs, materials, actions which answer questions: WHAT, HOW, WHERE, HOW MUCH, WHO, WHEN to actualize the assigned proposals.

C

Avoid thinking up new proposals or dealing with steps (re. one elementary part of a sequential list of steps). You are after the substance of what must be done, not the process of doing it. You are also out to gather specific designs and materials actual quantities, specific actions and tasks.
Q- What are realistic tactics workable relative to set of contradictions.

UNIT REFLECTION (At end of afternoon)

1. Brainstorm lists of tactics for assigned proposals
- 2.

D

THURSDAY

MOVEMENT III

	COLLECTING THE DATA (TEAM)	NOTES
A	<p><u>DINNER MEAL</u></p> <p>Songs</p> <p>RITUAL: On behalf of those who dare to concretize the direction of history (ex. Alexander the Great, General Patton)</p> <p>CONVERSATION:</p> <ol style="list-style-type: none"> 1. What did you learn today? Objective 2. What guidelines in tactic building? 	
B	<p>SPIN OF THE PLANNING METHOD</p>	<p>An Alternate Image May Be Used. Consistency of the image thru the days seems helpful.</p>
C	<p><u>REVIEW METHOD</u></p> <p>Monday's procedures</p> <p>UNITS REPORTS</p> <ol style="list-style-type: none"> 1. Read proposal paragraphs 2. Have Units review their tactics (5 Min.) 3. Ask Team to brainstorm additional data (10 Min.) 	<p>Units put up tactics on board during supper set-up.</p> <p>On expanding data: 1 man 1 day to accomplish a tactic. That tactic should probably join another.</p>
D	<p><u>TEAM CRITIQUE</u></p> <ol style="list-style-type: none"> 1. Have the team critique each tactics group for practicality, applicability, substantiality, and inclusiveness. 2. Expand data. What other jobs are necessary to actualize the proposal? 3. Gestalt-Make list (5 Min) 4. Name in Adjective, noun form 5. Send out local participants 	<p>Tactics critique ?'- <u>Practicality</u>: do-able, not a prop? <u>Applicability</u>: necessary & relevant? <u>Substantiality</u>: Substantial, not abstract or steps? <u>Inclusiveness</u>: Anything left out? Is it possible in this comm.</p> <p>Deflect arguments.</p> <ol style="list-style-type: none"> a) Send two people to come up w/ consensus. b) Move to another tactic and come back.

THURSDAY

MOVEMENT IV

	PREPARING THE REPORT	NOTES
A	<p><u>DATA REFINEMENT</u> (Tactics subgroup)</p> <p>As Unit review tactics</p>	<p>Scribes have a page with notes from the previous discussion for each set of tactics.</p>
B	<p><u>RELEVANCE RECHECK</u></p> <p>Check again for:</p> <ul style="list-style-type: none"> -practicality -applicability -substantiality -inclusiveness 	<p>In the recheck you are very close to the final list--it may be that a wording shift is all that's required to redeem the intuition behind an awkward tactic.</p>
C	<p><u>REPORT REFINEMENT</u></p> <ol style="list-style-type: none"> 1. Tactic Title Form: Adjective noun 2. Tactic Sentence <u>Adjective Noun will be Action verb</u> <p><u>Descriptive phrases.</u></p> <ol style="list-style-type: none"> 3. Write up as much on each sentence as time permits. 	<p>1 & 2 Read attached examples if it seems appropriate.</p> <p>3. Tomorrow scribes will need to use this for back-up folders and may need to send some data to other teams.</p>
D	<p><u>PRODUCTION</u></p> <ol style="list-style-type: none"> 1. Translation 2. Put titles on wall chart form 3. Send sentences to be typed (see ex.) 4. Make up tactics slips for plenary. 	<p>TACTIC SLIPS</p> <p>NATIVE LANGUAGE SENTENCE TITLE ENGLISH TITLE</p>

TACTICS

ICA Consultants

Proposal Number: 26

Team V

- | | |
|-------------------------|--|
| 1. Custom-Killing Plant | A custom killing plant will be operated, serving the farmers and residents of Vogar by slaughtering, curing, sausage making, and tanning hides from animals. |
| 2. Finished Hogs | Finished hogs will be raised, it would provide meat for custom killing plant, cheaper local market. |
| 3. Meat Rabbits | Meat rabbits will be produced for export and local consumption. The use of fur pelts may be a possibility. |
| 4. Choice Sheep | Choice Sheep will be raised for lamb and wool marketing. They will be fed off natural pastures and housed during lambing season. Secure fencing will be built. |
| 5. First-Class Goats | First class goats will be raised for meat, milk and fur. |
| 6. Export Fur Industry | Export fur industry will be established, such as: muskrat, mink and rabbit. |
| 7. Varied Poultry | Varied poultry will be raised for marketing of meat and eggs. Chicken, Geese, turkey, and guinea hens can be used in this production. |
| 8. Multi-Purpose Frogs | Multi-purpose frogs will be raised. The inter-lake frog being the best on the continent, with unlimited market. |

FRIDAY IN THE TEAMS

PLENARY
PREPARA-
TION

The morning will be spent working in a plenary session to articulate the tactical systems necessary for the community. This will involve organizing 250 or more tactics into a single system of 25-35 primary tactics. The amount of data involved in this plenary requires a different kind of participation by the group mind than has been needed before. We will sit by teams but work primarily as subgroups within the teams, each focusing on one particular proposal and the tactics listed beneath it. Detailed instructions will be given step by step as the plenary proceeds. A cross-gestalt will be made by the whole consult. At the conclusion of the plenary teams will be assigned to write up the basic tactics which emerged out of the cross-gestalt.

CONTEXT
FOR
WORK

The period running from the end of the plenary on Friday until the closing plenary at noon on Saturday is generally conceived as a single block of time with two jobs to be accomplished. The first job is to transpose the tactical actions of a coordinated tactical system of 25-35 basic tactics, with lists of subtactics, descriptive sentences for each, and to write paragraphs on each one. The second task is to do an initial brainstorm of discerning the actuation programs for the total project. This task begins with a team brainstorm around the evening meal and is continued by a special group composed of two representatives from each team.

DAY'S
PROCED-
URES

The procedures for the day are held in four-page tables which detail the method for focusing the tactics, and obtaining detailed data for writing about them.

FINAL
PRODUCT

By Friday night at dinner the group comes up with 10-12 programs by title on a butcher paper. Throughout Friday and Saturday the units work on fleshing out the tactics. Each subtactic will be named and listed, a sentence written for each one and a 150-300 word holding paragraph will be written describing each subtactic. The team will also write implemental paragraphs for each subtactic which explain in clear prose the why, where, what, and how of the subtactics. This writing gives the consultants the opportunity to put down in a systematic form the practical wisdom they have accumulated.

FRIDAY IN THE TEAMS				
12:00	2pm	6pm	8:30	11pm
Team Lunch & Tactic naming & subtactics listing	Unit Workshop Tactic holder Subtactics-sentences & tactics paragraph	Team Dinner & Programs pushing	Unit writing implementaries	Saturday Implementary list Plan creation & filing
			2 team rep. in special program group	Program List Production
Movement I	Movement II	Movement III	Movement IV	

FRIDAY IN THE TEAMS

CONTEXT FOR DEVELOPING TACTICS AND SUBTACTICS

The result of the tactics plenary is an initial holding chart-- the first attempt at the rational rendering of hundreds of pieces of raw data--which, in refined form is published as Plate 4 of the Consult Summary Statement. The plenary holding chart is typically comprised of 25-35 basic tactics, the particularization of which is part of the task of the teams for the duration of the Consult. It is important to remember that the word or phrase given to each tactic in the plenary chart is a holding image which represents the initial grasp of new reality discerned by the corporate mind of the consult as the necessary action for social change in a particular community. The basic tactics at this point are held in the form of words or phrases like "Food Crops," "Symbols," or "Business Support" and serve primarily to imaginably capture the intuited thrust of the many items of back-up, cross-gestalted into each basic tactic emerging from the work of the plenary.

The task of the teams at this point is to concretely articulate the unique dynamic--or tactical action--called for by each of the team's work of the previous day (as represented in the raw data which has coagulated to forge the necessary tactical directions revealed in the cross-gestalt). The task, of identifying the tactics and sub-tactics however, is more than a simple organization of the raw data related to a particular phrase on the plenary chart. It is, rather the task of cutting the diamond from the rough. The task requires an understanding of the groupings of original data as the initial insights which reflect a glimpse of the profound action of the tactics. This process requires the team to move beyond this glimpse to grasp hold of both the idea and the language of the new dynamic reality brought forth from the cross-gestalt process. Here the challenge for the team is one of both concept and language. The method whereby the new reality is perceived or conceptualized must allow for a leap of consciousness which breaks through the linguistic forms in which the raw data intuitions have been expressed. The challenge of this task cannot be underestimated, for it is the practical exercise of giving shape to a new symbology. The profound burden of this step in the Consult method lies in the fact that it determines the nature and direction of implementation, and therefore, of social change. It is here that futuristic local actuation is given both substance and form.

A helpful way to begin the process of articulating tactics and sub-tactics is for the team to understand its task as one of clarifying and naming the new dynamic creation revealed in the plenary. A brief statement can adequately set this context.

The product called for on Friday is in two parts: lists of subtactics, descriptive sentence on each subtactic and detailed paragraph for each assigned to each team --and an initial list of programs, by title.

FRIDAY IN THE TEAM
CONTEXT FOR DEVELOPING TACTICS AND SUBTACTICS (page 2)

Writing the subtactics is easy. The major value is maintaining high precision and accuracy in naming and describing the specific required subtactics for each tactic. Gather the raw data slips belonging to each tactic and paste them neatly on a single piece of paper, putting the tactic title at the top attached to front of file folder. While this is being completed, read and artform a tactics paragraph from one of the documents. Then context the group on what a subtactic is (a thing to do) and ask them to listen to another paragraph and jot down all the subtactics they hear. Read the paragraph then ask several team members to list the subtactics they heard. Discuss this exercise, then read the subs listed on the subtactics chart. Discuss the criteria for discerning a subtactic. Then read the raw data sentences gestalted into a tactic as though they were a paragraph. While you read, have team members listen and list the subtactics they hear. After the reading discuss and consense on the subtactics in a given tactic. Give each a 2 word (adjective noun) title. Note any subtactics which do not seem to fit the title. Repeat this process until you have named subs for each assigned tactic. Write a sentence for each subtactic in form: adjective noun will be action verb descriptive phrase. Then describe the next step in the process. This involves building a backup folder for each subtactic inside a folder for each tactic, then reviewing that data and writing a lengthy precise descriptive sentence for each sub. The kernel of this sentence should be "A model house will be constructed." Modifiers and clauses should be added to the kernel to ensure that all necessary specifications are indicated. The paragraphs written on Thursday are the basic material here. When the subtactic sentences for a tactic have all been written, discuss and write an overall intent and descriptive sentence for the total tactic. The key question is, "What is necessary?" Then in the paragraph describe how, who, when, where to do this "what." Reorganize all the backup to each subtactic according to what, why, how, where, and other specific data and writing up clear specific recommendations on each subtactic. Where there are holes in the research additional field visits and investigations will need to be made. Where no consensus has been reached, indicate remaining issues to be solved. Provide equipment and supply lists and also cost estimates where possible. When a subtactic is found to be unnecessary, write in the tactic folder why this is so.

FRIDAY - SATURDAY IN THE TEAMS
TACTICS - SUBTACTICS - SENTENCES - PARAGRAPHS

AFTERNOON		EVENING	MORNING
LUNCH / SUBTACTIC LISTS		DINNER / PROGRAMS BRAINSTORM	FINAL WRITING
1pm.	2:00pm.	6:00	10:00pm. 7:00am

1:00	2:00	5:00	6:00	7:00	8:00	10:00	7:00	8:00	10:00	12:00	3:00
LUNCH	Clarify Tactics	Break	DINNER	Prog.	Unit	REST	BREAKFAST	Subtactic	Prep	Closing	
What is TACTIC What is SUBTACTIC	REFLECT LIST SUBTACTICS WRITE SENTENCES BACK-UP		BRAINSTORM	Work			By Teams	By Team	By Team	Feast	

300

SONGS:

RITUAL: On behalf of those who finding new ways of agriculture
 (ex: 5 cows/family in Malwada)

CONVERSATION: READ MALIWADA TACTIC # 35

- 1) What did you hear
- 2) What are concrete things
- 3) What activity do you see going on
- 4) What did you find out about the form of writing
- 5) What is of tactic to subtactics

FORM: TACTIC TITLE: GERUND, ADJ, ADJ, NOUN
 (ex: Enlarging Available Consultative Services or Providing Systematic Consult Services = PRECISION)

CORPORATE TACTICS REFLECTION

- 1) Gather raw data slips belonging to each tactic and paste them neatly on a single piece of paper with 4 word tactic title at top. Look at subtactic form from document plates 4A-4E
- 2) READ aloud the raw data sentence gestalted into a tactic as though they were a paragraph. Have units list subtactics they hear.
- 3) DISCUSS additional NECESSARY whats as the subtactics in each tactic. Give each a 2 word adjective, noun title (Note subtactics which do not seem to fit) Check LIST AGAINST TACTICS SCREENS
- 4) CREATE a file for each Tactic. Add any pamphlets.

AS UNITS:

- 1) DISCUSS SIGNIFICANCE/INTENT OF EACH SUBTACTIC
- 2) WRITE SENTENCES FOR EACH SUBTACTIC
 FORM: ADJ, NOUN WILL BE ACTION VERB DESCRIPTIVE PHRASE
- 3) Write Back-up page for each SUBTACTIC
- 4) Fill in Subtactic form
- 5) File in Subtactics folders for actuation

CHECK SUBTACTICS FOR IMPLIMT-ABILITY.

SONGS:

RITUAL: On behalf of those who organize their tactics so that a community's passion is released in actuation

CONVERSATION

- 1) Breakthroughs of Consult
- 2) What decisions have we made
- 3) What course of Action clearly needed
- 4) What structures needed for Rapid visible ACTUATION?

PROGRAMMES BRAINSTORM

CONTEXT: Programs are a vehicle for: Tactics Organisation, rationale, organising forces, funding, generate motivity, sustain people

READ LIST from a DOCVMT.
 What did you notice about kind of language?

BRAINSTORM OF TOTAL ARENAS

- 1) INDIVIDUALLY LIST
- 2) GET OUT 25-30 (STRUCTURES/ ORGANISATION NAMES)

UNITS CONTINUE WORK

TACTICS FOLDER:

- 1) INSIDE FRONT COVER STAPLE/TAPE ALL PRETACTIC DATA
- 2) MAKE TRIPPLICATE #ed LIST OF ALL SUBTACTICS
- 3) MAKE TRIPPLICATE #ed LIST OF SUBTACTIC SENTENCES
- 4) PUT 4 WORD TITLE ON COVER

SONGS:

RITUAL: On behalf of those who will be leadership in this village

CONVERSATION:

CONTEXT: Data Storage

- Every Note Important
- Next Week Document & ACTUATION
- FINAL PLENARY - every community resident
- TEAM PREPARATION at 10 am.

WHO SHOULD DO TEAM REPORT - THE RITUAL

UNITS CONTINUE WORK

SUBTACTICS FOLDERS

1. SUBTACTIC SENTENCE
2. SUBTACTIC FORM for use in implementation
3. BACK-UP DATA sheet: How/Where/who/when Other Community Successes things that are not feasible and why Name, Address of experts who can help.

DAILY TEAM PROCEDURES

FRIDAY

MOVEMENT I

	TEAM CHECK (TEAM)	NOTES
A	<p><u>LUNCH REFLECTIONS:</u></p> <ol style="list-style-type: none"> 1. Songs 2. Ritual: On behalf of those who are funding new ways of agriculture productivity (ex: 3 cows per family in Maliwada) 	<p>The team will need to have large proposal and tactics charts before them for reference--if not already done have someone do them now. Also bring copies of Maliwada Tactic #35 for passing out to team (or use another illustrative one)</p>
B	<p><u>CONTEXT FOR THE DAY:</u></p> <ol style="list-style-type: none"> 1. Leader does spin on naming tactics and subtactics. 2. Next pass out and art form "Maliwada tactic #35" <ol style="list-style-type: none"> a. What did you hear? b. What concretions are present? c. What activity do you see going on? d. What did you find out about the form of writing subtactic? e. What is rel. of subt. & tactics? 	<p>There is a fine detailed backup document on naming tactics and and determining subtactics. Use this to create a brief context for the team on the work of movement I.</p> <p><i>2. Page 307 these procedures</i></p>
C	<p><u>PLENARY DATA REFLECTION:</u> (for each tactic)</p> <ol style="list-style-type: none"> 1. Gather all raw data gestalted into the basic tactic onto one sheet of paper. 2. Read aloud the data bits. 3. "In the context of all that we now know about this community and in relation to the general arena of (paratactic), what is this data pointing to as the required tactical action for future change?" 4. Give basic tactic four word title (gerund--adj.-- adj.--noun.) 	<p>This first phase of the method is more than an academic exercise. It sets the context for accurately discerning the subtactics, suggested in the raw data. There is a minor difference between "enlarging available consultative services (Fifth City #13)" and "Providing systematic consult services (Oombulguri #13)", yet the distinction is significant and affects the accuracy of the subtactic discerned. This same care is crucial.</p>
D	<p><u>SUBTACTICS LISTING:</u></p> <ol style="list-style-type: none"> 1. Illustrate form of subtactics 2. Re-read raw data and ask "What are subtactics suggested?" Have individuals list answers. 3. Get totallist out and using "subtactics Refinement Screen (next page) check and refine list. (p. 302 and 303) 4. Give each a 2 word title (adj--noun) 5. Now discuss the intent and significance of the whole tactic. 6. Take any inconsistant data to other teams. 	<p>Read list out of document in your teams' arena. Rehearse that you are not out to list all possible subtactics but rather those that are sufficient and necessary to bring into being the vision. Refer to Maliwada #35 for illust. that a) substantial acts working together effect dynamic of basic tactic, and b) are expressed in form of adjective noun--will be-- action verb.</p>

TO CHECK FOR:	ASK THE QUESTION:	IN ORDER TO:
Inclusiveness	Have the insights held in the raw data been honored?	Honor the wisdom of the whole Consult
Sufficiency	Are these subtactics enough to get the tactic done?	Check sufficiency and identify gaps
Substantiality	Are they practical and concrete?	Eliminate abstraction
	Do they hold possibility of ongoing substantial action?	Reveal viability of implementation
Effectivity	Will they work?	Force anticipation of realistic implementation
Feasibility	Are they appropriate to this local social reality?	Checks relevance
Necessity	Are they necessary relative to the community's future?	Eliminates unnecessary effort
Implementaries	Do they answer the questions <u>how</u> , <u>when</u> , <u>where</u> , <u>by whom</u> rather than <u>what</u> ?	Eliminates implementary procedures
Overlap	Are two or more pointing to the same thing?	Eliminate duplication
Language	Are they held in 2 word phrases that grasp the catalytic dynamic called for?	Demand creative imaginal grasp of the new reality perceived.

TACTICS FEASIBILITY
INDUSTRY / COMMERCE / AGRICULTURE

	INDUSTRY	COMMERCE	AGRICULTURE
MARKET SALES	Do we have a tested market? What is the competition?	Is this a business people inside and in nearby communities will patronize?	Where is the market? What is the net projected income/hector or acre? How regular is the market? Cost of processing? Cost of sales? How much can market take?
PRODUCTION	Are the resources close at hand? Is there a facility? What equipment is required?	Is there a facility? What equipment is required? Can the wholesaler get it to you with an adequate profit margin	Do we have the resources close by? Can we lengthen the growing season? Cost of harvesting? Is the water available? What crops will grow? How many crops yearly? How long till harvest? How much do yields vary? Sequence of crop develop.
FINANCES	What is cost of facility and equipment? Where will capital come from? What is the cash flow situation? Interest rates: working capital and investments capital? Operating budget for each crop? Ownership or leasing of equipment?		
DELIVERY	Is there transportation resources in? Products out? What are the packaging requirements?	Do customers have ways to get to the stores? Is the facility visible?	What are the shipping procedures? What is the spoilage risk? Shrinkage during marketing of animals? What are the sales customs? What does shipping cost? What is the frequency of delivery?
Personnel	Are the wages out to triple the income of community? Are the skills present in village? Can the village be quickly trained with the skills? How? Who are the people who can and have said they will run these business, industry or agriculture ventures? What are workers productivity? What are restraints of local workers? Who are the managers? Are these dedicated leaders?		

DAILY TEAM PROCEDURES

FRIDAY		MOVEMENT II
	UNIT INVESTIGATIONS (UNITS)	NOTES
A	<p><u>Backup Review:</u></p> <p>By units create backup folder for each tactic including:</p> <ol style="list-style-type: none"> 1. paste-up of tactic 2. list of subtactics-adjective, noun with original and 2 carbons 3. Write sentence for each subtactic 	<ol style="list-style-type: none"> 2. These copies are for program document writing and actuation task force 3. The form: Adj.--Noun--will be Action Verb--Descriptive phrase.
B	<p><u>Subtactics Folders</u></p> <ol style="list-style-type: none"> 1. By sub-units write a lengthy, precise, descriptive paragraph for each subtactic. (Example p. 308) 2. Use modifiers to elaborate specifications as to color, size, location, frequency, nature, type, quality, amount, etc. 	<p>It is important <u>not</u> to mistake the implementing procedures for the subtactics:</p> <ol style="list-style-type: none"> a) <u>Subtactic Identification-Naming</u> subtactics is getting clarity on the <u>Whats</u> b) <u>Subtactic Implementation-The</u> Implementaries answer ?'s of how, when, by whom, how often, and when c) <u>Subtactic Justification-Why</u> relates to tactic
C	<p><u>Tactic Sentence--Unit</u></p> <ol style="list-style-type: none"> 1. By units read subtactics sentences 2. Discuss and write overall intent and description sentence for total tactic 	<p>2 Example:</p> <p>Look at several examples in team's arena from other project documents.</p>
D	<p><u>Paragraph Refinement--Pull together:</u></p> <ol style="list-style-type: none"> 1. 1 Sentence per subtactic 2. 1 Sentence for whole tactic and intent 3. Assign 1 person to rewrite paragraph for language and flow for each subtactic. 	<p>Type final paragraph if there is time.</p> <ol style="list-style-type: none"> 3. Use form attached. Then add all additional data and pamphlets to subtactic file folder. <p>(Sample form p. 309)</p>

DAILY TEAM PROCEDURES

FRIDAY

MOVEMENT III

DAY'S PULL TOGETHER (TEAM)

NOTES

DINNER MEAL:

Songs

Ritual: On behalf of those who organize their tactics so that community passionate participation was released.

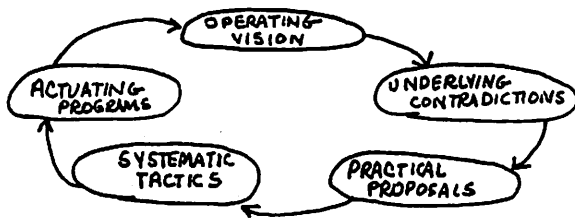
A

TEAM REFLECTIONS

1. What have been the breakthroughs of the consult?
2. What decisions have we made?
3. What courses of action are clearly needed?
4. What structures will be needed to actualize the project?

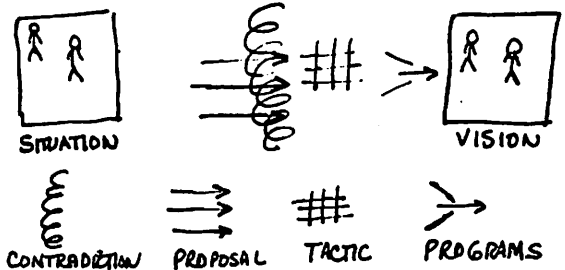
B

SPIN OF THE PLANNING METHOD



C

An Alternate Image May Be Used. Consistency of the image thru the days seems helpful.



DATA LISTING

1. Context actualizing Prog. (Rational implementation: organization of forces enabling funding; generate motivity; sustained over a long time)
2. Walk through proposals and tactics charts as review.
3. Individuals list program possibilities
4. On board, get out lists of programs for doing all tactics and proposals. (25-30)

D

Make this a quick intuitive brainstorm with short reflection on comprehensive coverage.
 3. Programs to organize whole tactical system.
 4. What is now selling in this region?

(Sample p. 310)

DAILY TEAM PROCEDURES

FRIDAY

MOVEMENT IV

	ACTUALIZING PROGRAMS	NOTES
A		
B		
C	Continue afternoon work	
D	<ol style="list-style-type: none">1. Contact other teams2. Make appointment to get implementation data.	

SAMPLE TEAM PROCEDURES

TACTICAL PARAGRAPHS

Tactic #35: Establishing On-going Physical Upkeep

265 In order to improve Maliwada's physical appearance
beautification and upkeep will be carried out. The
village square will be improved by building a low
266 seating wall around the tree and setting in flowers and
greenery. A community notice board will be erected
where global news items and local events will be pub-
267 licized. An area suitable for a village park will be
selected. Playground equipment, tables and chairs
for use in the park, the square and other areas will be
268 constructed. The existing entrance to the village will
be made attractive with plants and grass. Roadways
will be landscaped and beautified. Street signs writ-
269 in Marathi, Hindi and English will be erected
around the village. Yards around houses will be level-
led off and lawns and gardens planted. The swamp
270 located at the north-east edge of the village will be
dredged out to a depth of 4 feet to create a village
271 pond. A creek with a gated dike will be constructed to
drain the pond. Low spots near the village which collect
stagnant water will be filled to eliminate mosquito
272 breeding places. A thirty gallon rubbish disposal bin
with a white cover will be positioned near each of the
five wells for the disposal of non-organic waste. These
273 will be emptied weekly. Thirty gallon bins with blue
covers will be similarly located for the disposal of
organic waste and will be emptied daily into the compost
274 heaps.

Research data on Tactic #23

ICA Consultants

"Monthly Trade Fair"
Additional DataData on "First Monday" trade fair held monthly in Canton, Texas:

On the Saturday, Sunday and Monday which include the first Monday of each month there is held in the community of Canton, Texas (population about 3,000) a "trade fair" or "flea market" event. This monthly activity began about 1900 as a farm trade day, and has grown over the years to become the nation's largest regularly scheduled trade fair.

The City of Canton owns the land (about 50 acres located in town) on which the trade fair is held. This property is marked off in display spaces which measure 12' x 20'. Employees of the City are present each month to rent spaces to vendors. There are 2,000 spaces available for rental. Each space is equipped with an electrical outlet. Rental rates are \$10 per weekend for vendors of used merchandise, antiques or handicrafts. Rental rates are \$21 per weekend for vendors of new merchandise and food concessions. An additional charge of \$1 is made for those who wish an electrical connection.

At the present time there is an average of 1,800 vendors each month during the summer and 1,400 during winter. Buyers and tourists average 40,000 each month during summer and 25,000 each month during the winter. The City of Canton receives revenue only from the rental of stalls, and nets approximately \$200,000.00 per year. Expenses of operating the grounds, including salaries to employees of the City such as secretaries, police and grounds maintenance people as well as utilities and supplies for rest rooms do not exceed 40% of revenue.

The City of Canton does not regularly publicize this event. It is so well known that no advertising is needed. The City does maintain an office on the grounds during each market day, and distributes without charge leaflets promoting such events in other communities. Since antiques are the most important category of merchandise sold, the leading antiques dealers' trade magazine, Antique Trader Weekly (P. O. Box 1050, Dubuque, Iowa 52001) is recommended as a publication in which new fairs might place a regular listing or a display ad. In the issue for this week, no such fair is listed in the State of Mississippi. It was also recommended that flyers promoting such a new fair might be distributed at a number of established fairs.

In addition to antiques, other items sold at First Monday include nostalgia items (old comic books, old lamps and light fixtures, printed Americana, handicrafts, animals (especially hunting dogs, baby chickens, rabbits and ducks), potted house plants and old bottles. (One of the rarest old bottles prized by collectors is a "bitters" bottle from the late 1800's embossed "Yazoo City, Mississippi.") There are always a large number of food vendors selling a wide variety of convenience foods. Vendors of produce in season are less numerous but often present at First Monday.

Additional data and recommendations for research:

The Bolivar County Chamber of Commerce knows of no such fair held anywhere near Pace. The Secretary in that office did say that she gets frequent inquiries about such fairs and would like to have one she could recommend.

Should this type of event prove to be of any interest to Pace, it might be appropriate for a small delegation including at least one ICA auxiliary staff member and one Pace resident to personally attend the next First Monday on March 5, 6 and 7. Overnight housing for this group would be available 25 miles from Canton at Athens.

TIMELINED IMPLEMENTATION
Subtactic Description

PROGRAMME _____
(no.) (title)

Subtactic _____

In order to _____
(subtactic intent - explains why)

_____ will be _____
(subtactic - adj.noun (verb)

This will involve:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

(Here list concrete actions which clarify what is meant by the subtactic. List as many as are necessary to clarify what, not how. Use pretactic paragraphs written during the Consult as back-up)

Example: In order to initiate physical upkeep and beautification, the village square will be improved (subtactic 265-Maliwada). This will involve building a low seating wall around the tree, setting in flowers & greenery, repairing the darm-shalla, setting in a drain by the well and whitewashing the buildings facing the chowk. (subtactic what's)

SAMPLE PRODUCTS

only on butcher paper, Friday night

ACTUATING PROGRAMS

VHDP	June 1977
ACTUATING PROGRAMES	
Team 1	
1. Vocational Skills Program	
2. Urban Garden Demonstration	
3. Community Arts Center	
4. Day Care Center	
5. Community Action Corps	
6. Community Festival Commission	
7. Supplemental Education Laboratory	
8. Urban Student House	
9. Consumer Services Cooperative	
10. Business Development Agency	
11. Public Works Corps	
12. Public Health Outpost	

SATURDAY IN THE TEAMS

FINAL
PRODUCTS

Saturday is the day in the Consult where the sub-tactic paragraphs are written and sent to production for presentation at the closing plenary as a symbol of team's consummation. It is a time of filling all backup materials for the week.

PREPARATION
FOR
PLENARY

A task of the day will be to discuss what the team's report to the plenary will be and who will give it. The team leader or someone he selects needs to tutor the person giving that report. He will symbolically present the backup files of the work of the team. Therefore a key of Saturday morning is to see that all of the data of the team is properly labelled and filed.

CONTEXT
FOR
WORK

The finishing of the sub-tactics paragraph is not as simple as it may seem. A unit check is needed to clarify the progress of implementary paragraph writing. A completion chart working off paragraphs will provide objective accountability. The task is basically to write a paragraph for each sub-tactic including all data describing what, where, how. The deployment of troops across unit lines by team leadership may be necessary to complete the task on time. Remember to leave time for a final team gathering to formally send yourselves out from the last team meeting.

PROCEDURES

The three charts on the following pages hold the procedures for the morning in the teams.

*This is a ritual not a procedure.

SATURDAY IN THE TEAMS			
7 am	8am	10am	11:30
Team Breakfast & Final Context	<u>Unit</u> Field Work - Implementary Paragraphs Completion	<u>Unit</u> Final Production & Back up Filing	<u>Team</u> Gathering Reflection & Send out
Movement I	Movement II	Movement III	

SATURDAY

MOVEMENT I

	CONTEXTING THE DAY (TEAM)	NOTES
A	<p><u>BREAKFAST</u> Songs</p> <p>Ritual: On behalf of those who will come forth to lead this community in actualizing these tactics.</p>	
B	<p><u>FINAL CONTEXT</u></p> <ol style="list-style-type: none"> 1) Data Storage 2) Every note important 3) Next week--Actualization & Writing Document 4) Final Plenary-Every community Resident -Teams prepare Beginning at 9:00 A.M. 	
C	<p><u>REPORT REFLECTION</u></p> <ol style="list-style-type: none"> 1) Appoint one member for presentation to plenary 	<p>One member of team talk with person selected to assist in rehearsing ritual of presentation.</p>
D	<p><u>UNIT CHECK</u></p> <ol style="list-style-type: none"> 1) Check progress of implementary paragraph writing. 	

SATURDAY

MOVEMENT II

	UNIT WORK	NOTES
A	<p><u>FIELD VISITS</u></p> <p>Individuals may make brief investigations as per Friday night plan.</p>	
B	<p><u>IMPLEMENTARY PARAGRAPHS</u></p> <p>For each subtactic paragraph write holding paragraphs including all data describing WHAT, WHERE, HOW</p>	<p>The deployment of troops across unit lines by team leader may be necessary to complete task on time.</p>
C	<p><u>SUBTACTIC FILES</u></p> <p>Order each subtactic paragraph and all back-up into one file for each tactic.</p>	
D	<p><u>BACK-UP DATA FILES</u></p> <p>Combine all precouncil research data into subtactic files.</p>	

IIID Team Operations

DAILY TEAM PROCEDURES

SATURDAY

MOVEMENT III

TEAM CLOSING

NOTES

TEAM GATHERING 10:15 A.M.

Songs

A

DATA COLLECTION

Collect all files.

Give tactic files to team representative to plenary for presentation

B

FINAL REFLECTION

- 1) What recall this week?
- 2) What was funny?
- 3) What happened this week?
- 4) What song shall we sing to celebrate?

C

FINAL SENDOUT

- 1) Announcements
- 2) Send forth

D