THE HUMAN DEVELOPMENT LAUNCHING TEXTBOOK

ICA Institute of Cultural Affairs

THE HUMAN DEVELOPMENT LAUNCHING TEXTBOOK

Annotated Table of Contents

Imaginal Table of Contents	1	
Chart of the Textbook	2	
PROLEGOMENA		
Prologue	3	Statement of purpose
The GSD Campaign	4-5	General description (outdated)
Site Selection	6-9	Screen and backup paragraphs
HDP Preparation	10-13	Tasks of set up cadre (auxiliary) prior to Global Task Force arrival
Keys to Rapid Actuation Chart	14	Suggestions for actuation tactics during the 3 weeks
The Launching of an HDP	15	Imaginal 13 week chart including 3 week GTF
X The Global Task Force	16-17	General description of
Essence of a Consult	18-19	7 Point description of Consult's role in acceleration
CHAPTER I		
The Preparation Week	20	Introduction to Tasks
Week 1 Time design	22	Consult Team's daily responsibilities
Assignments		
Global Task Force Design	23	Abstract task forces model
X Practical Expertise Grid	24	Breakdown of 5 consult teams' expertise arenas
Consult Participants profile	25	Recruitment worksheet
Global Task Force Forces Screen	26	Abstract roles/forces model for the 3 weeks
Local Forces Screen	27	Local participants assignment abstract
X GTF Assignments - preparation week	28	Abstract worksheet
X Consult Assignments	29	Team assignments abstracts
Consult Assignments	30	Unit Assignments abstract
GTF Assignments - week 3	31	Abstract worksheet
Assignments Checklist	32	Major arenas to be handled during prep week
Sample: Back up forces assignments	33	
Sample: Consult team assignments	34	
Practics Supervision		
Introduction	35	Week's overview
Holding chart	36	5 x 4 of arenas of responsibility
Research and Authorization	37-55	Prose description, checklists, and worksheets
also see:	66	

	Participant Promotion	56-57	Prose description, checklists and worksheets
	also see	67	
	Physical Arrangements	58-63	4 x 4; prose description, checklists
X	Consult Packets	64	List of items included in each
	Plenary room set up	65	Floor plan
	Checklist	68	Comprehensive needs during consult weeks
	Delta Pace Reflections	69-70	Tips for doing consult enablement
	Consult Practics Keys	71	Checklist for the 3 weeks
	Financial Management	72-73	Prose, smaple operating budget
	Backup Organization	74	Prose introduction
X	GTF Morning Collegium Design	75	For use with auxiliaries during preparation week
X	Guardian orientation	76	For use on Sunday prior to opening of the Consult
X	Leadership Preparation	77-80	Consult Team's homework & brooding arenas
	Team Leaders' Training	81	5 hour team leaders training design

CHAPTER II

	Consult Orchestration		
	Coordinators' Role	82	
	Designs & Rhythms	83-90	classic and variant models
X	Methodological Diagrams	91	Team report and plenary results abstracts
	Short Courses Overview	93-94	Holding Charts
	Generalship	95-96	
	Corporate Action	97	
	Unblocking	98	
	Singing	99-103	Prose and song rationates
	Scribing & Archives	104-105	Guidelines and charts
	Materials Flow & production	106	
X	Consult Week Materials	107	comprehensive list of hand out and back up materials
X	Production Flow Chart	108	What must be ready when during the consult
	Configuration		
X	5 AM Collegiums	109-111	Description, designs, abstracts
X	Consult Breakfast Meeting	112-113	Description, day-by-day format
X	Consult Spins	114-142	Samples, outlines & diagrams
	Methods Overview	114-118	
	Local Economics	119-128	
	Social Development	129-133	
	Project Formation	134-138	
	Project Framing	138-142	
X	Orders of the Day	143-150	Now replaced by revised version
	Consult Plenaries		
	General Description	151-153	

	Team Role in Plenary	154	
	Plenary methods	155-158	Description of crossgestalting, swirling, plotting
	Preparation procedures	158-159	Steps to get ready to lead a plenary
X	Plenary orchestration abstract	160	Chart of the 4 phases and 16 movements of any plenary
X	Plenary Leader's flow chart	161	Flow of the 4 phases showing the journey of the raw data thru a plenary
X	Plenary leader's orchestration	162	What the board looks like from one point to the next in a plenary
	Plenary chart - components	163	Holding chart of each component from opening to send out for each plenary
	Plenary display forms	164	Pictures of the various team report forms used during plenary
X	Product Chart	165	Holding chart of the products created before the plenary and what form the data takes after the plenary
	The Operating Vision Plenary		
	The Plenary Holding Chart	166	4 phases, 16 movements
	Sample Lesson Plan	167	India model
X	Leaders procedures	168-187	Detailed script, procedures, illustrations
	Secular Spin	171	Selfhood
	Methods Context	172-174	The vision is...
X	Push Chart	177	Ways to get at depth of data from teams
	The Contradictions Plenary		
	The Plenary Holding Chart	188	4 phases, 16 movements
	Sample lesson Plan	189	
X	Leaders' Procedures	190-204	Detailed script, procedures, illustrations
	Secular Spin	191	Psychic pain of social change
	Methods Context	191-193	A contradiction is ...
X	Push Chart	196-197	Ways to get at depth of data from teams
	The Proposals Plenary		
	The Plenary Holding Chart	205	4 phases, 16 movements
	Sample Lesson Plan	206	
X	Leaders procedures	207-228	Detailed script, procedures, illustrations
	Secular Spin	208-209,211	Standing Tall
	Methods Context	210,212	A proposal is...
X	Push Chart	218	Ways to get at depth of data from teams

The Tactics Plenary

	The Plenary Holding Chart	229	4 phases, 16 movements
	Sample Lesson Plan	230	
X	Leaders procedures	231-252	Detailed script, procedures, illustrations
X	Design for the board	232	How to lay out board before plenary
	Secular Spin	233	We decide
	Methods Context	234-236	A tactic is...
X	Sample Tactics sheet	238	Form used by teams to report data
X	Push Chart	242	Ways to get at depth of data

Team Operations

	Team philosophy	253-255	prose context
	Team roles	256	chart of toles which must be covered
	Team methods	257-259	workshop and field methods used each day
X	Field Visit Screen	260	focal points for each team's use in covereing the depth of its arena
	Consult Week Time Design	261	abstract design - 7 days
	Daily Team Overview	262	rationale of team's tasks, team's daily time design
X	Description of the team's day	263-264	Sentences fleshing out the four movements of the team's day
X	Product Chart	265	Same as chart on p 165- holding chart of the products created before the plenary and what form the data takes after the plenary
X	Paint Pallette for Teamwork	266	Chart of the 5 teams' focal points
	Consult team Fieldwork	267	Another version of p. 266 = from India
	Monday in the teams	268-269	Prose & chart of the day
X	Daily team procedures	270-274	Detailed procedures - 4 movements
X	Operating Vision Elements	275	Sample of Monday team report
	Tuesday in the Teams	276-277	Prose and chart of the day
X	Daily team procedures	278-281	Detailed procedures - 4 movements
X	Precontradictions chart	282	Sample of Tuesday team report
	Wednesday in the Teams	283-284	Prose and chart of the day
X	Daily team procedures	285-288	Detailed procedures - 4 movements
X	Pre-proposals Chart	289	Sample of Wednesday team report
	Thursday in the Teams	290-291	Prose and chart of the day
X	Daily Team procedures	292-295	Detailed procedures - 4 movements
X	Pretactics Chart	296	Sample of Thursday Team report

	Friday in the Teams	297-300	Prose and chart of the day - replaced by revised version
X	Daily team procedures	301-310	Detailed procedures - 4 movements
X	Subtactics Refinement Screen	302	Use to identify subtactics
	Sample Tactic Paragraph	307	Use in artform conversation at lunch
X	Sample descriptive para. for a subtactic	308	Product for movement 2 of Friday
	Subtactic holding chart	309	Form to hold subtactic back up for use in week 3 implem.
	Actuating Program Form	310	Sample of initial programs discerned by each team during Friday dinner conversation
	Saturday in the Teams	311-314	Now obsolete - this work is done according to revised procedures on Friday afternoon
X	The Opening Celebration	315	Sunday night Opening Design
	Opening Address	316	4 x 4
X	The Closing Celebration	317	Context
	Closing Abstract	318	Format for the final session
	Closing Address	319-321	4 x 4 and sample
CHAPTER III			
	The Initiation Week	322	general context
	Consult team checklist	323	brooding list for 3rd week
	Document week overview	324	Timeline for beginning & ending each section of writing
	Daily Time design	325	Abstract
	Breakfast collegium design wk 3	326	Collegium format
	Collegium models	327	8 suggested collegiums (complete with questions)
	The Document		
	Directing the Document Writing	330-332	Context on the writing task
	Writing team components	333	Who is needed where - this is slightly outdated
	Corporate Writing	334,340-341	Context on method, style & document function
	3 Elemental Par. Types	335-338	Definition, analysis of paragraph types used section by section
	Audience Guidelines	339	Chart for getting clear on audience of document & style of writing needed- good for all groups, but espec. editors.
	Writing team time-line	342	Who does what when to finish document
	Writing Procedures		
	Prolegomena	343-248	
	Vision	347-348	
	Contradictions	349-352	

Proposals	353-355	
Tactics	356-358	
Programs	359-361	
Budgets	362-368	Also see 5/21 revised guidelines sheet
Epilogue	369-372	
Editorial Team	373-377	Context & guidelines for excellence
Translation Guidelines	378-379	How to handle 2nd language document
Document Production	380	Context
Production Timeline	381	
Production processes	382	
Production requirements	383	
Production procedures	384-385	
Typing Guide	386	
Document Distribution Rationale	387	
Creating the Implementaries		
Implementation Procedures	388-405	Obsolete - see revised implementation handbook
Document Study Plan	389-390	Tools for enabling auxiliary to learn the document
Keys to rapid visible actuation	406	
24 Principles of Actuation	407-412	
Community Meetings Designs		
Launching Guilds	412	Context
Sample Guild Meeting Format	413,416	
Sample Stake Meeting Formats	414,415	
Sample Guild Rituals	417	
Sample Stake/Guild Short Courses	418	
Sample Guild Leaders Meeting	419	
Community Quarter Planning Design	420	
Sample Community Congress Format	421	
Sample Community Meeting Construct	422	
Urban-Rural HDP Comparison	423-425	
Initial Funding	426	context
Sample Proposals	427-430	
Maharashtra Replication Plan	431	
Replication field Maneuvers	432	
Auxiliary Priorship	433	
Guidelines for Staffing a GSD	434-435	
Bookeeping Procedures	436	

Sample Auxiliary Daily Time Design 437
Sample Auxiliary Weekly Time Design 438
Corporate Task, Time, Team Chart 439 abstract worksheet

CRUCIAL SUPPLEMENTS TO THIS TEXT

Available under separate cover

Preconsult Research Brief
Revised Orders of the Day
Revised one page Team Procedures
Revised budget writing guidelines
Revised Implementation Handbook
Actuation Phasing Document

THE HUMAN DEVELOPMENT LAUNCHING TEXTBOOK

A reference book of practical context, models, procedures
and tools for global taskforce leadership

WORKING COPY
NOT FOR DISTRIBUTION

GRA: CHICAGO 1977
Taskforce N

CONTENTS

Prolegomena	2
The Preparation Week	20
Week's Overview	21
Task Force Assignments	22
Practics Supervision	35
Context Formation	74
Leadership Preparation	77
The Consult Week	
Orchestration	82
Designs & Rhythm	83
Short Courses	92
Consult Singing	99
Scribes and Archives	104
Materials Flow	106
Configuration	109
Early Collegium	109
Breakfast Session	112
Consult Plenaries	151
Team Operations	253
Consult Celebrations	315
The Initiation Week	322
Week's Overview	323
Writing Procedures	330
Implementaries Battleplan	388
Rapid Actuation	406
Support Network	423
Epilogue	440

THE HUMAN DEVELOPMENT CONSULT TEXTBOOK

Prologue	Consult Taskforce Operations			Epilogue
	The Preparation Week	The Consult Week		The Actuation Week	
		Orchestration	Configurations		
the historical response	Week's Overview	Designs & Rhythms	Early Collegium	Week's Overview	the global servant
	Taskforce Assignment	Short Courses	Breakfast Session	Writing Procedures	
	Practics Supervision	Consult Singing	Consult Plenaries	Implementaries Battleplan	
	Context Formation	Scribes & Archives	Team Operations	Rapid Actuation	
	Leadership Preparation	Materials Flow	Consult Celebrations	Support Network	

The intent of the Human Development Launching Textbook is to provide the Global Taskforce Teams with a practical operating tool to enable them to perform the function of guiding and directing the dynamics fo the Human Development Launching. The Global Consult Team initiates the consult by calling into being a Global Task Force that works together over a three week period preceding the launchin of the Human Developemtn Project. The role of the Global Consult Team can be imaged as objective outside consultants adept in project training who interpret the pre-consult research, orchestrate the contruct and monitor the practics. The tasks of the Global Taskforce Team are laid out in the next three sections of the text following this introduction. They are spelled out in three sections corresponding to the three weeks of the consult--the Week of Preparation
(pulling together of the pre-consult work and preparation for consult week), The Week of The Consult and The Actuation Week. The tasks during the first week of disposition include practics supervision, leadership preparation, building the context , making the assignments and leadership training. The task of the second week (the week of the consult) is orchestration of the consult, conducting plenaries, collegium and breakfast constructs and overseeing team operations. The third and final week of the consult is one of producing the document and launching the project. The tasks included are overseeing group writing, editing and document production as well as enabling the local auxiliary to assume responsibility for the Human Development Project. In order to do all of these tasks effectively and effectively and efficiently the following pages of the textbook describe the tasks in greater detail through the use of prose and charts, guidelines are offered that spell out the team dynamic; that provide a script as well as spell out dangers and offer hints to enable the plenary dynamic; that provide contesting material for leading songs and giving spins; and that enable the overall orchestration of the three weeks. It is hoped that this textbook, which is the pulling together of wisdom gained from the last twenty-four consults, will be an effective tool that will enable new Global Taskforce Teams to prepare themselves for the future Projects

DEMONSTRATION CAMPAIGN

The Global Social Demonstration Campaign is an intensive, practical and total human effort in response to four major trends of our times which are calling for human development in every local community around the world.

TRANSITION TIME

1. The present age is a time of profound transition in which every social form is collapsing from within. Economic disparity between the haves and have-nots increases daily. The 15% of the world's population who control 85% of the goods and services live in one universe, and the great majority live in another, totally different universe. In the face of the many ills growing out of this great contradiction, political forms seem paralyzed and unable to respond with creative solutions. The social, religious and cultural forms that have bound life together continue to lose their power. Everywhere there is the clear need for massive social and economic development.

GLOBAL VILLAGE

2. In the last decade, every inhabitant of the planet has become aware that his existence is based on global relationships. Beyond the cuteness of the "global village" phrase and the novelty of standing on the moon, people now sense that the destiny of any part is bound up in the destiny of the whole. Interiorly, this is experienced as a double demand - that mankind be one around the globe in the practical terms of a new social and economic order, and that every unique local situation be enabled to participate uniquely in actuating this vision.

LOCAL MAN

3. There is a global resurgence of local man, not of revolutionary elite, but of mass participation of local men and women in the reshaping of the societal forms which care for life. In the disillusionment of political programs of welfare, urban renewal and rural development, and in seeing the exploitation within economic development schemes, the masses are increasingly looking to themselves to assume responsibility for the realization of their deep longings for a better life for their families and communities.

EMERGING PRIORITY

4. The task of building the structures of a more human society has become the self-conscious priority of many nations. Beyond the times of protest and of tearing down the old for the sake of change, new leaders are emerging who voice the peoples' desire to build up forms of human care within the existing established society. In several nations - the Harambee movement in Kenya, the Saemauel movement in South Korea, and the New Society in the Philippines - the involvement of local village folk in nation-building has become the core of the government's concern.

FIFTH CITY

The purpose of the Global Social Demonstration campaign is to engage the restless vitality of this age in building the new society at the local level. The journey of this campaign began in Fifth City, on Chicago's West side, in 1963. In a series of meetings of neighborhood residents thousands of problems were listed, grouped and regrouped. Out of these listings, five basic arenas were discerned and named. To provide a structural means for dealing with the present problems and their future ramifications, a total of 80 community "agencies" were created. The arenas of economic, education, symbol, style, and political, and the corresponding groups of community "agencies", constituted

the Fifth City social mode. Over the years the staff of the ICA has refined the methodologies of corporate problem-solving, social model-building, and motivating human development through their work in diverse communities across the globe.

GLOBAL BAND

The Global Band has been completed in this past year. Twenty-four Human Development Projects, one in each time zone ar around the world, are in operation in the following locations: Majure (Marshall Islands), Oyubari (Japan), Ooumbulgurri (Australia, Kwangyung Il (South Korea), Suctonggan (Philippines), Hai Ou (Taiwan), Nam Wai (Hong Kong),Kelapa Dua (Indonesia), Sungei Lui (Malaysia), Maliwada (India), Kawangware (Kenya), E El Bayad (Egypt), Shantumby (Zambia), Termine (Italy), Kreuzberg Ost (Germany), Ijede (Nigeria), Isle of Dogs (England), Cano Negro (Venezuela), Ivy City (Washington, D.C.), Lorne Del'Acadie (New Brunswick), Fifth City, (Chicago), Delta Pace (Mississippi), Inyan Wakagapi (North Dakota), Vogar (Manitobe). Bu accomplishing repid social and economic development is a series of strategically located communities, this campaign intends to shock the nations of the world into a new committment to local reformulation. At the time of this writing 24 more projects are projected for 1977-78. These projects will be done in social groupings and in continents where one demonstra- is not enough to impact the whole continent. A number of these projects will be done in response to requests from nations.

RAPID REPLICATION

The future of this campaign lies in testing and establishing a viable model for rapidly replicationg any of the Human Development Projects in the villages and communities of the surrounding provinces. This aspect of the campaing has moved from research to replication in the State of Maharastra in India. The model there includes an eight-week methods school to train project leadership, and a series of village forums and consults. Three of these training schools have been completed with 243 graduates and another one is scheduled to begin July 24, 1977. The effects of Human Development has spread from the pilot project, Maliwada, to 15 other villages. From there the program multiplies the number of villages involved in each phase by a factor of 10 until Human Development is available to all 35,000 villages in the State of Maharastra.

CONSULT LEADERSHIP

This textbook is a valuable tool which serves as a training and leadership instrument in the replication programs. The content - the formats and procedures, practical suggestions - comes out of the experience of doing 24 Human Development Consults and constitutes the practical wisdom growing out of the Global Social Demonstration Band.

CONSULT TEXT

IHDP

SOCIAL DEMONSTRATION SITE SELECTION SCREEN

SYMBOLISM	EFFECTIVE FRAMING	GEO-SOCIAL SUITABILITY	IMMEDIATE REPLICATION	ADEQUATE FUNDING	LOCAL FEASIBILITY
Global Time-zone Position	Appropriate Local Advocacy	Viable Geographic Insularity	Realistic Project Acceleration	Local Self-help Initiative	Local Leadership Invitation
Provincial-National Influence	Official National Support	Local Community Identity	Leadership Training Channels	Government Agency Appropriations	Managable Community Population
Symbolic Site Proximity	Required Legal Status	Accessible Urban Services	Systematic Visitations Viability	Private Sector Interest	Community Residents Motivity
Obvious Human Suffering	Supportive Guardian Network	National-Global Visibility	Extra-Constituency Relationships	Urban Circuit Network	Available Socio-economic Structures

SDCT SOCIAL DEMONSTRATION SITE SELECTION SCREEN

The dynamics of virtually any local community in the world today provide the elements which are required for an effective, challenging human development project. In the past twenty years the ICA's work in inner city neighborhoods, suburban towns and exurban villages across the globe has confirmed the fact that wherever there is local community there is both the readiness and the need for creative comprehensive social change. To create a visible sign of response to this reality, twenty-four human development consults were scheduled to initiate projects around the world systematically. These consults and projects are seen as a demonstration of the applicability of the methods and models in widely variant socio-economic settings. The chart and the accompanying discussion summarises the rationale employed in selecting the 24 social demonstration project sites. Although some of the elements comprising the screen were particularly important to the 24 demonstration series, most will be applicable to future projects as well. The screen provides a helpful guide for selecting a project site in an area or continent which is beginning its first demonstration; it is also an effective aid in determining the transrational model for replication patterns within a district, province, state or region.

PROJECT SYMBOLISM

The first twenty-four demonstration projects were based on a rationale which calls for location one in each of the time zones that band the globe. First, they cover all 24 time zones. This symbolizes global applicability of the model and the concern for human development on a world-wide basis. Second, within the geography embraced by each time zone, community locations exercise influence in relation to the life of the nation and province or state. This value is important for both project authorization and funding. Interest in the development of a community by the public and private sectors expands the use of the support networks and lines of access to essential services and personnel crucial during the demonstration phase. The selection of Maliwada village in India, as opposed to an urban community, for example, was a response to the rational trend toward concern for village renewal. The fact that this village is located 15 miles away from the growing industrial centre, Aurungabad, lent the likelihood of proximity to private sector support sources. Third, the project's proximity to a national shrine of cultural or historical significance is a further value in selecting its location within a given time zone as it increases the likelihood of visitors from the nation and the globe learning about the human development project and stopping to see it. The proximity of Maliwada to the historic Daulatabad Fort and the ancient rock-hewn temples of the Ellora Caves makes project visitation an option for the thousands of tourists who visit the area each year. Finally the community, in most instances, is one which there is an absence of community projects and the apparent hopelessness of the situation has resulted in local frustration. A location in the midst of visible human suffering symbolises the project's intent to meet the real situation of humanneed and heightens the focus of accelerated, systematic replication during the later phases.

EFFECTIVE FRAMING

The framing of a social demonstration project begins with the consideration of alternate sites and becomes more important as the choice narrows to one project location. In the very process of site selection, therefore, effective framing is initiated. At least four arenas are a concern during the selection phase. The first is appropriate local advocacy of the project. The readiness of the local community to become part of a community development effort needs to be discerned in a number of different ways. These include both conversations with residents that tangentially raise the question of their picture of the community's future as well as careful observations about past renewal efforts and their impact on the community. The likely support of symbolic and actual leadership, and the nod of key locally influential institutions would also be considerations here. Second, official national support is discerned. This involves ascertaining the official policy and outlook relative to local self development porjects and identifying those people or offices without whose support a pilot project would be hampered. Formao pledges of support may not be necessary prior to actual site selection but solid lilelihood that such pledges could be forthcoming are important . Third, the appropriate legal status of the ICA is a factor which influences overall fr framing and project funding and therefore site selection. Knowledge of the national procedures required for a registered not-for-profit corporation to operate dffectively needs to be cleared early in the selection time-line. Conversations with local colleagues and movement guardians become part of this process. Finally, a picture of the existing and projected pre presence of a national guardian network the continent, nation and greater metropolitan area are crucial in providing lines of access to information, consult participants adn ongoing project enablement during the actuation phase.

GEO-SOCIAL SUITABILITY

The geo-social suitability of the project site can make the difference between a slow start and rapid acceleration for a pilot project. First, the viable geographic insularity of the community is an important consideration, for effective project focus necessitates the delineation of the local area into a workable cohesive social unit. Second, the presence of local community identity on the part of the residents needs to be discerned and checked with the boundaries initially projected for the delineated geography. Third, access to urban services including transportation, communications and essential utilities makes a project location more desirable. This is true for the smooth operation of both the consult itself and the implementation of the project model. Of course in many situations the linking of the community to such accessible services will become the focus of the tactics bult by the consult. Finally, the national/global visibility of the community is important for demonstrating the pilot and therefore for engaging funding and other forms of support. This factor is often closely related to the site's accessibility to urban services and proximity to symbolic national or historical shrines. The ease with which visitors and invited guests can travel to the community opens up a variety of support systems and authorization channels during project implementation.

IMMEDIATE REPLICATION

The realistic possibility of immediate replication of the pilot project according to a transrational plan of systematic expansion needs to be discerned early in the process of site selection. First, consideration needs to be given to the factors allowing for realistic project acceleration. Here, both local leadership openness and the need for community development present in larger socio-political levels, is important to discerning replication trends. Second, available channels for leadership training through which sufficient numbers of replication troops can be tooled is importnat. Third, the viability of systematic visitation from official, state and international figures is also key to establishing momentum. Finally, the relationship between the community and larger neighboring constituencies must be discerned in anticipating patterns and directions of Replication.

ADEQUATE FUNDING

The adequacy of potential program funding cna begin to be discerned as early as the site selection stage. One clue is the degree to which local self-help initiative is already operative within the community being considered. This allows for a projection of likely local funding input. In Kawnagware, for example, the reality of the Harambee Movement through which local funds were periodically raised for community projects strongly suggested the continued availability of local participation. A second area for investigation is government agency appropriations for local development projects. Often the public sector's provision of materials and equipment is readily available for local development construction and improvement programs. Thirdly, a determination of private sector interest in community development will assist in assessing likely funding from business, industry, corporations, and key individual givers. Finally, the strength of an urban circuit development network adequate to catalyze, anchor and accelerate funding efforts as the project gets underway needs to be assessed.

LOCAL FEASIBILITY

The local feasibility of the community as a project site must be looked at in depth, This consideration goes beyond what the likelihood of local advocacy is. First, prior to selecting a site a clear invitation to the ICA from the local leadership is necessary. Second, the population contained within the prospective project area shoud be of manageable size. The population figures of the first demonstrations ranged between 600 to 25,000. Third, the level of community residents' motivity must be looked at again and measured in relation to the likelihood of people's readiness to radically expend themselves in social change. Fourthly, socio-economic structures available to use as actuating agencies for the project through which the programs can be instigated is a crucial element.

In applying the values of this screen to a given local situation, both initial impressions and carefully researched data are important elements. It is very helpful to consider 3 or more locations at once in order to build objectivity into the process of comparative analysis and lessen the trap of tunnel vision. Finally, then the comparative strengths and limitations of the various sites can be weighed once again in relation to the globe and national trends and a decision made.

PHASED PROJECT

It is important to look at the Global Social Demonstration Task Force in the perspective of the actuation process of a Human Development Project. The actuation is seen as developing over four phases. The launching phase is the implementation of the comprehensive social and economic plan created during the Consult and published in document form. The acceleration phase involves the expansion of the programs and the beginning of replication. The stabilization phase is focused on the local leadership assuming full responsibility for the project with a decrease of auxiliary numbers. Finally, the maturation phase is reached with total initiative driving the project and leading the replication effort.

SITE SELECTION

The Global Task Force catalyzes the launching phase through the staging of the Consult. This event comes after a period of preparation extending from the point of site selection to arrival of the Global Consult Team. The site is selected through a field visit process involving research centrum peiple and local ICA staff. Projects are chosen in places where there are few effective community projects and an apparent feeling of hopelessness which has engendered apathy and frustration. The community usually experiences itself as being cut off from the mainstream of national activity or as being "forgotten" by the world. It is located where there are realistic opportunities for replication of the project in other communities by virtue of the project site's eventual visibility and accessibility.

SET-UP CADRE

Once the selection has been made, a team of ICA staff, usually already assigned to the region or metro, is designated as the set-up cadre and a consult date scheduled. From that point on, there are four major tasks to be accomplished prior to the arrival of the Global Consult Team.

RESEARCH AND AUTHORIZATION

The first has to do with research and authorization. This work is to ensure that the Consult has the specific focus as well as a comprehensive scope. The preparations here are guided by the social development presuppositions: that the project will have a delineated geographical area, will address itself to all the problems of all the people in that area, will deal with the depth human problem out of the operative assumption that the symbols before which a people live are the key to real change. Therefore, information is gathered regarding the history and culture, landmarks, baseline statistics, etc. The full outline is contained in the pre-Consult Research Brief. Part of this effort is to gather information, and in some cases, make preliminary contact with potential sources of project support, and extend invitations to important local businessmen and symbolic figures to participate in the Consult.

PARTICIPATION PROMOTION

Secondly, the set-up cadre has been working off the participation in the Consult. Here, the project formation principles are the guideline. A Human Development Project is supported through a coalition of public and private sources, international, continental and regional. The basic approach is to work within and in affirmation the existing social and economic structures, such as government and political agencies, social services, businesses, and religious institutions. Participation by representatives of these organizations is helpful in enabling the initiation of the project. The most important participation, of course, is that of the local community. Without the support of the local residents

the project cannot be carried out. Therefore, the set-up will have done extensive visiting in the community, gained the active involvement of local leadership, catalyzed some signs of development in advance of the Consult to build anticipation. Again, the Preparation Manual has the details of this effort.

PHYSICAL ARRANGEMENTS

Thirdly, the set-up cadre makes the physical arrangements for the Global Task Force. The dimensions of space preparations, materials procurement, food service and participant care will have been thought through and models in process of implementation by the beginning of the Global Task Force. These arrangements will provide for the entire three week period. Checklists of this aspect are presented in the first chapter of this textbook. Procedural guidelines are in the Preparation Manual.

FINANCIAL ENGAGEMENT

Fourthly, the set-up cadre will have a financial management model in operation. The principles of local economic development are informative in this dimension, as the handling of the Consult finances becomes a sign of the future of the village. Using local materials and labor, bringing cash flow into the community, setting up services on the spot, in-kinding wherever possible, and spending every dollar several times are all important to the financial management model. To enable project initiation the set-up cadre will have secured or targeted sources of funding for the beginning months.

BACKUP ORGANIZATION

Upon arrival, the Global Consult Team is responsible for backup organization. Backup forces are assigned to delineated areas and team and unit leader assignments are made. The Global Consult Team enables practical contradiction breakloose. Any task necessary for their own sustenance is taken on by the team enabling the auxiliary forces to continue with the Consult preparation. Enabling contexts are given to define backup roles and educate the forces on the practical aspects of the Consult. Leadership training is conducted at this time.

GSD LAUNCHING GUIDELINES FOR ASSIGNED AUXILIARY

ONCE SITE IS SELECTED

1. Obtain sufficient living quarters for the Auxiliary in the Project community.
2. Begin doing miracles in the community immediately aimed at Consult preparation.
3. Obtain all necessary authorization, especially from provincial authorities.
4. Free up all Auxiliary staff for full participation in the Consult and Implementaries writing.
5. Where possible, be sure that the Auxiliary staff has already had enablement experience in some previously held Consult in another area.
6. When doing a Replication Project, have selected community members attend the Replication School in advance of your Consult.

CONSULT PREPARATION

1. Organize Consult set-up teams according to the 4 task force teams as designed in the Textbook.
2. Set up the opening speakers for the Consult and recontact them in order to confirm their actual attendance.
3. Write up a comprehensive budget for all Consult needs. Do all inkinding for the Project (2+ years) and not for the Consult (2 weeks).
4. Get the type settings and printing set up, the paper, the cover stock, etc. for the Consult document writing all arranged before the Consult begins!! Visit these facilities and know what machines are there.
5. Work with the community leadership structures when doing recruitment, that is, we do not recruit locally without honoring the structures already set up.
6. Recruit architects, area educational structures, etc. to allow broader local/global dialogue.
7. Divide the community into stakes and use these for ways of Consult participation and Consult enablement.
8. Do pre-Consult research on industry and agriculture, a census of the community and baseline data.

FUTURE ACTUATION

1. Draw up a list of community leaders, refine during the Consult and have them working as leadership in guilds, etc. immediately following the Consult.
2. Decide on the symbolic life of the Auxiliary in light of the members and also in light of the type of community operating in. Whatever the symbolic life is, it must include all members of the Auxiliary.
3. Draw up a replication plan and timeline it and use for decor.
4. **Set the target date when the Auxiliary pulls out (one or two years) and turns over the Project to community leadership. Symbolize this date and keep this symbol always in sight. Gear all subtactics "doing" this date.**

GSD LAUNCHING GUIDELINES FOR THE GLOBAL TEAM

PRE-CONSULT PREP

1. Make sure all necessary Consult materials are packed: handout forms, practical manuals, GSD documents, document chart forms, GSD photos, decor.
2. Collect and read material on the culture of the nation: novels about the culture and helpful social and economic data about the nation.
3. Make sure that you have all the necessary traveling documents: passports and visas. Know where to get visas ahead of time and get clear ahead of time on whether your passport allows you to travel to that country.
4. Consense as a team on the roles each team member will play throughout the whole time you are present in the Project. Be prepared, however, to fill in for each other if other needs arise.

PREPARATION WEEK

1. Check on all the practical set-up work done so far by the set-up teams. Rearrange them according to the 4 teams designed in the Textbook, no matter how they are organized.
2. Conduct anticipatory workshops with auxiliary on team arenas-what they know about each one, community grid, programs, methods and miracle anticipations.
3. Set up a Panchayat (One-Global Team, Two-Auxiliary staff, Three-Centrum, Four-Area, Five-Global ICA staff) immediately to handle all interior life, assignments, etc. for the next three weeks. Coordination person should attend to maintain a common context.
4. Check on the attendance of all international, national, local and community consultants and assign them to appropriate Consult and writing teams. Get additional team/unit leaders and expertise where needed.
5. Obtain transportation for the Global Team during prep week so that trips can be made to surrounding region and team (manuevers) visits during the Consult week can be set up with key liaison figures, offices, factories, farms, etc.
6. Set up a special space for the Global Team to meet so that the Team can enable all the preparation and not be lost in the crowd.
7. See that the pre-consult brief on the nation region and community for the Guardians packet is written. This can be used, after up-dating, in the Prologomena of the Documant.

CONSULT AND POST-CONSULT

1. Prepare and assist the Auxiliary to get their implementaries done.
2. Ensure that acuation begins immediately during and following the Consult. Before leaving, see that all programs are being actualized.
3. Have as much of the document in first draft as you can before the Document writing work.
4. Collect all relevant data from this Project and send to Chicago GSD Post.
5. Meet as a team after leaving the Project area and evaluate what happened. Write up this evaluation and send it to Chicago GSD Post.

KEYS TO RAPID ACTUATION

ICA
Global Research Assembly

Back-Up Systems T/F N

July, 1977
Chicago

	PREPARATION WEEK	CONSULT WEEK	INITIAL ACTUATION WEEK
BUILDING CORPORATE BODY	1.Have comun'ty clean-up day 2.T/F begun & named to do consult funding, set-up, materials, etc. 3.Have comun'ty miracle which can be done w/o Auxiliary help. 4.Have comun'ty do local recruitm't	1.Put up grid of comun'ty in visible place. 2.Have comun'ty participate in consult. 3.Provide Child Care 4.Provide practics enablement	1.Designate Guild space 2.Put up Guild Wkly Time Design 3.Dedicate Community Center 4.Initiate all programs by doing at least 1 tactic from each. 5.Establish Actuation Team
DEVELOPING LOCAL LEADERSHIP	1.Begin identifying who comun'ty responds to as leaders. 2.Have leadership be part of consult prep T/F.3.Village leaders are given consult hosting responsibility	1.Begin preliminary "shadow list" 2.Have formal and informal participation in consult by leadership	1.Begin actuating programs 2.Set up work sessions to study document 3.Person from shadow list lead Guild mtgs w/Auxiliary staff member.
DEVELOPING OPERATING FUNDING	1.While inkinding for consult request ongoing pledge.2.List local business, industries, etc. & decide what to request from them. 3.PSU framing structure of grtr area	1.Contact consultants and request their aid in doing development following week.	1.Establish funding priorities for first ½2.Establish developm't team 3.engage remaining consultants in development tasks.4.Look at docum't and begin roughing out budget.Do Development calls.5.Write Proposals
DOING GEO-SOCIO ANALYSIS	1.Conduct Home survey 2.Set-up Consult Geo-Socio info center 3.Fill in any research data forms from Centrum	1.Provide consult teams with any surveys to supplement current data 2.Get names, addresses,phones,professions,employer, etc. of whoever comes to consult	1.List names of owners and managem't personnel of local businesses agencies, etc..
ESTABLISH CATALYTIC PRESENCE	1.Explain consult to community and have them ratify the leadership's decision to say "yes" to consult 2.Move into village3. Wear Blue 4.Have leadership formally introduce Auxiliary to community.	1.Establish Actuation Team	1.Write implementaries
INITIATING METHODS TRAINING		1.Have all aspects of community attend consult.	1.Begin reflecting on methodology at all Guild and community mtgs. 2.Put-up model of methodology in front of all mtg. rooms 3.Corporately study document/charts in language of village.

THE LAUNCHING OF A HUMAN DEVELOPMENT PROJECT

STEP	PREPARATION	CONSULTATION			ACTURALISATION
ACTION	RESEARCH AND AUTHORIZATION COMMUNITY PROMOTION PHYSICAL ARRANGEMENTS BACKUP ORGANIZATION	THE SETUP WEEK	THE CONSULT WEEK	THE INITIATION WEEK	PROGRAM ACTUATION FORCES DEVELOPMENT SUPPORT SYSTEMS LEADERSHIP TRAINING
GUN	SETUP CORE	CONSULT TASKFORCE			LOCAL AUXILIARY
TIME	2 WEEKS TO 8 WEEKS	3 WEEKS			8 WEEKS TO 15 WEEKS
	8 MONTHS to 6 MONTHS				

THE GLOBAL TASK FORCE

TASK FORCE INITIATION

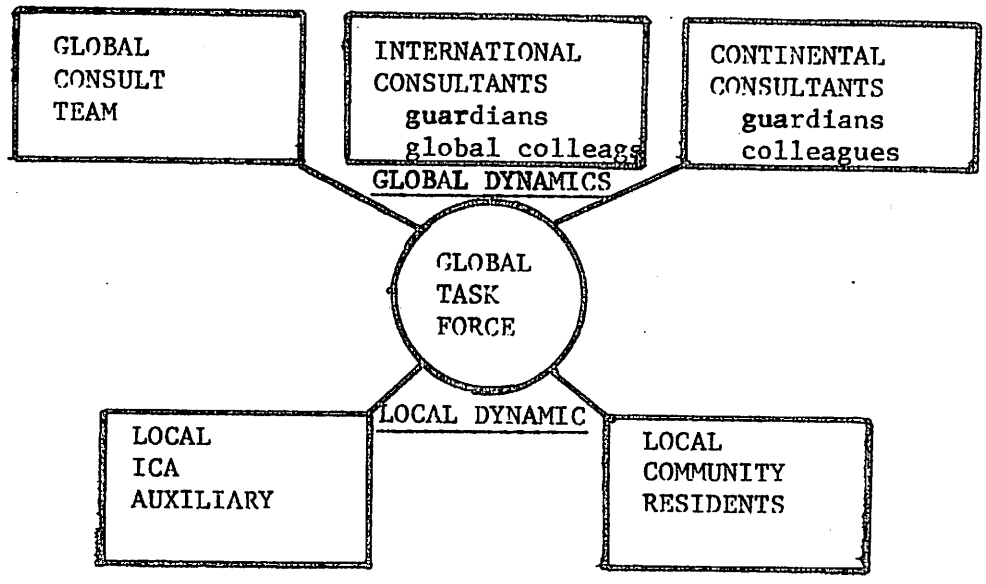
At the beginning of the Launching Week (the week directly preceding the week of the actual consult) and upon arrival of the Global Consult Team the Global Task Force is called into being. This calling into being is a way to articulate the cruciality of the three weeks of the Consult construct in carving out the future of the Human Development Project in the community where the Consult is being held. It is the unique structure and function of the Global Task Force that enables the Consult to be the new and crucial historical happening that it is.

TASK FORCE CONSTITUENTS

The constituents of the Global Task Force are five fold, They are (1) The Global Consult Team of assigned leadership core are people from the ICA who are objective outside consultants who interpret, monitor and orchestrate the Consult as well as make sure that the Human Development Project is launched with the local auxiliary and local residents assuming responsibility; (2) The International Consultants consisting of the global guardians who are there to lend objectivity and expertise to the Consult. Also, global colleagues who lend expertise as team leaders and may also assume enablement roles, if necessary; (3) The Continental Consultants consisting of guardians and continental colleagues who lend their expertise and the latter who assume enablement and participant roles; (4) The Local ICA Auxiliary consisting of staff from the local ICA center assigned to work with the local residents in the Actuation phase of the pilot Human Development Project; and (5) All Local Residents themselves making up one half of the Global Task Force. It is the local people who lend their knowledge of the local situation and expertise towards forging the future of their community.

It is the creative tension of these global-local dynamics which allows for a comprehensive Consult and for a comprehensive Human Development Project.

DYNAMICS



THE HUMAN DEVELOPMENT CONSULT

INITIATING TOOL

The Human Development Consult, the initiating happening of the Human Development Project, serves as both an impacting and motivational tool in itself. As an impacting tool it is designed to awaken the total community within the time frame of the consult to new possibility by poking into every nook and cranny of village life. As a motivational tool, the Consult is an historic event that in one fell swoop absolves the past and gives a new future to the community. A new community self-consciousness emerges as local people create an operating vision and practical operating models for renewal. The Consult is that which calls forth those who care in the community, enables them to grasp the consciousness they already have of their relatedness beyond their local situation and to begin the informal training of local man. This is why the Consult is always held--it is a happening and a motivational tool.

NEW OPERATING IMAGE

The Consult is designed to give the community a new operating image of itself. Local residents begin to re-gain the confidence they once lost as they show the consultants around their community utilizing their personal expertise and authority. Within the consult and in the midst of this new found confidence a symbolic life emerges through the methods of singing, rituals, song writing and the use of humor. From this local people are broken loose to find ways of articulating their hopes, dreams, and visions of new possibility for the community. The community senses itself to be altered in a radical and visible way as people begin to see that they and their community will never again be the same. They have a new symbol, a new song and a new story about themselves and their community.

COMPREHENSIVE PLAN

With a new vision of possibility, the Consult moves the community beyond complaints by aiding the local community in the creation of a comprehensive, corporate plan. In the creation of a comprehensive plan within the Consult local people are afforded many opportunities of experiencing their own corporateness and of finding new ways of eliciting care. Through the crucial team structure dynamic of the Consult clarity is gained and plans are formed as local people forge out the day to day practical work of caring for the community. The plenary dynamic is the corporate time of the Consult when the total mind of the Consult is woven together into a single entity and corporate consensus emerges. A positive self-consciousness and a practical common grounding in the task ahead is realized through the total plan for renewal. Thus, the product of the Consult itself is an articulation of the community consensus for a plan for the next several years.

GLOBAL LOCAL RELATIONSHIPS

The Human Development Consult intends to give the community a future thrust by altering the social web, thus creating whole new relations. The Consult would not be viable, nor the plans comprehensive, without the creative tension between the subjectivity of the local community and the outside objectivity and global expertise. Through the decision making process that goes on the relationship of the local ICA staff assigned to the project (auxiliary) and the local residents is deepened, thus enabling them to follow up on the work completed during the Consult. Through the creation of an on-going guild dynamic in the community the globalized practical vision of renewed community becomes particularized in the specific locality. Out of the Consult, and continued in the project itself, a new global-local relationship emerges as those who care in the local are transformed into those who care for the local on behalf of the world.

ICA
Global Research Assembly

ESSENCE OF A CONSULT
GSD Back-up System - Task Force N

July, 1977
Chicago

I. The Consult accelerates Local Development Plan;

A. by objectifying the Community's actual Operating Vision and discerning the unique set of its Underlying Contradictions,

B. by creating an inclusive array of Practical Programs and determining an appropriate system of Concrete Tactics,

C. by publishing a Consultation Summary Document according to a global design

D. by using international consultants to establish liaison with key services, authorizors and industries,

II. The Consult accelerates Momentum of Residents towards Community Transformation,

A. by bringing in 'objective wisdom' through the presence of Global Consultants

B. by engaging Comprehensive Community Participation

C. by bringing about a memorable week-long event through weekly and daily rhythm and time

D. by producing motivating signs through starting the Community to do things some of which they may have not thought of before

III. The Consult accelerates Experience of the Community in thinking and operating corporately and effectively

A. by engaging local participants in team decision-making

B. by intentionally recreating the Physical Space through use of tents, banners, and meeting halls

C. by involving large numbers of local residents invited to the Plenaries through teams

D. by recovering the heritage and the future of the Community and its people through their stories and songs

IV. The Consult accelerates Familiarity of the Auxiliary with Methods and Approach of the Project as articulated in the Document

A. by fully participating in doing the Consult

B. by working in teams and workshops and leading units within the teams

C. by objectifying every step of the Methods in written form

D. by taking advantage of the globally available technical expertise brought in by the presence of global consultants

V. The Consult accelerates Familiarity of the Auxiliary with Community Operations

A. by walking through the village and having conversations with all the residents of the Community

B. by discerning the time design and daily life rhythm of the Community

C. by following through the basic data gathered in the pre-research done previous to the Consult

D. by engagement in the Practical Set-up of the Consult and the Project involving both the Auxiliary and the local residents

VI. The Consult accelerates Relations of the Community to the Global Band of Care

A. by using a Common Set of Practical Methods

B. by presenting the Global Band Pictures and Symbols

C. by Corporate Meals and Singing

D. by articulating the on-behalf-of context of Replication and the eightyfive percent.

THE PREPARATION WEEK

The arrival of the GSD consult team initiates a Global Task Force, which commissions and begins a three-week process of GSD actuation.

FOUR OBJECTIVES

At the time of their arrival to the opening feast of the Consult marks the week of the final countdown. Week one is a time of completing all the arrangements necessary for the smooth operation of the actual consult. There are four specific objectives that must be accomplished that lay the groundwork: Task Force Assignments, Practics Supervision, Context Formation and Leadership Preparation.

TASK FORCE

For the week of the consult event, all previous assignments are cancelled and every person sees himself as a member or this task force. Regional and area al house members will need to be pulled in to fill gaps in expertise and to form the foundation of the support troops for the consult and document writing. A Task Force Panchayet is assigned and they serve as the clearing house for all decisions. The daily collegiums serve a s the corporate decision-making and formulation time for the GSD Task Force.

SPECIFIC ACCOUNT-ABILITY

Upon arrival the team holds specific accountability regarding the assigned preparation of the local auxiliary rehearsing again the practical vision of the GSD Preparation Manual and cuts off any attempt to compromise the checklists. After discerning an objectice picture of the work to date, contradictions are isolated and the unblocking tactics and timeline implementaries are created. The consult team acts as a consultant to the set-up cadre, carrying with them the bank of experience gleaned from other situations and outside objectivity inherently releasing to the situation Members of the team assign themselves to a particular task arena to act as the guardians of the work.

COMMON CONTEXT

this week is spent in creating the common context for all members of the consult. Collegiums are important times and experience shows that from Monday on, the team best takes these over. A rationale for the use of these periods is provided in the following pages. Contene includes the laying out of the consult flow, reporting the key "news" from other demonstrations and raising questions that initiate brooding on the coming week. On Sunday afternoon the invited guardians will arrive, and the team will provide them with a context and orientation before the first meeting.

LEADERSHIP PREPARATION

This week is also the time of leadership preparation. The team blocks out specific times for walking throughout the local community familiarizing themselves with the total geography, experiencing the mood, and watching for the signs that signal the contradictions and proposals of the consults. A comprehensife, but quick grounding in the community sets the stage for finding the unique factor of this community. During this week, special care will be taken to meet the key local leadership, including the names, and particular nuances of honoring their dicision to invite your presence. The team wll make any necessary construct adaptions, including finding local illustrations and anticipating cultural sensitivities. The research brief and back-up data will be studeid solitarily with corporate reflection. Team leaders are trained in a one-day session at the end of the week.

GTF - WEEK 1 TIME DESIGN - CONSULT TEAM RESPONSIBILITIES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
GLOBAL TASK FORCE SPIN	LOCAL COMMUNITY WORKSHOP	GLOBAL ISSUES SPIN	LOCAL ISSUES WORKSHOP	DETAILED PRACTICS CHECK	WEEK TWO ASSIGNMENTS DETAIL	WEEKLY REFLECTION
8:00 WORKING WITH 4 TASK FORCES					Team/Unit Leaders Training	Final Details in all arenas Team space Set-up
General briefing with local set-up team (overall pic.)	Preparation Arenas issues & b/plan with local set-up and com.	Check Detailed Task Force Plan	Create Special Forces to Unblock Key Issues	Study Fieldwork Planning		
12:30 Fieldwork Walk village Boundaries and Around interior of Community	Fieldwork Drive around Larger context Informal Practics Check	Fieldwork Investigate Particular Team arena In village Or outside	Corporate Reflection Fieldwork Investigate Particular Team arena Outside Village	Practics Supervision As needed Fieldwork What works in Nearby Villages	Team/Unit Leaders Training	Guardian Orientation Session Prep / Practics
7:00 Team Corporate Reflection Individual Study and pull	Team Corporate Reflection Individual Study and pull	Team Corporate Reflection over Dinner	Team Corporate Reflection Individual Study	Practics Follow through Plan	Team/Unit Leaders Study Orch-estrators Practics Check	Opening Plenary Preparation

THE GLOBAL TASK FORCE ASSIGNMENTS

ASSIGNMENT PLANNING

During Preparation Week careful thought must be given to the assignments necessary to the work of the Task Force. Thy dynamics and personnel characteristics of the Global Task Force were described in the preceding section of this Handbook. The consult team will need to work through daily, the forces and their deployment into teams. It is crucial to be planning the assignments for all three weeks so that shortages of forces or expertise can be identified early enough to be corrected. One member of the consult team will be assigned to work throughout the three weeks on assignments.

FORCES SCREEN

The following pages will be useful in the process of making the Global Task Force assignments. The Global Task Force Design chart indicates the common life structures, mission, panchayat helpful in categorizing people according to their expertise. The profile sheet is for gathering the data on all participants, global or local (community residents). By setting up a series of these sheets in alphabetical order, and adding the information as it comes in, a permanent alphabetical participant profile is compiled for use in making assignments during all three weeks. Once they have profile information, the Global Forces Screen organizes these forces according to the type of assignment they are coming from and the number of weeks they are planning to participate. The Local Forces screen organizes the community participants according to expertise, sex, phase, language capability, and attendance in the consult.

ASSIGNMENT ABSTRACT

Once the forces have been screened, the work assignments can be made. The Preparation Week assignments will probably be anticipated by the set-up cadre and should be checked at the first meeting. The Consult Assignments--Team Composition page and Consult Assignments--Unit Composition page will be filled out and continually made as new information is received, so that the team and unit composition is comprehensive. The Document Writing Assignments Form should be filled during the Preparation Week so that sufficient forces are ensured. If assignments or plans need to be changed, the consult team needs to start working on these immediately. The Major Assignment Issues chart provides a checklist of common difficulties encountered in securing adequate forces for the Global Task Force. The final two pages are samples of the Team Assignments and the Consult Back-up Forces.

GLOBAL TASK FORCE DESIGN

SET-UP CADRE

COMMON TIME DESIGN	COMMON MISSIONAL ASSIGNMENTS	COMMON SYMBOLIC LIFE	COMMON DAILY COLLEGIUM	COMMON MISSIONAL TASK

CONTINENTAL CONSULTANTS

TASK FORCE PANCHAYAT
1. 2. 3. 4. 5.

DCA CONSULT TEAM

GLOBAL TASK FORCE MISSION				
CONSULT SET UP	HDP CONSULT	DOCUMENT PRODUCTION	PROJECT LAUNCHING	COMMON PLANNING
PRECONSULT INITIATION	TEAM LEADERSHIP	REPORT WRITING	IMPLEMENTARY CREATION	REPLICATION DESIGNS
CONSULT PARTICIPAT'N	CONSULT PARTICIPAT'N	PROGRAMMES BUDGETS	PROJECT FRAMING	FUNDING SCHEMES
PRACTICAL ARRANGEMENTS	OVERALL COORDINATION	TYPING EDITING	INITIATING MIRACLES	ORDER STRATEGIES
FINANCIAL MATTERS	PRACTICS SUPPORT	PRINTING COLLATING	AUXILLARY ASSIGNMENTS	RELIGIOUS LIFE

GLOBAL CONSULTANTS

CONSULT
TEXTBOOK

CONSULT ASSIGNMENTS: PRACTICAL EXPERTISE GRID

JULY
1977

EDUCATION DEVELOPMENT		COMMUNITY LIFE		SERVICES DEVELOPMENT			BUSINESS DEVELOPMENT		AGRICULTURE DEVELOPMENT	
Children's Schooling	Adult Training	Social Meaning	Local Engagem't	Community Health	General Building	Essential Services	Local Commerce	Small Industry	Food Product'n	Income Agricultr
Pre School	Continuing Education	Heritage Recovery	Citizen Care	Preventive Care	Facilit. Constrctn.	Sanitation Systems	External Trade	Home Industries	Land Farming	Land Developmt.
Elem. School	Global Language	Social Arts	Village Upkeep	Emergcy. Services	Residential Housing	Transptn. & Communctn.	Local Marketing	Local Factories	Animal Husbandry	Irrigtn. Systems
Secdry. School	Voctl. Training	Social Symbols	Community Workforce	Basic Nutrition	Archtctl. Design	Equipment Repair	Financial Services	Processing Plants	Marine Farm	Farmers Co-ops

ICA

CONSULT PARTICIPANT'S PROFILE

#	NAME	STAT	LOCATION	POSITION	EXPERTISE	M/F	PHASE	MOVEMENT EXPERIENCE	ADDITIONAL INFORMATION	ARR.	DEP.

GSD CONSULT TEXT

GLOBAL TASK FORCE & GLOBAL FORCES SCREEN

	INITIATION WEEK	CONSULT WEEK	DOCUMENT WEEK
Global Consultants Order + Guardians			
Continental Consultants Order + Guardians			
Set-up Cadre			
ICA Consult Team			

GLOBAL TASK FORCE -- LOCAL FORCE SCREEN

Expertise / Representation		Agriculture		Commerce		Education		Services		Community	
Attend.	Phase	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
FULL-TIME CONSULTANT	Youth										
	Rising Adult										
	Established Adult										
	Elder										
	*Bilingual										
PART-TIME CONSULT	Youth										
	Rising Adult										
	Establish. Adult										
	Elder										
	☆ Bilingual										

GLOBAL TASK FORCE ASSIGNMENTS
PREPARATION WEEK

	I. RESEARCH AND FRAMING	II. PARTICIPATION PROMOTION	III. PHYSICAL ARRANGEMENTS	IV. FINANCIAL MANAGEMENT	V. TASK FORCE COORDINATION
TASK FORCES					
PARTICULAR TASKS AND ASSIGNMENTS	PRE-CONSULT BRIEF	COMMUNITY PREPARATION	SPACE PREPARATIONS	TASK FORCE BUDGET	TASK FORCE ASSIGNMENTS
	DATA BANK	RESIDENT PREPARATION	MATERIALS PROCUREMENT	IN-KIND PROJECT	PRACTICS SUPERVISION
	PRELIMINARY AUTHORIZATION	LOCAL GUARDIANS	FOOD SERVICE	FUNDING REPORT	CONTEXT FORMULATION
	SPECIAL GUESTS	BACKUP FORCES	PARTICIPANT CARE	ACCOUNTING STRUCTURE	LEADERSHIP PREPARATION

CONSULT ASSIGNMENTS TEAM COMPOSITION

ASSIGNMENT / RATIONALE		CONSULT TEAMS					ENABLEMENT FORCES
		Educational	Community	Services	Business	Farming	
LOCAL	Community	1 2 3 4 5 6					PRACTICS Food Housing Hosting
	Vicinity	7 8					
GLOBAL GUARDIANS		9 10					COORDINATION
Guardians	National	11 12					
	State	13 14					
	City	15 16					
STAFF	Auxiliary	17 18 19					TEAM SUPPORT Transport Production Services
	Metro	20					
	Continent-	21					
	Other	22					

CONSULT- ASSIGNMENTS

UNIT COMPOSITION

	CONSULT FORCES					SUPPORT FORCES
	TEAM I	TEAM II	TEAM III	TEAM IV	TEAM V	
Unit a	a:	a:	a:	a:	a:	PRACTICS Food
leader						
local						Housing
guardian						
scribe						Hosting
b. local						
b. outside						
Unit b	b:	b:	b:	b:	b:	COORDINATION
leader						
local						
guardian						
scribe						
b. local						
b. outside						
Unit c	c:	c:	c:	c:	c:	TEAM SUPPORT Transport
leader						
local						Production
guardian						
scribe						Services
b. local						
b. outside						

CONSULT TEXTBOOK

GLOBAL TASK FORCE ASSIGNMENTS
WEEK 3: INITIAL ACTUATION OF PROJECT

JULY 1977

	VISION & TACTICS	CONTRADICTIONS & PROPOSALS	PROGRAMMES & BUDGETS	EDITING & TRANSLATION	TYPING & CHARTS
DOCUMENT					

	ACTUATION & IMPLEMENTARY	DEVELOPMENT & INKIND	PRACTICS ENABLEMENT
ACTUATION			

ASSIGNMENT CHECKLIST

This chart represents the major issues that must be covered in assignments and represents a working check list for assignment making.

ASSIGNMENTS	LOCAL PARTICIPANTS
Drivers	Local invitations
Typists	
Practics group	Opening attendance
Photographer	Language
Printers	Secondary strategies
Host/Hostess	Full time attendance
Team leaders	Men and women
Team translators	Young and old
Plenary translators	Social grouping coverage

SPECIAL QUESTIONS	ARRANGEMENTS
Local staff participation	Reception
Authorization figures	Hosting visitors
Assign team leaders by rationale	Local Host
Big opening	Consult orientation--Sunday morn
Rational chart of prospects	Photographs
Final guardian attendance	Pre/post housing, etc.
Expertise holes	Work, study materials, books
	Schedule orientation
	Arrival and departure data

"sample" CONSULT BACKUP FORCES

ORCHESTRATION	SUPPORT	ENABLEMANT
1. Crocker 2. Wiegel	**Team Practice** 1. Philbrook 2. Manapat	**General Coordination** 1. Troxel 2. Sentorias 3. Soderlind (books)
		Food 1. Edith 1. hire 1. hire 2. hire 2. hire 3. hire 4. hire 5. hire
	Team Production 1. Blackledge	**Housing** 1. Packard 2. Geni 3. Elizondo, Jon
		Hosting 1. Elizondo, Tony 2. Pascal

LAPU LAPU HUMAN DEVELOPMENT PROJECT

"SAMPLE"

MAY 1976

TEAM ASSIGNMENTS

I Judi Wiegel	II Marilyn Crocker	III Jon Jenkins	IV Sandra Rafos	V Bob Rafos
Gordon Harper Marciana Cabalhug Augusta Dimataga Sharon Jeeen Charoen Laosirisathian Pascual Limpangog Ivalee McCord Sr. Estralita	Ron Clutz Maria Amistoso Linda Knutsen Alfonsino Limpangog Rogelio Limpangog Enriqueta Solana Rudolfo Ymbong Istignan Nasution	Bill Bailey Petronilo Leonardo Baguio Barbara Litiken Apolonio Ochea Mr. Querubin Alfonso Salcedo Carlos Espinoza Merv Ramage	Don Clark Jaime Cabalhug Sergio Itang Mrs. Mancao Tito de la Serna Restituto Taneo Ben Young Richard Seacord	Jim Bell Miguel Amistoso Tom Aquino Jose Baguingao Isabelo Limpangog Rosario Limpangog Pablo Potot June Seery Leonides Tan Hwang Zain Penigran Salleh
Sherry Greenwald Faustino Ador Vitaliano Amistosa Apolonio Limpangog Pat Miller Dedinia Nones Simplicio Ochea Addie Batica	Duncan Holmes Angel Amistoso David Greewald Eustacia Limpangog Felix Potot Joyce Quimby Joel Reterba Mary Zervigon Joe Slicker	Sandr True Geronima Amistoso Amada Berdin Bayard Coggeshall Miguel Mancao Erlina Martinez Linda Senturias Tom Whitsett Betsy Ramage	Justin Morrill Lauriano Amistoso Irenero Bentulan Jack Callum Fermin Gonzales Soledad Limpangog Rufino Ochea Jim Taylor Don Quimby	George West Jacinto Ataçador Elsa Batica Leonardo Chiu Ed Dillinger Haji Wan Habib Tranquilino Limpangog Rudolfo Potot Alberto Yagong
Robert Vance Margarito Celades Charlotte Graham Mauresta Potot Pedro Sumalinog Vera Willur Josephine de la Serna Faith Vance	Roxana Harper Dane Adkinson Marcos Berame Mary Coggeshall Jose Limpangog Benita Omat Nancy Rabor Felisa Sarauses Connie Widyatma	Prospero Amatong Rufino Amadia Roberta Hoss Lester Knutsen Pilato Limpangog Victor Ordoñez Ernesto Ybañez Michalena Young	Vicente Gambito Kang Byong Hoon Faustino Limpangog Juana Neriquita Geronimo Ochea Jon Thorsen Narciso Yagong Carl Ennis Bro. Quipanis	Jeff Coolidge Sergio Ando Antonio Limpangcg Domingo Limpangog Hale Prather Mr. Ruperos Feliciano Solana Jaime Vergara

PRACTICS SUPERVISION

FINAL PUSH

One of the major responsibilities of the consult team during the preparation week is the supervision of the final preparations for the consult week itself. The set-up cadre has been working in advance to arrange the many details, and this week is their final push. The consult team cannot afford to become involved in doing the practical preparations, for there are several responsibilities under their care. Nor can the team ignore the set-up process, since the success of the consult depends so much on these preparations.

TEAM BRIEFING

In supervising the final preparations, the team is briefed by the set-up cadre upon arrival. After hearing reports, there is a conversation on issues to gather initial impressions on the preparations progress. The reporting arenas include: Research and Authorization, Participant Promotion, Physical Arrangements, Financial Management and Back-Up Organization. A detailed breakdown of the tasks within each arena is given in the following pages.

TEAM DAY

The rest of the first day the team is brooding, observing and noting anticipated blocks. The next morning the team and the set-up cadre go through a workshop which lists the issues, identifies the major contradictions, formulates proposals and tactics to unblock the preparations. Assignments are adjusted to move the contradictions. Each day the members of the consult team check informally with the leaders of the set-up teams to determine progress. Each morning, the last part of the collegium serves as a check point for reporting and working through the difficulties.

TEAM ASSIGNMENTS

The first four days, each consult team member has one of the preparation contradictions to keep an eye on. After that, it should be possible to have only one team member looking after the whole practical preparation process. It is crucial in all this that the set-up cadre maintain full responsibility and initiative for doing these preparations throughout the week.

MEETING FORMATS

The next page lays out formats for the initial briefing and the practics workshop. The following pages describe working arenas for the preparation teams and checklists for the consult team to determine the completion of the work.

PRACTICS SUPERVISION
(Issues Holding Chart)

RESEARCH AND AUTHORIZATION	PARTICIPATION PROMOTION	PHYSICAL ARRANGEMENTS	FINANCIAL MANAGEMENT	BACK-UP ORGANIZATION
Pre-Consult Brief	Community Prep	Space	Budgets	Assignments
Data Bank	Resident Prep	Production	Financial Support	Practical Contradiction Breakloose
Preliminary Authorization	Outside Consultant	Food Service	In-Kind Sources	Enabling Context
Special Guests	Enabling Force	Participant Care	Accounting Structure	Leadership Training

Pre-Consult Brief

Several kinds of research need to be done on site before a consult takes place. These are spelled in detail in the Pre-Consult Reseach Brief. The first check is to see that this brief has been completed by the set-up cadre. Secondly, there should be in process the publication of a report of this research for distribution to all outside consultants on Sunday afternoon. In addition, there will be maps and grids produced for decor, as well as for individual reference. This material will emphasize the historical, contextual and geo-social factors necessary for the work of all the teams. There should be an imaginal grid as well as a grid superimposed on a map. In order for the consult to do its work, the boundaries need to be determined, so that the parameters of the field visits can be established. Also there should be indication of the nodes, primary landmarks, districts arteries. The five stakes of the community are such a crucial symbol that these should be determined only after very careful and thorough consideration but can usually be decided by the time of the Consult opeing. Most of the villages have had a population of a few thousand, Kawangware being the largest with 24,000 but the present optimium size projection for an HDP is 600.

Data Bank

In addition to a published research brief, there will be a research data bank set-up as a reference tool for the teams. This will be a set of files or catalog of materials holding in one place various documents and statistical information. The materials should be organized in relation to the team arenas to facilitate them in locating the information they need. The data bank should also include in each category a list of sources for further data on related subjects. Re: framing: the model of social demonstration is both universal in concept and unique in application to a particular community. Yet no community exists apart from its relations to other communities, the state, region or province and the nation in which it is located. Likewise, the community is dependent upon the socio-economic linkages which already exist or which are anticipated as a result of the development project. The basic approarch of social demonstration is to work within and in affirmation of existing social structures. The approval of the established authority and the supportive encouragement of representatives of the larger business community, educational structures, religious or social service organizations is, therefore, highly desired. In a very real sense, the project provides its own authoriztion. It is, however, necessary that effective permission be given to the ICA to assure the initiation of the project, the training of local leadership and the implementation of the methods. This is necessary not only for the effectiveness of the development project in any given community, but for the sake of social demonstration as a means of global development. As much data as possible on the team per-consult screen needs to be obtained (see P.-366)

RESEARCH AND AUTHORIZATION

Preliminary Authorization

While the set-up cadre is assembling the research information they will be continuing the building of a preliminary authorization frame out of their experience in dealing with local, municipal, regional, and national authorities. Also, the effort in consult inkinding and funding will yield valuable information for the suppot support frame. There will be a preliminary grid or screen which holds projected funding sources and development progress reports, key contacts, and such information as funding guidelines for government and private sector and organizational charts for key sources. Care needs to be taken to release those who care in the government bureaucracy to participate in the Consult.

Special Guests

This arena includes reflections and recommendations on the use of the Consult as a tool for intensifying the authorization of the project. A list of special guests who have been invited will be prepared, together with their responses and the appropriate protocal in receiving them. The consult team will need to clarify their role in meeting special guests and know the set-up cadre's intent in inviting them. Also a schedule of their expected arrival will assist both the team and those assigned to their receiption. Special invitation list for the Opening Feast needs to be created and dignitaries invited form local, regional and national government, religious and private sectors. Care needs to be taken in deciding who will give the words of welcome.

PRERESEARCH TASK

The preresearch task involves gathering basic data about the community from a variety of sources: community surveys and conversations, local and regional records, and various topical arenas of expertise and background which might prove helpful to the consult. These data give the consult and the project a background pool to both understand and guage the development of the village. Three levels of data must be maintained: first, objective, concrete data about the community in the form of maps, individuat records, lists, etc, provide factual measures to use in checking project inclusiveness. Second, cumulations such as the research questionnaire provide statistical bases for reporting data to supporters of the project. Third, interpretations such as the preresearch brief build a story about the project and its particular uniqueness. The preresearch brief is an attempt to summarize the context and sutuation of the community as an orienting device for consultants. It is 10 paragraphs in length. The first four follow the format of paragraphs 2, 3, 4, and 5 of the "Prolegomena" of the Consult Summary Statement. The next 5 paragraphs summarize the situation in the community in relation to each of the 5 team arenas. The final paragraph relates the history of the community. Following are illustrations of the various forms of preresearch.

PRE-CONSULT RESEARCH
BASE-LINE PROFILE

010 Name of Village _____
011 Mailing Address: _____
012 Meaning/Significance of village name: _____
_____
_____

020 Land:
021 Total area in hectares (and acres)
022 Agricultural land (gazan):
-- Total potentially arable _____
-- Total presently under cultivation _____
-- Total presently irrigated land _____
023 -- Total presently not irrigated _____
023 Total non-agricultural land (gavthan) in Hectares _____
024 Total privately owned land in hectares _____
025 Total owned by government in hectares _____
026 Ownership:
-- Total number of landowners _____

	NUMBER	ANNUAL INCOME
-- Number owning between 0-05 ha.		
-- Number owning between 5-10 ha.		
-- Number owning between 10-15 ha.		
-- Number owning between 15-20 ha.		
-- Number owning between 20-30 ha.		
-- Number owning between 30-40 ha.		
-- Number owning between 40-above		

027 Land map by plots & ownership
030 Access:
031 -- Distance from and name of closest highway _____ _____ KM.
032 -- Type of road: mettle _____ Kucha _____
033 -- Distance from District/Council headquarters _____ KM.
-- Main town or city (Distance from) _____ KM.
-- Its name _____
-- Distance from major center of importance _____ KM.
-- Its name _____
040 Population:
041 -- Total _____
042 -- Men _____ Men Over 60 _____
043 -- Women _____ Women Over 60 _____
044 -- Children _____ (0-5) _____ (6-12) _____ (13-16) _____
050: Employment Pattern:

	Number	% of Village Pop.	To be itemized
051 Cultivators (self-employed)			
052 Farm Laborers			
053 Non-agri. laborers			
054 Shop businessmen			The Type
055 Trades/crafts			The Type
056 Professions			The Type
057 Working outside village			
058 Employed in home			The Type
059 Unemployable (aged, disabled)			(63)

PRE-CONSULT RESEARCH
BASE-LINE PROFILE

060 Unemployment:
061 Employed year round (number) _____ (Percent) _____
062 Unemployed but able to work (number _____ (Percent) _____
063 Unemployable (59 above) (number) _____ (Percent) _____
(Itemize by basic reason for unemployability) _____

070 Income:
071 Average income per year for businessmen _____
072 Daily rate for farm laborers: _____
073 Daily rate for non-agricultural labor: _____
074 Average family income per year; _____
080 Finances:
081 What fiscal services are available to the village, such as banks and money lenders: _____

082 What is the current rate of interest for a small loan: _____
083 Are loans currently being used by the community: _____
If so, what type: _____

090 Education:

	Facilities	Location: In Village	Location: Miles From Village	Villagers Currently Enrolled	Number of Teachers
091	Pre-Primary				
092	Primary				
093	Secondary				
094	Post secondary				

095 Number of adults who are literate: _____
096 Number of adults who are primary grads: _____
097 Number of adults who are secondary grads: _____
100 Urban Access:
101 How far from the village is the nearest major highway: _____ KM
102 How many Km to the nearest city: _____ KM
-- Name of city _____
-- Population of city _____
-- Describe transportation available to the village:

	Type	Routes	Frequency	Fare to Major City
103	Bus			
104	Train			
105	Freight transport			
106	Other			

120 Commercial Services
121 List the number and kind of shops and businesses in the village. (sales)
122 List the number and kind of industries in the village. Indicate approximate amount of production and major markets where goods are sold.
123 What are the major goods and services the village uses which are only available outside the village.
124 What local cooperatives exist and what is the volume of their operation.
125 List of goods and prices of items purchased in village.
126 List of major goods purchased outside the community and prices.
127 Inventory of major equipment and vehicles in the community (both corporate and privately owned.)
128 What are the freight transport services?

130 Social Orgnaization
131 Describe the formal leadership structure of the village and diagram it.
132 List existing organizations and associations with their functions. (i.e. women's groups, farmers' associations, etc.)
133 List the social, language and caste groupings with the % of population in each.
134 List the religious groupings and % of population in each.

140 Agriculture
141 List the crops raised. Check those which are raisedas cash crops (as opposed to those used largely for village consumption.)
142 Describe the cultivation methods used by most farmers.
143 What heavy machinery is available for village use?
144 What Storage facilities are available (capacity & number)?
145 How many farmers own their own land?____. What is the average size of a family's holdings?
146 List kind and number of animals raised.
147 Is there land readily available for a community garden?

150 Housing and Public Facilities
151 How many family residents are there in the village? Itemize by type of structure (i.e. 2 story stone, 1 story wood, mud & thatch, grass huts)
152 Average size of houses and number of rooms
153 Describe cooking and heating systems of houses.
154 List number and condition of unoccupied structures in the village.
155 Number of houses needing rehabilitation.
156 Number of houses to tear down.
157 Describe type of roofs and floors.
158 Has adequate housing been made available for the Auxiliary?
Temporarily_____ Long term_____
159 List the public buildings and facilities which are available for village use.

160 Culture and Environment
L61 Briefly describe the history of the village.
162 Draw a map of the village including major roads, water courses, temples, wells and public buildings.
163 Describe the surrounding area as to type of teams, ground cover, ariability, water resources.
164 Describe annual rainfall, snowfall patterns
165 Who is the architect who will design the overall town plan and special streets [illegible].

170 Communication
171 Where is the nearest Post Office?
172 Where is the nearest telephone?

180 Services
181 Number of open wells in village
182 Number of bore wells producing
183 Number of pump sets
184 Number of houses electrified
185 Number of mills, etc. run by electricity
186 Type and source of major fuels consumed
187 State of drainage and sewage systems

SAMPLE

SHANTUMBU HUMAN DEVELOPMENT PROJECT
PRE-CONSULT BRIEF

ZAMBIA

Zambia, the Home of Man for the past 1.8 million years, is in the heart of the vast African continent of natural waterfalls, rivers and lakes, grassy plains and roaming wildlife. Her painful entry into the modern era began in the late 18th century when Portuguese and Arab traders began to traffic in ivory and slaves. Later, Afrikaaners and Europenas established farms, developed the copper industry, and set up a foreign operated complex and later the British protectorate of Northern Rhodesia. It is 12 years since the nation won its struggle for self-rule and independence and took its name, Zambia, from the famous Zambezi River. This has been a time of building toward a new economic freedom with less dependence on copper and based om a philosophy of humanism. Since the second national plan, the nation has taken a decided turn toward rural development as the key to future. Its mutual aid society, based on a charter for common man, has emphasized Zambianization of all structures, educational restructuring, and self-help housing developments. It has charted a new course as a non-aligned nation, maintaining stability despite unheavals in all of the eight surrounding countries. It has supported all their freedom movements, incurring economic deprivations due to its landlocked setting. With less than five million people sparsely scattered over 732,620 square kilometres of fertile savannah plateau with only 3.5% cultivated, there is an obvious urgency about Zambia's decision to develop a food exporting industry. The building of the Tanzan railroad provides transport ability to East Africa, Arabia, and the Indian Ocean. Releasing the Nation's 100,000peasant farmers to pick up this challenge is the task of rural development today. The Shantumbu Human Development Project will develop methods and models for accomplishing this task.

LUSAKA

The history and rapid growth of Lusaka, the nation's capital reflects the atmosphere of a new Africa. Situated in the middle of the long grass Longa plateau in a no-man's-land between the Lenje tribe to the north and the Soli tribe to the east, it drew its name from a Lenje headman and elephant hunter named Lusaka. It began as a small farming centre and then became a railroad siding because of its strategic location between the northern Copperbelt and Salisbury. In 1929 the capital of the British colony was shifted to Lusaka from Livingstone and the astonishing Victoria Falls 230 kilometres south. This inaugurated a long period of town planning. Lusaka was clearly a city created by and for Europeans and other non-Africans who planned a sprawling "garden suburb" type of city where distance was no object because the Europeans all had cars. Since Zambian Independence in 1964, national events triggered a series of activities affecting all urban areas, but Lusaka, the capital city, was most affected. The city council which had been entirely European in 1957 was soon entirely Zambian. For the first time the city could grow reflecting the needs and aspirations of the "new majority" of the population. Lusaka became at once a hive of activity. Many new government buildings, embassies, a National Assembly building, a new international airport and Zambia's first university were all constructed. There was a boom in new office buildings, factories and international hotels. The population since 1964 has almost quintupled to nearly 500,000, [illegible]% of the entire population of Zambia. Not only had opportunities for employment in government increased but Lusaka was becoming a manufacturing and commercial centre as well. Main

roads were widened and tarred, water resources greatly expanded, new sewage treatment plants constructed, public transport extended and many other items of basic infrastructure associated with urban growth were established. Presently, Lusaka is a demonstration or model city for the economic and social development for all of Zambia. Since 1970 the city boundaries stretch to cover 360 square kilometres and it is situated at the junction of rail routes north and south and roads north, east, south and west. It is no wonder that this modern city of the new Africa also houses the headquarters of many of the freedom movements for the patient majority throughout southern Africa.

SHANTUMBU

The village of Shantumbu, a "Place of New Birth," is made up of nine official villages plus one unregistered village. The 1,500 to 2,000 residents live in unburnt brick and mud huts with thatch roofs and mud floors. Although a few work in Lusaka, most live by farming small plots of maize and vegetables around their huts mostly for their own subsistence. One farmer sells his vegetables to the Intercontinental Hotel in Lusaka. The land is allocated to each family by the village headman. Their tribe and language are of the Soli people, in the past a linguistic, cultural unit, originally settled on the land now occupied by the City of Lusaka. The Soli tribe has pioneered in supplying chiefs for other tribes. Many old Soli traditions remain, giving the area an active polity of local headmen. It is quite clear that no headman exercises any paramount political authority over the others. When the Village Council meets, agreement is most easily reached about common issues such as health, education, services and development so that useful resolutions may be reached. The Government confirms and maintains the chieftainship, or headmen, for it is the basic decision-making structure of the Zambian villages. At the same time, while the City of Lusaka has boomed during the last few decades, Shantumbu area has benefited little from these benefits. Living in clusters of four or five families spread over a large expanse of uncultivated land, there are two processing mills and one tin shop. With the national emphasis on industrialization and local Zambian autonomy over formerly ex-patriot urban structures, rural areas like Shantumbu have remained relatively undeveloped. The recent national decision to turn to rural reconstruction finds these small farmers struggling to grasp their participation and response. Such development will require a shift in the style of human settlement toward more highly developed social structures, welding the whole area into community cooperation and interdependence. The local village people are prepared to enter into mechanisation of their present farming methods and broaden cultivation of crops to upgrade their family income five times. They are also ready to commercialize their present small home industries. A more practical educational scheme is necessary in keeping with the national policy of Production Units Programmes. And finally, a new village design honouring their architectural wisdom yet modernising basic facilities will enable beautification and a healthier home environment. Village unity will be rebuilt around a reconstructed village centre where new residential huts will surround a community forum. Shantumbu will pioneer in the new architecture and style of village life in Zambia.

BASELINE

Shantumbu is located 30 minutes south of Lusaka along a little-known boundary dirt road on the southwest side of a forest reserve or native trust land. On the west the project area is bounded by a large European-owned farm. The southern boundary is a sandy ridge and a small stream which flows into an army training camp, the site of a new Lusaka airport. The stream along the south is fed by perennial springs and four smaller streams which are utilized to irrigate a few of the cultivated fields in the southern part of the village. Most of these six kilometres of land, however, is an untapped natural resource due to the lack of a water system and the limitations of oxen ploughing. The 156 families each fills a small plot for maize and vegetables mostly for their own consumption. A few farmers sell their produce and truck it to the international hotels in Lusaka. The two deep wells with one pump are supplemented by family wells dug three or more feet deep . Although city services are only 12 miles away, there are no electrical, health or sanitation services. The roads are gravel or dirt which turn to a slick red mud during the November to April rainy season. The only public transportation is a small railroad spur four miles away where the agricultural board has a depot. Education for the village is provided through a five-room, four-shift primary school serving 492 students. The foundation for two additional school-rooms has been constructed but held up due to the lack of village funds. The ten teachers, the headmasters and their families mostly live next to the school crowded together in concrete block houses, with one or two others living in mud huts in the village. The daily life of the village is a dawn-to-sundown work day near the hut, ploughing the ground, cooking meals, repairing the thatch roof, feeding the 600 cattle and innumerable chickens. The homes have a smeared mud floor with small windows and a wood or charcoal fire outside. Next door is the extended family living a similar work day. Seven cars and trucks in the village indicate some mobility and parttime jobs in Lusaka. The last store attempted has closed, so frequent trips on bicycles or on foot are necessary. It is subsistence living for most. The only industries within the village are two corn mills, village-brewed beer and a man who makes tin waste cans. Off season work for the farmers is made up of charcoal burning. The school teachers are paid by the Lusaka rural province whose district officer is located in Kafue, 26 kilometres away. The nine villages are ruled basically by nine headmen or family heads.

Before the historic settlements by the white man, the region in which Lorne stands was inhabited by the Micmac tribe of Indians, whose territory extended down into the Appalachian region of New England, and northwards through Labrador until they met the Inuit or Eskimo people. Some people in the nearby community of Gravel Hill say that there were two families of Indians who had assumed the surname of Nash and who continued to live there until after the year 1900.

Around the year 1000 the first European influence was manifest, with Norse settlements in Newfoundland and "Vinland". Portuguese and Scottish fishermen probably fished on the Grand Banks of Newfoundland some 500 years before the explorations of Christopher Columbus to the south, and John Cabot to Newfoundland. In the year 1534, Cartier's ships discovered and named the "warm bay" La Baie de Chaleur. In 1603 a settlement of Norman French was established in New Brunswick before moving the next year to Port Royal, Nova Scotia, in the Annapolis Basin.

In the first half of the eighteenth century the British possession of Nova Scotia resulted in the Acadian expulsion of 1755 at which time these French-speaking people of French, Irish and Scottish origin were dispersed, some throughout all the eastern American seaboard and to the Gulf of Mexico, others to Gaspé, and many moving into what is now northern New Brunswick. The original meaning of Acadie stems from the Greek Island of Arcadie and means "abundance". The Indians had a word which sounded the same and also indicated "bounty". Many of the inhabitants of north-eastern New Brunswick are the descendants of these Acadians, while in the south of the province are the descendants of the Loyalists who left the New England colonies after their defeat in the American War of Independence. Some two-thirds of New Brunswick's population of 650,000 have English as their mother tongue and one-third have French as their mother tongue.

Lorne has been named after the Marquis of Lorne, a Scotsman who was Governor-General of Canada from 1878 to 1883. The first settlement in Lorne was made by a few families before the year 1830. However, it seems that for some fifty years, until the 1870's, just a few houses were to be found, in forest settings rather remote from the tiny settlements along the shore of the Bay, across from the small but developing settlements of southern Gaspe in Quebec and gradually expanding Acadian settlements of northeastern and eastern New Brunswick. Then between 1870 and 1900, some 21 land grants were issued and the basic forms and foundations of the settlement as it exists today were established. Of ten family names appearing in the land grant records of this period, eight are still represented in the community, including all of the major ones now present. It appears that from the very first times, Lorne inhabitants have represented the English and French components of Canadian life, and that the French speakers were both from Quebec and from Acadian New Brunswick.

In the period from 1900 to 1940, the people of Lorne devoted their energies to winning a living in tough times, and raising their families. The Post Office was opened in 1879 and was closed in 1967. A one-room school was established early in the century. Fire swept through the village in 1914 and in 1923. Electric power was connected in 1945. A series of events which indicated a new integrating influence for the whole community are the building of the church in 1941, the presbytery in 1943, the convent and school in 1944, and the parish hall in 1955.

In 1957 a number of Lorne families moved to Murdochville in Quebec to take employment in the copper mines there, after a wild cat strike. This and other similar movements on a smaller scale, with returns to Lorne by many of the families who had been away, have meant a lessening of the former isolation.

The settlement of Lorne is located in the parishes of Durham and Colborne, in the county of Restigouche in the province of New Brunswick, Canada. Within the county there are 41,300 people with 40% whose mother tongue is English and 60% whose mother tongue is French. New Brunswick is bounded by the province of Quebec to the north, the state of Maine to the west, the province of Nova Scotia to the south, and the Gulf of St. Lawrence to the east.

Lorne presently has a population of 1050. The average family size is 5 persons with some family units running as high as 16 members. Baptismal records indicate that the approximate birth rate is 33 per year per 1000 population and is declining. This rate is double the provincial rate of 17.5 for 1973. According to the municipal lists for Lorne settlement, the adult population over 18 years of age is 627. There are 35 different family surnames; five of these represent almost 70% of the population. Most of the population is interrelated through marriage.

A district nurse visits the community two days a week for home visits and clinic consultation. Hospital service is at Dalhousie; doctors' services are free of charge, in principle, under a program funded by the federal government and administered by the Province. There is some indication that congenital diseases of various kinds have a higher incidence than normal. As in many communities with inadequate housing and low employment, certain public health issues are a cause of concern, for instance, alcoholism, some malnutrition especially among the young, and sometimes skin diseases in a few of the school children. The 4 Social Service workers handle an average of 240 active case loads each for the Lorne area. Particular emphasis is being given to personal services, such as homemaking, counselling and preventative care as well as both long range and crisis orientated social assistance. At least 3 families in Lorne have been qualified and been designated as foster homes for children under 18 years of age.

Long term social assistance is made available to several families at the rate of $237 per month for a single unemployable person, $321 per month for one parent with dependents, and $368 per month for two persons who are parents. These rates are applicable as of April 1, 1977. Additional allowances are provided for dependents. These rates are reported to be 15 - 20% below the actual monthly assistance needed to feed, clothe, house and educate a family unit adequately. A federally financed family allowance is also available for each child under 18 at the rate of $23.89 per month.

Lorne is five miles by road from Highway 11, a two lane highway open in all seasons. Regular rail and trucking services are available, deepwater ports are at Dalhousie and Belledune, and there is a daily passenger service between Charlo airport and Montreal.

There are 139 telephones in Lorne. The service is available through two-party or four-party lines. There are about six single-party line connections; this service costs about $600 extra in installation costs. NBTel Company reports that an improved service for the whole community is due to be installed some time in 1977 or 1978.

The 224 houses in Lorne range in architectural design all the way from one room shingle and frame to Acadian, and early Quebec frame to modern ranch style bungalows and larger homes of up to 6 and 7 bedrooms. All are of wood frame construction. Many are relatively small and simple in appearance, functionally suited to cold winters with convertable stoves or oil furnaces. Many lack basements or adequate foundations. Most accommodate medium to large families of 6 to 10 members. A house building programme has been initiated over the last 10 years partly through grants from federal employment incentives programmes and New Brunswick Housing Corporation grants of $5000 per unit. Some 20 homes have been built under this scheme. Another 10 have been built through the assistance of NB Housing Corporation, with payments being made by low income families ranging from $27 to $50 per month for a total of 20 years.

Drinking water supply is from wells usually connected to a house plumbing system, although there are still some homes whose water is carried in pails. It is estimated that about 85% of the households have flush toilets connected to septic tanks while about 15% privies.

It appears that no new family units have come into the community since the first world war, although individuals have come, for instance, a man who married a Lorne girl. Men have moved away for work, and a few went out to get educated and now live and work elsewhere. In the last twenty years more than 30 men have moved away to work; perhaps half this number moved into the community during the same time. The younger single men now sometimes go out to the south of the Province, or to Quebec, or Ontario to work for a while and then come back. In about the last five years or so, more young women than previously have completed high school, and the

majority of these leave for jobs or to be trained as a nurse or a secretary. At least 15 young women have moved away in the last four years, including 4 out of 6 of the graduating class of 1976 at Dalhousie High.

There are 6 general retail stores in Lorne, 5 canteens which sell candy and pop, 3 pool-rooms, one gasoline station, two agents for chain-saw sales, and one used car lot. There is a small sawmill which employs two men during the summer.

It is estimated that about 14 families keep livestock or chickens. The approximate livestock totals are 15 cows, 12 horses, 9 pigs, 4 chicken houses. Some families grow vegetables in their own garden, but no crop-farming is now done.

In the past the people of Lorne lived by the combined resources of forest, farms, and sea. For wages they worked as woodsmen for the contractors and companies who supplied the small local mills. On their farms they grew buckwheat, potatoes, and livestock. Many of them fished with nets from small boats in the Bay of Chaleur. Some families still grow vegetables, or keep a cow, a pig or a few chickens and hunting, fishing and clam digging are still skills used to secure food and thus supplement family support. Two important changes in the past fifteen years have affected employment: a change from small scale to mechanised operations in the forest industry, and the expansion of mineral extraction as two mines and a large smelter have opened in the nearby district.

The forest industries make the greatest single contribution of the economy of New Brunswick, with forests covering 86% of its land surface. Twenty years or more ago, timber was cut by hand during the winter, and taken out by the "spring drive" when the logs were hauled out by horses and then floated down the water to the mills. With the chain-saw first, and later the mechanized timber-jack, the number of men employed has diminished to about a tenth of what was formerly needed to cut a given amount of timber. Pulp production has increased at the expense of lumber, and the small sawmills have been closed: one now remains between Bathurst and Campbellton of some 35 which were operating 15 years ago. About 1968 a foresters' syndicate was organised so that wood-lot owners could negotiate with the large companies who now buy their harvest. The fact that work in the woods now fills the summer months is a contrast with the older pattern, when a man would leave for the camp in October, return in the spring, and then might be free, if he wished, to work at farming.

Mineral extraction is now New Brunswick's second industry. In the past 20 years New Brunswick has become one of the major producers of minerals in Canada, being first in antimony, second in zinc, fourth in lead and silver, and fifth in cadmium. In the Bathurst area, some 500 extra jobs were created in the industry from 1971 to 1975. Brunswick Mines, Nigadoo River

Mines, and the Brunswick Smelter are the three largest employers. The smelter is within driving distance for employment, 15 miles, but those who go to the mines often move closer to Bathurst. Zinc, lead, silver and copper are the most important products; the lead and silver are refined at the Belledune smelter, while the zinc ore is shipped to Europe for treatment, and other ore goes to the United States.

A rough count of employment suggests that some 65 or 70 men from Lorne work in the smelter, and about 12 persons in the office. Roughly 35 work in the mines and in the summer up to about 50 work in the woods; perhaps ten are self-employed, including two who operate their own timber-jacks. Unemployment among the men of working age is estimated somewhere between 50% and 75%. Few of the women see themselves as part of the work force, and some 12 or less have jobs.

An average wage at the smelter is estimated to be $250, while a woodsman makes perhaps $200 weekly during his working period. The unemployed have their income supplied by federal unemployment insurance payments, available for a limited period to those who have been at work for eight weeks or more and were then fired, or from welfare payments which are about equal to half the unemployment benefit.

Since 1966, the Province of New Brunswick, associated with federal funding and policies, has attempted to encourage development throughout the Province, especially to create jobs in the industrial sector. The industrial weight of the Province is in the south, but a programme to encourage and assist small industry in rural areas has named north-eastern New Brunswick as a pilot area, seeking to create jobs and increase access to jobs through various economic development and social adjustment projects. The foresters' syndicate mentioned above received assistance from this programme. On March 31, 1977 the second federal-provincial agreement ended and new sub-agreements are being negotiated.

Lorne is located in the Belledune Planning District, in a new provincial scheme of planning for rural lands through District Planning Commissions. A draft of the "Indicative Land Use Master Plan" has been prepared and will shortly be made available for public discussion.

The Province as a whole has achieved some real economic growth in spite of certain failures and plant closures. However, Restigouche County still has an unemployment rate of 40%, the highest in the Province, and a capita income for 1974 of $2960 a year, or $57 a week. Unemployment, and lack of small industry opportunities, continue to be concerns over the whole region within which Lorne is situated.

Lorne has no formal structure of local government. It is located in an unincorporated "local services district". Like 210 other localities within the province of New Brunswick, it receives certain minimum local services, and exists within the framework of law and order of the Province and of Canada. Some 250,000 people, and 96% of the land area in the Province, outside the incorporated municipal areas are administered in this way.

Fire protection, ambulance services, and snow removal of the main access roads are provided from Jacquet River, 8 miles away. Police protection is provided by the RCMP from Jacquet River. These are financed by the Province, which assesses a combination of taxes and allowances - a flat-rate provincial property tax, an additional local rate, and a "less-factor" which depends on the area of the lot, the family status, and the services received - so that the annual tax for 1976 for a Lorne home-owner whose property is assessed at $5000 could have been $4.70. Garbage collection service is available for an extra fee of $2.50 a month. There are no publicly provided street lights in Lorne. A meeting to discuss this question was called but did not achieve the required two-thirds attendance to make a binding decision. However, a number of families have had a mercury light installed as a street light hooked to their own household electric supply, at an estimated cost of about $4.00 a month.

There are 627 registered voters on the electoral rolls for Lorne. At the election for School Trustees in 1974, 54 persons (8.6%) voted. There is more interest and activity in the elections for provincial and federal parliament. The district is traditionally supportive of candidates of the Liberal Party, which at present is the opposition in the Provincial Parliament, and the Government Party in Ottawa. The Provincial Member of the Legislative Assembly is Mr. Rayburn Doucett, and the Federal Member of Parliament is Mr. Maurice Harquail, both Liberals. Mr. Vincent Mallaley, a local resident aged 77 years, is a Justice of the Peace.

The provincial education system consists of seven regions composed of thirty-one districts. Lorne is in District Three. This district includes a senior high complex or polyvalente in Dalhousie, with French or English instruction, four junior high schools and seven elementary schools. Out of a potential ninety students for high school, twenty-five are presently attending with five in grade twelve. Junior high school students attend school in Jacquet River. The community school, built in 1943-44, is now being used for grades one to six. It has one hundred and sixty-four pupils and seven teachers. There was a kindergarten for two years, with about 24 children the first year and 12-15 the second year; the parents felt that lack of transportation for the children was a difficulty, and when the funds were cut by the Province's Social Assistance for the third year, it was closed. There has been one university graduate from Lorne, a B.A. from the University of New Brunswick who is now in a management position in Montreal.

Education structures shifted in New Brunswick in the late sixties when Premier Louis Robichaud presented "equality for all in education". Previously only those who paid taxes could be educated. Teachers' salaries were based on what the people paid. Until 1969, many teachers who were unqualified held local permits which permitted them to teach without a certificate; teachers became qualified after two years of training. The requirement for graduating teachers since July 1973 is four years of university education.

In Lorne, the language of instruction is English effective 1976. Parents decide whether their children will be in French or English emphasis classes. Out of twenty-seven beginners last year, five registered for French classes. A minimum of forty students is required in order to have a teacher. There is at present a French language teacher over and above the regular teacher/pupil ratio. Grades one and two get fifteen to twenty minutes of French instruction while grades three to six get an hour daily. This shift of emphasis from French to English occurred in the late sixties when the grades seven to nine were sent to Jacquet River, 8 miles away. If the junior high students wanted to be in a French class, they needed to go to school in Dalhousie, a distance of 21 miles, as there were no French classes in Jacquet River. Since 1976, there is French instruction for grades seven and eight in Jacquet River.

Lorne as a community is a ribbon of houses on each side of the road, corresponding to the layout of the farms on the early French system of 100 acre plots in narrow strips. It extends for about four miles along an east-west road, and for about a mile along the two roads to the north which give access to Highway 11 along the coast. "Up the Road", or Lorne West and "Down the Road", Lorne East, are still seen as somewhat different districts.

In Lorne, family relationships are strong, with married children often living near or on the same land as the parents. There are many strong individuals of advanced years, and old people are respected. Parents' control used to be rather strict, but over the years this has shifted and children themselves now decide whether to continue at school or to stay at home. Home style cooking is usual, and most women bake their own bread.

The Roman Catholic Church plays a major symbolic role. The local church, school and parish hall, at the central cross-roads, provide the most obvious focus for the whole community. Regular masses are held in both languages. The church maintains links to both religious and French cultural heritage, and it is looked on as the religious presence in the community, as shown by the community's decision to honour the parish priest (curé). The church bell, functioning as a disaster warning outside normal hours of worship, is a symbol recognised by the whole community.

There are some opportunities for the community to gather, such as the Bingo every Monday night, a bi-weekly Friday night dance, and a Friday Happy Hour for children at the Pentecostal church. There is a sports association, and the major sports are hockey and broomball. The most common informal meeting places are the stores, canteens and pool rooms, and the ice rink.

The community has a distinctive dialect: the strong Irish accent given

to both French and English produces a lilt peculiar to the Village of Lorne. French is the mother tongue of most of the adult members of ths households in Lorne, with English as the second language. However, French is read and written by a small proportion of the mature adults, perhaps as few as 10%. Most young adults are fundtionally bilingual, equally at ease in either language, for both speaking and reading.

During the next couple of generations after the original families came to settle, Lorne became a somewhat isolated community. No new families came in to settle, although a few men moved in when they married local girls; those who left to find work usually did not come back. It was a French speaking community surrounded by the English speaking settlements of Sunnyside, Doyleville, Nash Creek, Jacquet River and Lower Charlo. The nearest French-speaking settlements were at Upper Charlo and Balmoral, 24 miles to the west, and Pointe Verte and Petite Rocher, 33 miles to the east. A suspicious attitude toward the people of Lorne developed in these neighbouring communities. In Lorne itself outsiders were resented, and there were instances of hostility and violence towards them. Rough incidents occurred also within the community, for instance, street fights among the young men. Yet Lorne residents felt that the stories of these events were exagerated along the Chaleur shore, simply because "Lorners" now had a bad name, in communities whose residents were, in fact, no better themselves.

However in recent years a new mood has developed, perhaps related to the fact that there is now more coming and going of residents. The youth experienc e themselves as sharing in a wider society through radio and television, as well as at school and when they travel for work. The young women are looking to wider horizons than simply a family; more of them now finish high school, sometimes moving away for further training or to get jobs. If sometimes still there is rough behavious, such as wild week-ends of heavy alcohol consumption, or some persons using soft drugs, these now are probably not associated with an isolationist stance as "Lorners", but rather a decision to do what people also do in other places. The Community is maintaining its sense of unique identity, yet there is a new awareness of the links to a wider society which five meaning to that uniqueness.

MHDP

MALIWADA HUMAN DEVELOPMENT PROJECT

MALIWADA

Data Sheet

Name : Age: Sex:

Father's name : Stake: Ward:

House No. : Children: (alive) (dead)

Marital Status :

Occupation :

government/private skilled/unskilled

Educational Status:

job experience languages: (spoken) (written)

Private Property:

farm acreage :

house type : annual income:

flooring: (cow dung) (tiled) (Other)

walls: (mud) (stone) (brick)

roofing: (thatch) (tile) (asbestos) (concrete)

lighting: (electrified)

Wells:

number: means of drawing water: (manual) (manual pump)
(diesel pump) (electric pump)
(other)

cattle: (type) (no.) (annual income)

poultry: (type) (no.) (annual income)

business: (type) (annual income)

Health: (communicable disease) (heriditary disease)

DATE:

SAMPLE SURVEY DATA FORM

Maliwada Human Development Project

DATA SURVEY FAMILY NAME _____ PLOT NO._____

HOUSE NO._____

	NAME	M/F	age	WORK	EDUCATION LEVEL	LANGUAGES	
						SPOKEN	WRITTEN
ADULTS							
	NAME	m/f	age	IN SCHOOL: Yes/No	EDUCATION LEVEL		
CHILDREN							

FARM			DISEASE/ILLNESS	ADDITIONAL INFORMATION
OTHER DATA	ANIMALS kind	ANIMALS no.	CO-OP	
			LAND ACREAGE	

PARTICIPATION PROMOTION

Community Preparation

Human Development Project is initiated at the invitation of the local community through the action of a representative group of local community leaders or representative group of community organizations. Such an invitation should be received and an assurance of the participation of local community residents be given before the choice is made by the site selection group. To attempt to initiate an HDP without such support and participation of people from the local level selected would negate one of the fundamental operating principles of the social method itself: the participation of local man in shaping his own destiny. Through the combined efforts of local leadership, concerned citizens and professional advisors the consult creates a plan that defines the guidelines within which social demonstration will take place and its operating programs will function. Those guidelines then allow the HDP to proceed and periodic evaluation and redesign to occur. A period of two years is projected for training local leaders to operate the model independently. The social demonstration model works through or alongside the existing agencies, organizations and social structures already in the community. At the same time, it motivates the community by being responsive to the people it serves. In terms of practice, moving into the community is the key step in obtaining local support for the project. Pre-consult miracles are also needed to awaken interest in the community and to give proof of good will. A town meeting is a tool that can be used here. Probably most important, however, is to locate and work through whatever form of grassroots leadership is present. Getting into the community at the level below the bureaucratic structures not only finds openness but also an avenue to move with them.

Resident Preparation

It is intended that all members of the community participate in the consult in some way. At least 30-60 should be full time. There will be others who attend the evening or breakfast sessions. It is extremely important that there be full-time consult participants from the village. Some will participate through enablement tasks. Further, there should be a cross-section of the community in terms of occupations, sex, age. The five teams are a helpful screen in checking local participation. There is a need for adequate representation of local wisdom on each of the teams: agriculture, commerce and industry, education, essential services and community life. If this participation has not been secured, calling teams should be operating during the week. In any case, there should be a promotion plan designed to get as many people as possible into the consult sessions. Released time from school and work need to be arranged. Visiting every household in this week immediately before the consult releases a new opportunity for broader participation.

Outside Consultants

The local set-up cadre is also responsible for the recruitment of outside consultants from the nation. These are key to the implementation of the project and to the replication as well as providing local expertise. Where there is a local language other

than English, these guardians also provide translation for the teams and units. They can in many situations be of significant help in the document writing and initial actuation processes. Another function they can play is that of continuing to flesh out insights they had during the Consult like the design of the drainage system or creating a curriculum for nutrition honoring local wisdom. The recruitment should be checked against the expertise needs and the translation needs. International consultants will be recruited in conjunction with the centrum forces. National and Regional expertise needs to be solicated.

Enabling Forces

The enabling forces provide the necessary enablement without which there can be no consult. These forces will be recruited from among the regional movement or houses in the area where possible. The consult team will check to see that the enabling forces assigned are adequate to the task. Further, the team will make sure that the local auxiliary and others crucial to the initial actuation of the project are in the consult and not assigned to enabling forces. Adequate enabling forces during the initial actuation week should not be over-looked. Many loaned and rental items must be returned to their owners to free the auxiliary of these tasks during actuation. If there are any shortages in the enabling forces, the promotion team will work during the preparation week to cover them. Sometimes these forces can be hired from nearby villages or can be picked up by local residents doing such things as food preparation.

CONSULT TEXTBOOK

PHYSICAL ARRANGEMENTS

JULY 1977

SPACE	PRODUCTION	FOOD SERVICE	PARTICIPANT CARE
FACILITIES DESIGN	PRODUCTION EQUIPMENT	MENU PLANS	RECEPTION MODEL
CONSULT DECOR	WORKSHOP TOOLS	MEAL ORCHESTRATION	HOSTING PREPARATIONS
ROOM FURNISHINGS	PUBLICATIONS SUPPLY	EQUIPMENT PROCUREMENT	HOUSING FINESSE
SET-UP TIMELINE	AUDIO-VISUAL RECORDING	KITCHEN SET-UP	TRANSPORTATION ARRANGEMENTS

PHYSICAL ARRANGEMENTS
SPACE

As a crucial aspect of the consult, both symbolically and practically, the facility chosen should be representative of the project site, and located within the geography of the community.

For the meeting space, one large room to comfortably seat at least 200 people at tables, in a seminar arrrangement is necessary. The five teams will need space to meet in separate enclosed rooms. A lounge in close proximity to be meeting rooms is highly desirable. In warm climates tents are an option.

Adequate sleeping rooms with linens should be provided. Separate rooms seem best, though in some instances dormitory style will be required. At Oombulgurri, consultants slept in large tents in a field. Any appropriate housing arrangement will be satisfactory as long as it is accessible to the working areas. Couple space is advisable.

The consult team needs space for sleep and work. It will require adequate work space for writing, planning, and orchestration and production. Although similar in style to the meeting space, relative isolation from other activities and it availability at all times for consult use are necessary. The team leaders will be meeting each day about 5pm. The coordination personnel will be refining the plenary work and writing the document during the afternoons and evenings. Some degree of privacy and isolation is needed in the consult team sleeping accommodations. It is also helpful for them to be housed near the panjayet and the auxiliary.

In choosing the facility for the consult, these values to held are important. The most crucial is providing setting appropriate for those attending the consult. Second, the location should be in or close to the project site. Convenient and serviceable kitchen facilities, adequate lighting, ventilation, and plenary wall space for decor and team butcher paper, need also be considered.

Naturally, a major value will be to keep costs at a minimum and located an inkind facility is preferable. Writing teams and actuation task forces will continue to work for one week following the consult and will require a separate, full-enabled, facility providing space for work and sleep.

The consult decor is key to setting the mood and tone for the consult. The decor marks and claims the total space of the consult and proclaims that an event of significant proportions is taking place. The decor should include materials for the plenary space, the five team spaces, the public areas and gathering places, and in some way, the total village or social demonstration site. The rationale and themes are improtant. Symbols of the nation, the world the city or locality and the people themsleves whould be held. The global band of social demonstrations should be highlighted through banners and photos. In creating the local decor, community grids or other symbols will make great banners. Generally, the decor should be large, simple, and compelling. Banners which are a must for outdoor settings lend excitement to an interior setting as well.

The decor created at this time transforms the village for the next two years and needs to be of the quality that will last for that time period. In creating decor, a key is good color and good color schemes, honoring local color symbolism. While the public areas beg contemplative pieces, the team spaces need working decor. The plenary space and the village public areas need impactful artforms. A massive welcoming banner aththe community entrance is a key decor item. At the end of this section are check lists for monitoring the decor and space preparations, including the necessary room furnighings.

The consult team will need to see the timeline plan for completing the space preparations. The assignment of forces to meet this schedule will have to be coordinated with the other activities during the preparation week. These are good tasks (building decor, building tables, putting up tents) for engagement of the local villagers.

PHYSICAL ARRANGEMENTS
PRODUCTION

There are four categories of crucial materials which will be gathered and ready for use. The quipment and supplies plan must include the needs of the initiation week as well as the consult week. The first arena is the provision of adequate equipment for the production of working papers during the consult, and confirming arrangements for the printing fo the final document. For the working papers, mimeograph quality or better is desirable, though ditto copy could serve as a last resort. Several typewriters (three minimum) will be on hand throughout the three weeks for production work. For the document production week, at least six IBM prestige elite 72 font 12 point (or the equivalent) typewriters will be procured. The services of typesetting equipment (MTST or Comptographic equipment) will be required for the setting of six detailed charts in each language. A quality printer and binder will also need to be procured. The quality of the consult document should match that of Maliwara or Inyan Wakagapi. For the budget preparation one or two calculators, preferable of the printout type, are needed.

There are a number of workshop tools to assemble for use by the teams and in the plenaries. A check list follows. Certain documents and papers are handed out in the consult as educational devices. The Opening and closing plenary packets are the major handouts. The Opening packet contains material for the total consult. In addition, other handouts are distributed throughout the consult. The group working behind the scenes will hand out tentative charts of its work for the whole group to check. An Orders of the Day handout is distributed with each collegium as a means of facilitating the discussion of the methods and procedures of the day. In some instances, a briefing packet is sent ahead to the consultants. Also, teams and the consult staff have a large variety of reference materials available. Page 64 has a listing of the printed materials provided by centrum nexus and a listing of contents of the five packets produced for the consult.

Finally, it is important to record the consult on film or tape for research and public image purposes. This tak requires some equipment, as well as one or two skilled and responsible people with an eye or ear to the recording of the events of the consult. Recording spins by local, regional and national figures is crucial. Taking photos before, during consult and particularly during initial actuation are most helpful for funding purposes.

PHYSICAL ARRANGEMENTS
FOOD

Well done food service allows the staff and participants to concentrate on the work of the consult. Adequate quantities for three meals a day should be planned with breakfast the most substantial meal with the whole group. Noon meals should be flexible enough to allow bag lunches and dinner is served in the teams. Ten thirty snack should be available for the plenary and concessions should also be available. In addition, early morning coffee and late night refreshment should be provided. Menu planning should include food service for the initial actuation week also. The opening and closing plenaries are high celebrational events and food should be of festive and sophisticated quality. Local specialties increase the flavor and overall spirit of the consult, and honors both the local and outside consultants. Often local residents provide all or part of these meals and/or do the cooking.

The overall orchestration of the models including meal prep, serving, clean-up and transportation as needed should be given sr special care. Always on schedule style requires in-depth planning. The teams can be responsible for the setting, service and clear. Adequate space for distribution is needed.

Table service, family style service bowls and platters, coffee and tea pots in adequate quantity for both feast and daily hosting should be gathered as soon as possible in the set up. Paper products sometimes is cheaper than washing dishes, particularly if they can be inkinded. Obviously, the kitchen itself needs to be a demonstration with cooking, washing, service and storage space neatly arranged and daily cleaned. Field kitchens from the military are sometimes available to inkind.

PHYSICAL ARRANGEMENTS
PARTICIPANT CARE

The invisible care provided consult participants is often one of the deepest addresses to both guardians and local folk. This begins with a gracious and smooth receiption in the consult facility. Special care is taken in orienting Guardians to the situation and in seeing that they are contexted for consult participation. An on-going receiption and hosting dynamic is required thorughout the consult. A supply of opening night, first day and guardian packets and the materials produced up to the point a new person joins the Consult is required. The numerous local residents who drop in and out make this role even more important.

Through hosting preparations are required to provide a range of basic personal services. These are indicated on a following checklist. Housing finesse is another aspect participant care, adding a touch of surprising sophistication in the lodging situation.

To allow the global consult team to concentrate on work, one person at the consult should act as transportation coordinator. This responsibiiity includes getting the consultants and luggage and materials to and from airports to site. Arranging for orientation tours, field trips, and adequate vehicles so that each team can have one van and two cars and drivers available at all times and at least two cars and one van or truck for enabling forces. Keeping cost to a minimum is a value, but the prime value is to get people where they need to be without wasting valuable consult time. Inkinding vehicles for colleagues, rental agencies, and new and used auto dealers are options.

MATERIALS CHECKLIST

SPACE NEEDS

	SPACE	DECOR	FURNISHINGS
Plenary	1 large meeting room for total consult	Banners of 24 HDPs National Symbol (map or other) World Map (locating S.D. band) Regional Map (locating project) TWC symbol Project Grid Photographs of HDPs Local Artforms Master Charts (add as created in consult)	Tables to seat total X 2 Chairs to seat total X 2 256 square feet of chalkboard (8 boards, 4 x 8 each- put 4 together in square for plenary space) 40-50 ashtrays
Teams	5 meeting spaces each for 1/5 of total consult #	Project Grid Project Map TWC Symbol Photos from HDPs	
Other	Lounge Production Kitchen Practics Housing Coordinat	Posters Working Charts	tables/chairs/equipment/beds/ mattresses/niceties

BASIC SUPPLIES

EQUIPMENT	AUDIO-VISUAL	WORKSHOPS	PRINTING	REFERENCE
3 Typewriters (week 1) 1 Machine that will rapidly reproduce material 1 Back-up machine in case of mechanical difficulty 6 IBM Prestige Elite 12 font electric typewriters (wk 2,3) 2 Calculator/adding machines (week 3)	1 Cassette tape recorder with batteries or extension cord 35 mm Camera with accessories Extension cords 8 Hours of tape for cassette recorder Photographic supplies including 5 rolls color/5 rolls b/w film	Butcher paper, 500 yds Pencils 200 200 Name Tags 50 Broad Markers 3 Large Boxes Chalk 10 Chalk Erasers 7 Rolls Masking Tape 5 Reams note paper 5 scribes bound notebooks	Typewriter supplies (correction tape, ribbons, etc.) 33 reams (standard size) paper (wk 1&2) Stencils, fluids, ink etc.	1. Documents from HDPs 2. Consult Textbook 3. Global Repository Manuals 4. VITA Manual 5. Aux. Operations Manual 6. HDP Bookkeeping Procedures Manual 7. Framing Design 8. Frame of SD-GH 9. Social Demonstrat. & Pressure Points- J.W. 10. SD & Majors Con 11. Rev. as Ind.

CONSULT TEXTBOOK

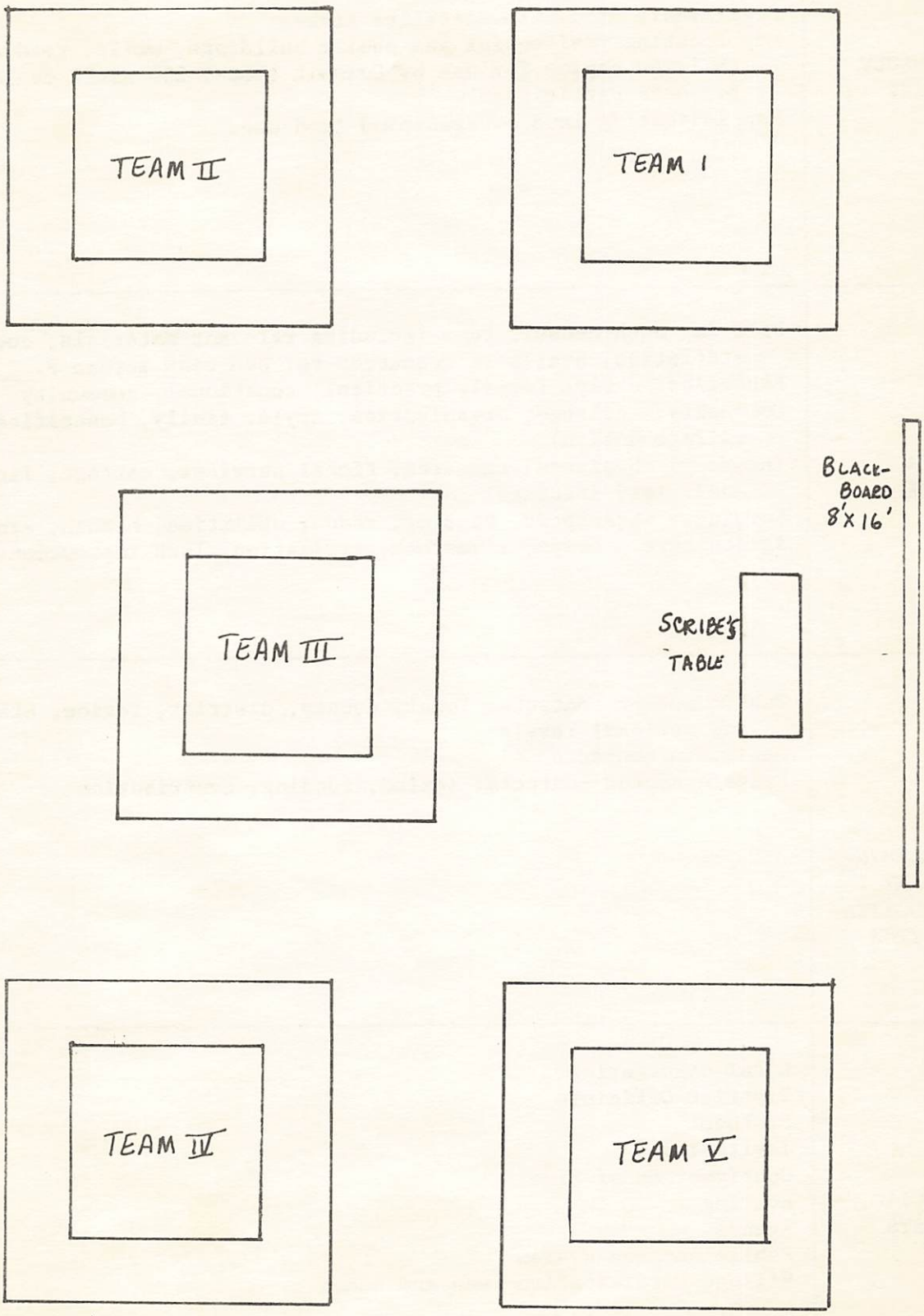
CONSULT PACKETS

GRA JULY 1977

* FROM NEXUS

TEAM/UNIT LDR. ORIENT.	GUARDIAN'S ORIENTATION	OPENING CELEBRATION	OPENING PACKET	CLOSING PACKET
ALL OF GUARDIAN'S MAT. *Previous Con. Report __Previous Con. Spins __Site Map __Research Brief __Part. Services Bulit __Letter: Welcome fr. Local Citizens (if there is one) __Regional Maps *Team Instructions (p 253 to 314 of Textbk) *Training Construct (p. 81 of Textbook) __Folder	*Previous Con. Reprt. __Previous Con. Spins __Site Map __Research Brief __Part. Services Bulit __Letter: Welcome fr. Local Citizens __Regional Maps __Folder	__Cover sheet w/ Grid & Consult dates __Agenda Sheet __Songsheets (Staple)	__Cover sheet w/Grid & Consult dates *TWC Symbol *9-day Consult Design *5-day Consult Flow *Daily Time Design *Methods Flow Chart __Team Assignments (Typed & run off after Sun nite Plen) *Consult Songbook __Consult Team letter (if there is one) Folder	__Coversheet w/ Grid & Consult Dates __Agenda __Master Charts __Consultant Dirctory (Staple)
Saturday A.M.	Sunday Noon	Sunday 6:00 P.M.	Monday 7:00 A.M.	Saturday Noon

CONSULT TEXTBOOK	PLENARY ROOM SET-UP	JULY 1977



CONSULT TEXTBOOK	RESEARCH AND AUTHORIZATION CHECKLIST	JULY 1977
CONSULT BRIEF	Village baseline data form Scale map of village locating boundaries, nodes, landmarks, interior arteries, access roads Preliminary grid with tentative stakes Map locating residential and public buildings, wells, roadways (5 large copies for use by Consult teams, 200 small copies available for each participant) Map indicating land ownership and land use.	
DATA BANK	File for each consult team including relevant materials, documents, statistics, available resources re: see team screen P._____ Education: early, formal, practical, vocational, community Community: culture, organization, style, family, beautification, village design) Industry: business, commerce, fiscal services, cottage, light, ancilliary industry) Services: transport, housing, roads, utilities, health, sanitation Agriculture: crops, livestock, irrigation, land improvement	
PRELIMIN-ARY AUTHORIZA-TION	Public sector contacts: local, county, district, region, state and national levels Religious contacts Private sector contacts: inkind, funding, contribution	
SPECIAL GUESTS	Local dignitaries District Officials Protocol Invitations Confirmation of time Hosting Agenda Public Address system Village Participation--men and women	

CONSULT TEXTBOOK	PARTICIPATION PROMOTION CHECKLIST	JULY 1977
COMMUNITY PREPARATION	Grassroots leadership relations Pre-consult Miracles "Before" photos Promotional Story (consult and project) Village inkind contributions (food, services, equipment, autos)	
RESIDENT PREPARATION	Recruit 30-60 full time (7am to 8:30pm) participants Representative cross-section of expertise, sex, age Release every villager to participate in some way Final check and tentative team assignments Identify local people who can translate Identify local leaders who will sit at head table (breakfast) with project prior Identify local people who will do spins at breakfast	
OUTSIDE CONSULTANTS	Public sector representatives (county, district, division) Private sector guardians (district, state, nation, globe) Consult team Religious sector representatives	
ENABLING FORCES	Food service Team support - production, space care, transportation Hosting Finances	

CONSULT TEXTBOOK	PHYSICAL ARRANGEMENTS CHECKLIST	JULY 1977

SPACE

Plenary space for total group (tables, chairs, blackboards)
Five team meeting locations (tables, chairs, blackboards)
Consult team work space (furniture & lighting)
Production space
Early collegium space (furniture & lighting)
Outside consultants housing space
Latrine and bathing facilities
Kitchen and serving space
Decor: world, national, state, district, village maps, global HDP band
Guardians/staff evening work space

PRODUCTION

Equipment
3 typewriters
1 printing press
Tables & chairs for plenary, team & work spaces
Blackboards:
1--8 X16 ft
4--4 X 8 ft

Transportation
Bus for guest travel to housing
5 large vehicles
10 cars
3 vehicles for enablement

Supplies
typewriter ribbons
correction materials
33 reams of paper
Duplicator and supplies
Stapler, staples, scissors
Butcher paper
Pencils
Magic Markers
Chalk
Chalk Erasers
Nails
Reams note paper
Scribes Notebooks

FOOD SERVICE Conc

Menus
Breakfast (total group)
Lunch (5 team locations)
Dinner(5 team locations)
5am coffee/tea
10:30am snack
3pm snack
9pm snack
Consult Opening (total village + Guests)
Consult Closing (total village + Guests)

Personnel
Practics coordinator
dishwashers
cooks
food transport
water carriers

Equipment
plates, utensils, cups
serving dishes &utensils
large pails for transport lunch and dinner
extra cups for open/closing
water, tea, coffee pitchers
cooking vessels

SPACE
for cooking
for storage
for distribution
rubbish

PARTICIPANT CARE

Orientation tour for guardians
Reception before Opening
Registration
Medical and first aid
Bedding
Morning wake-up
Housing assignments
Housing finesse
Check cashing/currency exchange
Mail and postage
Laundry and dry cleaning
Personal Items
Luggage Delivery

February, 1977
Pace, Mississippi

HUMAN DEVELOPMENT PROJECT ENABLEMENT TIPS

In their evaluation at the end of the Writing Week, the enablement team for the Delta Pace Global Task Force listed the following as keys to their victory:

1. All the facility preparation was done before the Consult began, during the Prep Week or before.

2. Food was inkinded by the Pace House before the Prep Week, leaving only staples to be inkinded during Prep Week. Inkinders asked big enough to deal with numbers anticipated (eg-220 lbs. meat, 500 lbs. rice, daily milk, butter and bread delivery).

3. A core of 8 people, which included overall coordinator and food and production coordinators, was assigned for three weeks. Three more, to make a total of 11, did Prep Week enablement. Thirteen more, to make a total of 21, did Consult week, and 1 more was added during the Writing Week, to make a total of 9. The stability of 8 continuous guns was stressed as essential.

4. Youth on enablement were immensely helpful; not only did they fill 8 of the 13 extra enablement slots in the Consult week, but they also catalyzed engagement in the Project by community youth, a task no adult could perform as well.

5. One Enablement gun is essential, who is onsite for the beginning of the Consult Prep Week and remains throughout the three weeks. It is wise if he or she is a real Pharisee about time.

6. Consider freight costs when assigning distant RHs in the area to inkind food and materials for the Task Force. Paper products, coffee and tea, and suchlike are more easily transported in cars than huge, heavy things.

7. A special gun is needed for Sunday afternoon only, to setup the Consult Facility for the Feast. This can be someone who comes out for the day only, or does not expect to be on enablement later.

8. Enablement works best when it images itself as a full taskforce with only very broadly-delineated arenas of concern. Specialization is not as helpful as corporate blitz-type operations.

9. Two guns are needed in the kitchen, one of them a man who can lift huge pots, cases and so forth. Food delivery to team spaces is as full a job as is the whole arena of designing and cooking the food.

10. On transportation, think of 5 buses, one per team, and use cars only for errands, etc.

11. Community emerging generation needs an indoor structure with supervision every evening while parents attend the Consult sessions.

12. Food transport people need rapid ways to increase the amount of food they deliver to a team when they see that its numbers have increased dramatically for suppers.

13. It is helpful to locate a Practics Coordination site inside or adjacent to the place where Consult plenaries are held, and to have Team and Auxiliary priors readily accessible to Practics for checking.

14. It is helpful to locate the Production area inside the same building as the one in which Plenaries are held.

15. The enablement team is wise to meet daily at breakfast to share their agendas for the day.

16. The Student House should send 8 youth and one person from their staff to supervise the young people. That Youth House person is best used as Gun #2 in the Kitchen.

17. Enablement is wise to keep a 24-hour presence in the main facility, more for communication of ongoing data with the rest of the team than anything, although the security role is very helpful.

18. The Transportation Coordinator is responsible for all of the cars on site, takes and labels the keys and issues them to whoever needs them. He should honor personal cars, but ensure that corporate cars are available when needed, not off on special outings with their owners.

19. Petty cash should be handled by one person, not a number of people. It is well to set up some kind of finance reporting system ahead of time, because it is unlikely you will have an opportunity to do so once the Consult starts.

20. If coloured paper can be inkinded for the daily team reports, it is very helpful to print different teams' reports on different colors. It makes plenaries less confusing and therefore faster (a boon to lunch lovers).

21. The more local (ie Area or Region or Country) houses you have that will be using the Project story to do development, the more documents you need to get printed and give them for development.

22. If there are many RHs nearby who have participated in Consult prep in whatever fashion, it would be worthwhile developing a way to mail them daily Consult reports. We didn't do this, but wish we had.

23. Before the Consult, the most urgent things for the Area and Auxiliary and Community to be working on is the big things--facilities, cars and buses, tables, printing equipment, stoves, etc.

24. Community participation in setup, decor creation, rehabilitation of facilities and so forth is priceless, both in preparing the community for the event, but also in getting work done that Area troops and the Auxiliary could never accomplish alone. This is true throughout the period. This is the basis of your "Shadow" creation; it is urgent.

25. Representation from other GSDs transforms a Consult. They need briefing to make presentations that are dramatic and powerful for the community.

26. An immense gift in Delta Pace was that the TM circuiters who'd worked together in various configurations across the area all year showed up as enablement. They not only knew their job, but had a sense of how to work together corporately to bring off a massive event that was a great delight to witness. We imagine that ITI enablement forces would have the same skills in other milieus.

NB: Like most lists of enablement practical tips, these points do not apply to all situations, and are not intended to do so. We did find them helpful relative to communicating a sense of the kind of operation task force enablement is, and the type of issues a victorious team deals with.

CONSULT

TEXTBOOK

CONSULT PRACTICS KEYS CHECKLIST

SEPT 25, 1976

TEAM ARRIVAL	SATURDAY WORK DAY	CONSULT INITIATION			CONSULT OPERATION			CONSULT DOCUMENT		PROGRAM LAUNCH	TEAM DEPARTURE
		GUARDIAN ARRIVAL	LEADERS' TRAINING	SUNDAY ORIENTATION	SUNDAY OPENING	MONDAY MORNING	SATURDAY CLOSING	SUNDAY WRITING ORIENTATION	CLOSING CELEBRATION		
AUTHORIZATION -local -national	FURNITURE PROCURED	HOUSING PLAN	SCRIBES' BOOKS	ORIENTATION MEAL	KITCHEN SET-UP	5AM COLLEGIUM SETUP	CLOSING PACKET	WRITING FACILITY	GUARDIAN SEND-OUT	DOCUMENT TRANSLATION	ARCHIVES FILES
RESEARCH PACKET	SPACE DESIGN DONE	HOSTING PROCEDURE	CONSULT ASSIGNMENTS	BUSES	DECOR	TRAVEL ARRANGEMENTS	CONSULT DIRECTORY	WRITING WEEK HOUSING	CELEBRATION PLAN	AUXILIARY HOUSING	DOCUMENT COPIES
RESEARCH FILES	HOUSE CLEANING	AIRPORT TRANSPORT	LEADERS' ORIENTATION	TOUR DESIGN & GUIDES	CONSULT ASSIGNMENTS	OPENING PACKET	CONSULT PHOTO	WRITING WEEK FOOD		PLANNING WEEK IIs	MAIL & TRANSPORT DOCUMENTS
LOCAL PARTICIPATION	PRACTICS ASSIGNMENTS	HATS	FRAMING CHART	VILLAGE DECOR	REGISTRATION	TEAM TRANSPORT	PLENARY HOSTING	COLLEGIUM ASSIGNMENTS		DEVELOPMT	
HOUSING	EXTRA TROOPS	PARTICIPANT SERVICES	GRASSROOTS RESEARCH	ORIENTATION TALKS -national -local	LOCAL SONGS	CONCESSION SERVICES	VIP LIST	WRITING ASSIGNMENTS		INKIND	
COLLEGIUM WORK SPACE	MEALS	TRANSPORT SIGNS	MATERIALS BOXES UNPACKING		TRANSLATION ASSIGNMENTS	MORNING WAKE-UP	SPEECH RECORDING	TYPING & PRODUCTION EQUIPMENT		PROGRAM LAUNCHING	
TELEPHONE	FACILITY CREATION (as needed)	ESTIMATED ARRIVAL TIMES	TEAM PROCEDURES		SUNDAY PACKET	CASSETTE RECORDER	CONSULTANT EXPERTISE LIST	MTST AVAILABILITY		AUXILIARY ASSIGNMTS	
CRITICAL APPOINTMENTS	EXTRA TRANSPORT AVAILABILITY	SATURDAY NITE	TEAM RESEARCH FETES		HOSTING PROCEDURE	DAILY ORDERS	GUARDIAN DINNER INVITATIONS & SET-UP			DOCUMENT PRINTING ARRANGEMTS	
CONSULT TIME DESIGN	ELECTRICITY	REGISTRATION PROCEDURE			OPENING TALKS		GUARDIAN DINNER HOSTING & PAYMENT			DOCUMENT PAPER & SUPPLIES	
WATER TEST		HOSTING ASSIGNMENTS			VIP LIST						
		REGISTRATION PACKET			SPEECH RECORDING						

Budgets

The budget needs to reflect the entire cost of preparation, the consult and initiation week. The expenses of the consult include facilities, food, supplies, materials, equipment, transportation and arrangements for the consult staff, writing and initial actuation team. An important additional item is the cost of producing and printing 3000 copies of the consult summary document. It should be kept in mind that each global guardian is responsible for his international air fare, $300 for the Global consultant fund and $100 for local accommodations at the site of the consultation. Inkind income needs to be computed as well (see sample budget). From this budget a development budget with broader categories and rounded off totals needs to be built by development forces.

Financial Support

HDP consults are designed to operate at a minimum expense and are funded locally. The exception to this is that the outside consultants are expected to totally care for their own expenses as a sign of their commitment to the project. On site expenses of ICA Consultant staff are covered by the local HDP and whenever possible, that group would also participate in covering staff travel costs.

Inkind Sources

Several weeks before the consult, sources can be located in the nearest large city and approached. The best possibility is with manufacturers and wholesalers. Local groups, networks and women's groups can help with such things as food and tables and chairs. The food budget can be kept low by experimenting with indigenous food, spruced up nutritionally, if necessary. Office supplies can become a major expense and headache if not anticipated and secured well in advance. However, deadlines must be established so that the work is not blocked. Some of the goods and services will have to be purchased in any case, and funds will be solicited for this purpose. The consult team will receive a report on progress in this dimension. Care must be taken to see that the needed funds are raised in a way that does not jeopardize the long-range funding possibilities following the consult. Inkinding massive amounts is possible. The week prior to the consult inkinding from the nearby merchants in the county or nearby region is very viable. The week following the consult a proposal must be written and a system set up and calls made on corporations and foundations. Procedures for doing this are in the initiation week constructs.

Accounting Structure

An effective accounting structure is crucial if the consult is to be self-supporting. The procudures and personnel assignment is checked by the consult team to see that all participant fees and payments will be collected, that petty cash will be available for necessary purchases, and that accurate records of all transactions are kept. Guideline are avialable in the HDP bookkeeping manual.

Termine Human Development Project — OPERATING BUDGET — in Lire

Items	Cost	INKind Have	INKind To Get	Developed Have	Developed To Get
Facility					
Consultant Housing--Hotel Village	175.0				175.0
ICA Staff Housing	-0-				
Beds and Bedding	420.0		220.0		200.0
Plenary Tent	300.0				300.0
Tables & chairs	160.0	80.0	80.0		
Food					
6 meals X 100 @320	1,580.0	100.0	480.0		1000.0
5 meals X150 @320					
5 meals X 200 @320	992.0				
1 meal X 100 @400					
1 meal X 300 @400	320.0				
Wk 1 21 meals X 30 @160	100.8				
Wk 3 21 meals X 30 @160	100.8				
Wk 4 21 meals X 30 @ 160	100.8				
Kitchen and Table Utensils	500.0		450.0		50.0
Transport					
6 vans (1 rent)	700.0		200.0	200.0	300.0
12 cars @ 70.0	840.0	280.0	350.0		350.0
1 truck	100.0		100.0		
Repairs	100.0				100.0
Garoline	1.000.0				1.000.0
Printing					
Paper & supplies	180.0			90.0	90.0
Document Printing	1.350.0				1.350.0
Communication					
Phone	1.000.0				1.000.0
Mail - Document	200.0				200.0
Materials					
Office supplies	100.0			100.0	
Cleaning	50.0		50.0		
Decor	50.0		50.0	50.0	
Miscellaneous (Insurance)	500.0				500.0
TOTALS	10.955.0	460.0	1.980.0	440.0	7,615.0
		2.440.0		8.055.0	

ASSIGNMENTS

The consult team assumes reponsibility of the back-up organization and orchestration as well as acting as consultants to the other four teams. They call into being a panjayet to make decisions on behalf of the task force assembled and hold the global tensions. The team assigns one of its members to work through and coordinate all assignments of both the consulting and enabling forces. The formation of the forces into effective work units during the consult and the constant reassignment of troops during the preparation and initation weeks requires one mind that can hold the values that get all the necessary work done.

PRACTICAL CONTRADICTION BREAKLOOSE

The team discerns where the forces are imaginally blocked and breaksloose creativity through their own demonstrated work. Such things as taking on putting up the plenary tent, cooking a meal, building a drainage ditch, setting up the kitchen are the massive and detailed items that set examples for the forces of new possibilities. Sometimes thinking through the arena that seems overwhelming and bringing stories of how other set-up cadres have won in practical arenas will transform the practical contradictions that brings to be the practical vision.

ENABLING CONTEXT

One of the crucial aspects of the preparation week of the consult is the intentionality spent on building a common context for the assembled task force. Most particularly, this is done through the morning collegium sessions within the house. These are lead by members of the consult team. Another crucial time for context formation is the orientation session for the guardians as they arrive on site. On the following pages is a chart which pictures the flow of those collegiums and another chart that contains the major points to be covered in the guardian orientation.

LEADERSHIP TRAINING

Members of the consult team will work with other team and unit leaders in a 4-12 hour session of leadership training the day before the consult opens. The team leadership will meet with a member of the consult team each evening at 5pm to release corporate effective work in the evening workshops. A member of the team will review in detail the method for the day at the 5am collegium and in the broad at the 7am breakfast. Constructs for leadership training are found on p 77 to p 81.

LEADERSHIP PREPARATION GLOBAL TASK FORCE MORNING COLLEGIUM DESIGN

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
GLOBAL TASK FORCE	THE LOCAL COMMUNITY	THE GLOBAL BAND	THE LOCAL ISSUES	THE FINAL COUNTDOWN	IN THE CHUTE	THE BLAST OFF
	workshop	spin	vision, contr. proposals			
1. What is the task force? 2. Preparation Week 3. Consult Design 4. Document Writing Handout Global Task Force Abstract	1. Grid-Places-What is it? What see? 2. People Who are they? 3. Accomplished so far 4. Anticipation of the consult 5. Community stories about pre-consult miracles	1. a report on previous consults 2. A spin on the pro-found learnings 3. An edge on global wisdom	1. people's dreams 2. Community issues challenges 3. What you'd like to see happen in relation?	1. detailed accounta-bility on preparation practics--all arenas	1. short collegium laying out final moves into position	1. Short check making any last minut correction
	Push last 10 minutes on trouble spots in relationship to practics					

GUARDIAN ORIENTATION — WEEK 1			
THE DEMONSTRATION	THE CONSULTATION	THE CONSULTANT's ROLE	THE LOCAL OVERVIEW
Possibility in Human Settlement This week's transformation	Design-- 3 Weeks Prep/consult/Document Winning/happening/Story Field research- obj. Team/unit reflection probing - refl. Plenary forging - interpret.;Doc. Wr. Story	Objectivity/Subjectivity = wisdom experience Global Presence Wiring of corporate conscious	Orientation Packet maps/history/statistic
Sign of Seriousness re. Local Community -Claim this community for renewal	Global Task Force Team - Basic Unit key to participation Research TF in arena Authentic check on whole	Passion = Care Hard work/ Fun	Customs notes
Global Care--Band Magic in the names, Hope for nations/ globe	Feild Research - Talking with/ not interview Honour Local wisdom	Guests =Honour=Nation Village's Consult	Tour context
Significant Re-engagement	Plenary - Gestalt-New Creation Actuation Focus - Practical/sign	Expertise A. Human Being B. Gift you bring lawyer;farmer Not here to learn (conversation on expertise)	Day's Schedule Style of Reviewing Opening Plenary Tomorrow colleg

LEADERSHIP PREPARATION

This preparation week of the consult on site provides the first practical urgent time for serious study and reflection aimed at preparation for the consult. Several sets of resources will have been prepared by the set up forces prior to the team's arrival. Also, actual presence on the land and in the site will provide for further observation as well as the conversations with local leadership and the House.

Forging a team that is functional is the task of the team leaders training one day 8 to 5 construct. Assigned to this would be the global consult team, the team and unit leaders, and translators for the consult itself. The day's training is designed to ground the staff to the reality of the local geographic community and to the consults procedures. Through that the leadership team will be welded into one "move it" unit ready to work within the framework of the consult and the given situation.

The mornings task would be to begin to develop a practical screen of the reality of the geo-social situation thru a welcoming of the leadership from all over the globe. Touring the community to get a quick overview of it and reflecting on the first impressions would ground the group in the real situation of the community. A question of "now what are we going to do about it" leads into the overview of the consult.

A notching of the trees on the intent, methods, time design and role of the team is done in a short lecture built to fit the particular people choses to lead. The morning workship would be held in the five teams relating to the consult "local arenas" Each team leader would lead a study on the paper, Team Philosophy. A report on pre-research in the expertise area would be reflected upon. The whole group would gather back together for reports on breakthroughs in illumination of the study of the team and the local reality. At lunch stories from the other social demonstrations would weld this group together as a very particular edge on the GSD band.

The afternoon focuses on the procedures for bringing off the consult thru study of team methodology. The basic method of brainstorming and gestalting the data gathered in field work is dealt with in a lecture. Four groups make up of one member from each expertise team are each assigned one of the processes of practical vision, contradictions, proposals, and tactics. Using the orders of the day a familiarization the group is grounded in the flow and intent of the steps in the procedures. Confidence in moving thru them with finesse is developed. Reporting is done back in the whole group. Visiting the consult facility and spaces assigned to each team allows the teams to use the facilities gifts and limitations creatively. Conversing, celebrating, and commissioning cap the day with the profound decision in creating history corporately.

The following pages provide detailed description and time design for training leadership.

II Leadership Preparation

Team Orientation and Study Guides

I. RESOURCE: BRIEFING MATERIALS

A. OBJECTIVES: This aspect of leadership preparation requires becoming thoroughly familiar with all the printed briefing materials that are avialible to the consult team during the week before the consult in order to:

1) become comprehensively grounded in the economic, political, and cultural aspects of the national and regional context.

2) identify aspects of pre-research which still are needed for adequate grounding in the communities socio-economic nature

3) identify and discern which of the available briefs, articles, tables of statistics, grids etc. would be most helpful for use in orientating the global guardians.

B. TOOLS: The pre-consult research project results compiled by the set-up team

and other available revelant printed materials

C. PRODUCTS:

1) List of materials for the guardian orientation packet
2) List of gaps in needed information about the local situation

3) General operational ~~data~~ knowledge about the national and local socio-economic history and contemporary situation
4) Specific practical data related to the leader's assigned team arena
5) List of issues, unamswered questions and concerns

D. PROCEEDURES:

1) General and focused individual study
2) Corporate reflection and information sharing
3) corporate evaluation

B. RESOURCE: the community and its enviornment

A. OBJECTIVES. this aspect of leadership preparation requires developing familiarity with the geographical context of the consult site and depth immersion in the life of the community with particular focus on the assigned arena that will be the focus of the five consult teams in order to

1) effectively move the team into the field on Monday

2) tentatively explore the possible nature of the teams work during each of the steps of the Consult method

3) discern uniquenesses of the community that may require the adaption of the construct space, time, and proceedural designs

4) articulate and anticipate actuation demands that require early attention

5) check the adequate coverage of needed expertize arenas by local and global consultants

B. TOOLS

1. Social Process Triangles
2. The Lynch Model (common memory)
3. The Consult Methods Concerns lecture (in spins 4x4)
4. The Field Visit Screen (in team leaders procedures)
5. The Team Leaders Preparation briefs (Reposit grps)
6. Work how the collegiums held with the preparation forces on Tuesday and Thursday morning (models in collegium rationale)
7. Adaptation guidelines chart

C. PRODUCTS:

1. abstract geo-social grid of community
2. grid to five sectors level
3. depth familiarity with physical layout of village
4. lists of unanswered questions relative to the community in general and in relation to team leaders assigned arena
5. Initial gestalts revealing intuited components of community's vision and manifestations of contradiction.
6. Initial list of recommendations for creative action to catalyze human development.
7. Data informing the focus of each of the five teams and 15 units.

D. PROCEDURES.

1. Walking the boundaries and interior of the community
2. General four focused visits to broader enviornments around the community
3. Close investigation of various aspects of the team leader's assigned arenas.

4. Consult team workshops and reflections on impressions, potential and actual issues and practical proposals.
5. Two collegium workshops (Tues/Thurs) held with local preparation team.

III. Resource: the local people

A. Objectives: This aspect of leadership preparation requires becoming aware of the unique aspects of the local resident and his culture in order to sensitively and effectively make adaptions in the consult operations on all levels including those objectives referred to in part two which procedes this section.

B. Tools: 1. Lists of concerns, issues, unanswered questions created throughout the initiation week.
2. Field visit screen
3. Selected tools previously noted

C. Products: 1. Identification of key leadership
2. Grasp of community's unique style
3. Understanding of local story and symbology
4. Baseline data varieties
5. Identification of needed and available expertise arenas
6. Reflective list of recommended construct adaptions

D. Procedures: 1. Observation and conversation during site visits
2. Consult team's corporate reflection sessions on "The Community: Who are they?"
3. Collegium and conversations with the local ICA preparation staff

IV. Resource: the local ICA staff

A. Objectives: This aspect of leadership preparation requires standing present to the dynamics, direction and needs of the local staff as it engages in the finishing touches of preparation in order to make assignment recommendations for consult teams; identify pressure points for future care and discern ways of unlocking practical contradictions in initiating the Global Task Force.

B. Tools: 1. Local staff pressure points chart
2. Preparation timeline products list

C. Products: 1. Team assignment recommendations
2. List of potential/actual areas for care, concern, brooding and releasing
3. Daily priortizing of "issues to push"; list relative to consult preparation
4. Running list of issues to be dealt with by end of each of the 3 task force weeks

D. PROCEDURES:

1. casual conversation
2. general observation
3. team reflection

CONSULT TEAM	TEAM LEADERS TRAINING CONSTRUCT				JULY 1977
OVERALL CONSTRUCT	COMMUNITY OVERVIEW	CONSULT OVERVIEW	BREAK	PROCEEDURES OVERVIEW	TEAM SET-UP
CONSTRUCT	Welcome 1 Song 2 Account. 3 Ritual 4 Welcome	Lecture: Consult Construct 1 Intent of Consult 2 Methods 3 Time Design 4 Team Role	SNACK BREAK SONG	Lecture: Consult Methods 1 Methods Overview 2 Field Work 3 Brainstorm and Gestalt 4 Plenary	Team Space 1 Visit 2 Arena 3 Decor 4 Notebook Repsitry
	Community Tour	Workshp (by Consult Teams): 1 Chart Team Philosophy 2 Study Team Philosophy 3 Pre-research report 4 Anticipations as a team		Workshop (across Consult Teams) 1 Practical Vision Proceedures 2 Contradiction Proceedures 3 Proposals Proceedures 4 Tactical Proceedures	Mini- Celebration
	Reflec. Con. 1 Notice 2 Like 3 Issues 4 Gift	Report: 1 Key Insights/Anticipations 2 Key's to the community 3 Issues of the community 4 Areas of work		Report: 1 Key Methods/Insights 2 Session most Exciting/Diffil. 3 Concerns about Methods 4 Helpful Hints to Methods	Commission 1 Songs 2 Teams 3 Sendoff 4 Rit.
TIME	60 Min.	80 Min.	20 Min.	80 Min.	60 Min.
MATERIALS	Transport Grid	Consult flow chart, time design Team Philosophy Paper, Pre-research files	Snacks	Orders of the Day, Team Proceed Proses. of Team Workshops	Transport Champagne

CONSULT ORCHESTRATION

CONSULT CO-ORDINATION

It is naive to assume that the methods of the Consult are self operating; such that the technical application of the Consult methods to a situation will produce effective results. The Consult produces motivity in a situation by cutting through the paralysis and weight of a situation. It breaks through the numbing shallow analysis of the situation which are themselves a part of the human suffering that is present. But the Consult is not magic. It does its work through the objectivity brough by consultants. It does its work through the transrational manipulation of data to produce designs which change people's consciousness about the situation. It does its work through a large number of gimmicks the application of which are the responsibility of the Consult Team as a whole.

TEAMS' ROLE

The Global Team deploys its strength across the Consult, assigning its members to work as the gun of each Consult team leadership core which also includes the unit leaders. The team leaders may also be called upon to lead some of the plenary sessions. The other member acts as the Consult Co-ordinator, and is responsible for ensuring the smooth orchestration of the many different components which when operating in harmony allows for the cohesive happening of the Consult. The co-ordinator, working in concert with the team leaders and enablement guns sees to it that the support systems on every level back up the practical work of the teams and units which eventually shape the model for local human development.

CO-ORDINATORS PREPARATION

The co-ordinator must be thoroughly familiar with every detail of the Consult. He must have become as familiar with the community as the Team leaders, brooding over the particular team arenas as well as the whole. He must be grounded in the team procedures in order to anticipate team needs that range from transportation to magic markers, and must be available at all times to unblock the work of any group. He must be thinking ahead constantly in order to hold the comprehensive and futuric and move effectively in situations where the Consult needs to be broken loose to the possibility of exploring new courageous directions in its work.

CO-ORDINATORS ROLE

The coordinators usually lead a minimum of two plenaries and one is assigned to lead the plenary session while the other gestalts the plenary data into a rational chart. Here the leader's role is subtle yet forceful. It involves pushing one or two arenas before the total group as an illustration for every arena. It involves selecting one or two of the most impossible elements of the situation and pushing new directions in order to open up tunnel vision. It involves selecting one area in each Consult and moving it quickly to practical c oncretion as a way of giving permission to other arenas to do the same thing.

ORCHESTRATION 1. DESIGNS AND RHYTHMS

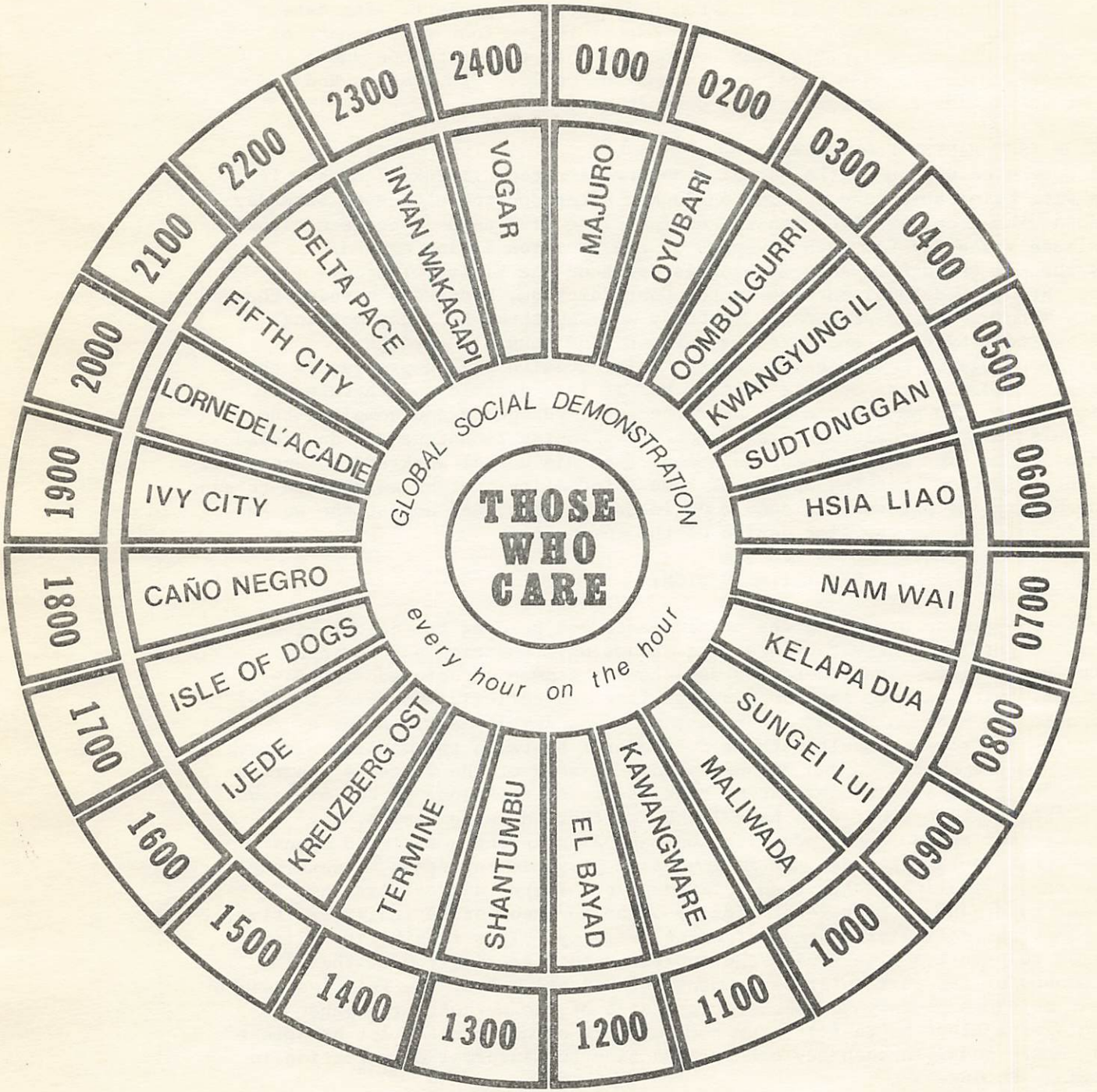
Global Time Frame (SEE "THOSE WHO CARE WHEEL")
The consult itself is approximately a week long event which becomes an historical starting point for a local human development project. The dates were set many months in advance as eachwas one of twenty-four such events of the July 1975 through July 1977 time period in order to locate one Human Development Project in each time zone around the world. Preparation and Document completion weeks bracket the Consult week.

WEEK FLOW (SEE MASTER FLOW CHART)
Actual scheduled events of the social demonstration consult take 7 days. It begins with orientation and opening on Sunday afternoon and closes on Saturday afternoon with a celebrative plenary session. The five days in between allow approximately one day for each movement of the decision making method. Monday morning through Tuesday morning is spent on the Vision; Tuesday morning through Wednesday morning on the Contradiction, Wednesday morning through Thursday morning on the proposals, Thursday morning through Friday morning on the Tactical Systems, and Friday afternoon (and possibly through Saturday morning) on Actuating Programs. This decision making process is the essential element of the consult format, but it is a dynamic and therefore the time design can be altered to honor the local residents and complete the task. This rapidly accelerated participatory planning technique was developed to minimize the time a consultant is absent from his normal work and to encourage local participation, but the option of some informality must be maintained to ease when necessary the pressure of such high intensity work, and adjust the weeks design in relation to the time design of the community.

DAILY DESIGN (SEE SAMPLE DAILY TIME DESIGN)

Sunday is focused on orienting the participants and holding the celebrative opening. Saturday is primarily wrapping things up, reporting and having a celebrative closing. The other five days have a common structure. The day begins early with an hour long common breakfast and collegium in which a brief presentation is made on the broad aspects of human development. After a short break the total consult gathers for several hours in the morning plenary. Here methods are contexted and demonstrated, the work of the teams is reported and drawn together and the next steps clarified. At the close of the plenary teams gather to plan their day, have lunch together, do site visits, have dinner together and do depth practical workshopping in their assigned arena. This abstract design provides the maximum time possible for teams to work but represents a guideline rather than a rigid plan. There is great latitude for teams to organize their total time in order to incorporate individual time, meals, informal collegiality and corporate activity. This flexibility allows each team to plan its site visits and workshops to effectively meet the requirements of its particular assignment. The days work of the team feeds into the next mornings plenary to complete each step of the method. (See the methodological Diagrams Chart) (For more context on methods see 1st breakfast spin.) Where possible each day ends with a time for informal conversation in a relaxing setting.

STAFF TIME
The staff has additional work time not held in the Daily Time Design. Days begin with a very early collegium (ie. 5 AM) for staff and all who will come to prepare for the day. Likewise most evenings require post team time work to wrap up the days work and launch the next day. At the least the reports of the day must be reproduced for the next day.


GLOBAL SOCIAL DEMONSTRATION
THOSE WHO CARE
every hour on the hour
0100
0200
0300
0400
0500
0600
0700
0800
0900
1000
1100
1200
1300
1400
1500
1600
1700
1800
1900
2000
2100
2200
2300
2400
VOGAR
MAJURO
OYUBARI
OOMBULGURRI
KWANGYUNG IL
SUDTONGGAN
HSIA LIAO
NAM WAI
KELAPA DUA
SUNGEI LUI
MALIWADA
KAWANGWARE
EL BAYAD
SHANTUMBU
TERMINE
KREUZBERG OST
IJEDE
ISLE OF DOGS
CAÑO NEGRO
IVY CITY
LORNEDEL'ACADIE
FIFTH CITY
DELTA PACE
INYAN WAKAGAPI

SHDP

ICA Consultants

MASTER CONSULT FLOW CHART

NOVEMBE

1976

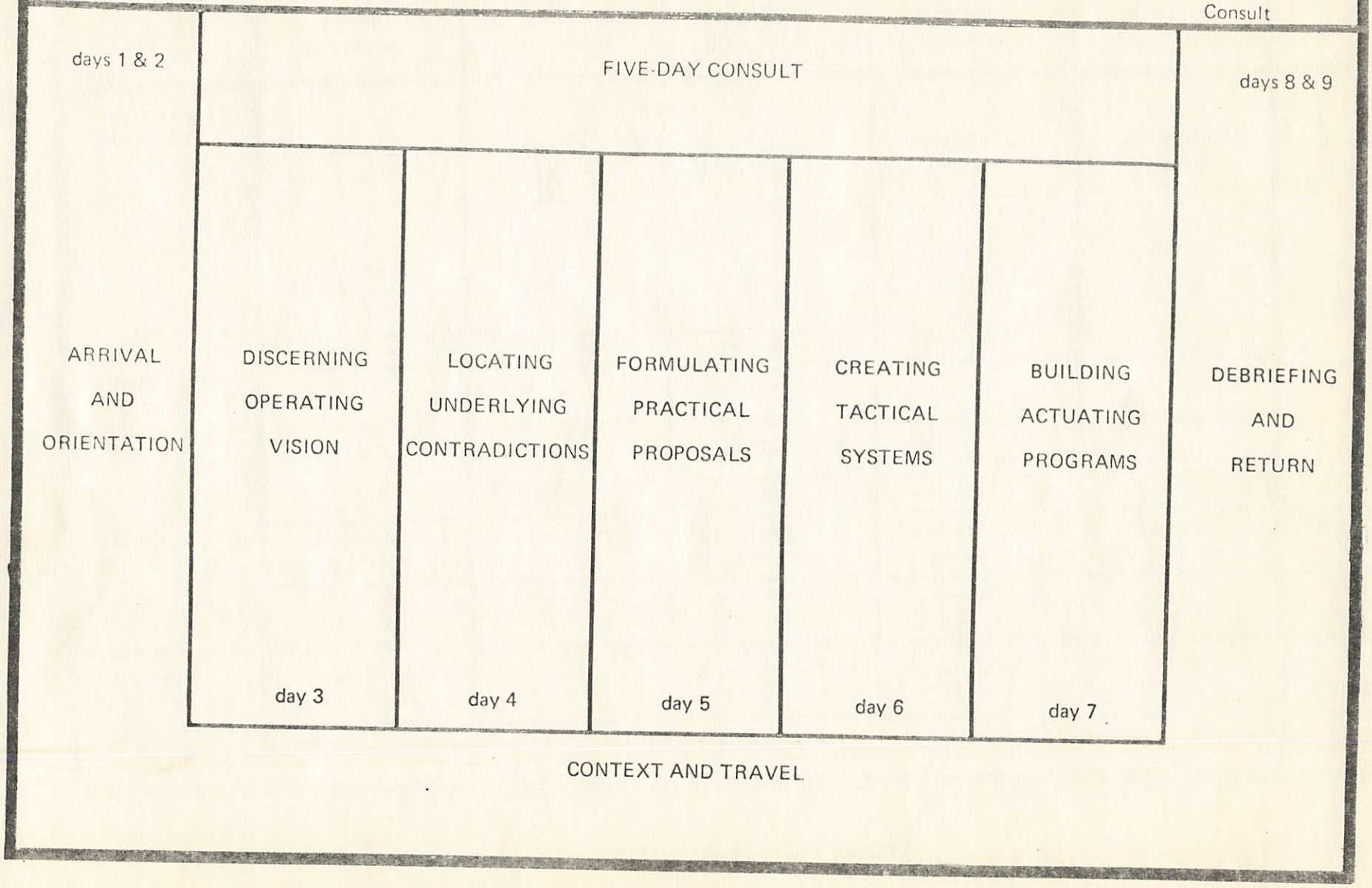
BRIEFING	THE CONSULT					DEBRIEFING
November 28 Sunday	November 29 Monday	November 30 Tuesday	December 1 Wednesday	December 2 Thursday	December 3 Friday	December Saturday
	Breakfast Collegium	Breakfast Collegium	Breakfast Collegium	Breakfast Collegium	Breakfast Collegium	Breakfast Collegium
	METHODOLOGICAL DYNAMICS	LOCAL ECONOMICS	SOCIAL DEVELOPMENT	PROJECT FORMATION	INCLUSIVE FRAMING	COMMUNITY DEMONSTRAT
		Plenary	Plenary	Plenary	Plenary	
ORIENTATION	FIELD TRIPS	VISION CROSS-GESTALT	CONTRADICTIONS SWIRL	PROPOSAL CROSS-GESTALT	TACTICS CROSS-GESTALT	
	Team Work	Team Work	Team Work	Team Work	Team Work	CONSULT
TOUR	SITE VISITS	SITE VISITS	SITE VISITS	SITE VISITS	TACTICS WRITING	WRAP-UP
OPENING PLENARY	PROBLEMATICS WORKSHOP	DETERRENTS WORKSHOP	RESOLUTIONS WORKSHOP	TACTICS WORKSHOP	PROGRAMS WORKSHOP	CLOSING PLENARY
OPENING	OPERATING VISION	UNDERLYING CONTRADICTIONS	PRACTICAL PROPOSALS	TACTICAL SYSTEMS	ACTUATING PROGRAMS	CLOSING
ANALYZING THE SITUATION		DETERMINING THE POTENTIALITY			DESIGNING THE ACTUALIZATIO	

LHDP

May 1976

THE GLOBAL SOCIAL DEMONSTRATION CONSULT DESIGN

nine days: one work week plus two weekends



TASK FORCE

INCLUSIVE CONSULT DESIGN
8 DAYS
INDIA REPLICATION DESIGN

JULY, 1977

WEEK / DAY		PRELUDE		CONSULT ITSELF				POSTLUDE	
		SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	COLLEG. & BREAKF.	MASTER MASTER CHECKLIST	VILLAGE DEBRIEFING	5 am COLLEGIUM →				CONSULT DEBRIEFING	ACTUATION SPIN
					ECON. PRIN.	SOC. PRIN.	FRAMING		
	MORNING SESSION	SEEING THE VILLAGE	SEEING THE VILLAGE	TEAMS LIST VISION / VISION PLENARY	CONTRAD. PLENARY	PROPOSALS PLENARY	TACTICS PLENARY	TAC-TICS Writing By TEAM | COORD BUILD PROGR CHART	QTR B/P | CHARTS PROSE BUDGET
AFTERNOON	LUNCH	TEAM LEADERS TRAINING	FINAL CHECK	TEAM LUNCH	TEAM LUNCH	TEAM LUNCH	TEAM LUNCH	CORE PROGR IMPL. | LUNCH CHART PROCED	
	AFTER-NOON SESSION	SEEING THE VILLAGE	FINAL PREPARATION RECEPTION FOR GUESTS	CONTRAD. FIELDWORK / CONTRAD. WORKSHOP	PROPOSALS FIELDWORK / PROPOSALS WORKSHOP	TACTICS FIELDWORK / TACTICS WORKSHOP	T MIRACLES A - Preschoo C - Health - Dem.Farm F - Industry O - Beaut. R - Map/Peop M	Aux. Plots Subs. into Progr - | CHART PROSE BUDGET	
EVENING	DINNER	TEAM LEADERS	OPENING PLENARY	CONSULTANT DINNER BY		TEAMS	CLOSING PLENARY	Build 2 yrs TIME LINE | PROGR CHART DONE	CLOSING CELEBR.
	EVENING SESSION	TRAINING →	BUFFET MEAL C & A LEADER'S CHECK	CONTRAD. REPORTING	PROPOSALS REPORTING	TACTICS REPORTING	BUFFET MEAL FOR CONSULTANTS & AUX.	→	CONSULTANTS DEPART

GRA: CHICAGO

T/F N

PROPOSED CONSULT C DESIGN

JULY

1977

PREPARATION	CONSULTATION			IMPLEMENTATION
	VISION & CONTRADICTIONS	PROPOSALS & TACTICS	SUBTACTICS & ACTUATION	
DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
TEAM ARRIVES	METHODS	ECONOMIC	SOCIAL	PROGRAMS
	TEAM VISION WORKSHOP (turn in data)	CONTRADICTIONS PLENARY Present Vision Draft Swirl Contradictions	TACTICS PLENARY Present Proposals Chart Crossgestalt Tactics	IMPLEMENTARIES + DOCUMENT
	Contradictions Fieldwork	TEAM PROPOSALS WORKSHOP (turn in data)	TEAM PROGRAMS WORKSHOP (turn in data)	
	TEAM LUNCH →		→	
		TACTICS FIELDWORK	SUBTACTICS SHEETS → ACTUATION MIRACLES	
	TEAM DINNER	TEAM DINNER	CLOSING	
CONSULT OPENING	TEAM CONTRADICTIONS WORKSHOP	TEAM TACTICS WORKSHOP		CELEBRATION → TEAM LEAVES

GRA: CHICAGO
T/F N

PROPOSED CONSULT TYPE D

JULY
1977

S	S	M	T	W
	7	ECON + SOC. DEV. TALK REVEIW VISION (GRAM S.)	FRAMING TALK	DEBRIEF IMPLEMT. PROGRAMS
	8	CONTRADICTIONS FIELD - 3HRS.	PLENARY - 2HRS.	
	11	W/S - 2HRS	TACTICS W/S - 2HRS	
ARRIVE NOON - SEE VILLAGE - CHECKLIST	1	WORKING LUNCH	WORKING LUNCH	
	2	PLENARY - 2HRS	PLENARY - 2HRS	
	4	PROPOSALS FIELD - 3HRS	WRITE UP TACTICS MIRACLES } 2 HRS	
	7	OPENING FEAST	WORKING DINNER	CLOSING
	8	OPENING TALK/ METH. DYN.	W/S - 1½ HRS.	

LHDP	(SAMPLE) CONSULT DAILY TIME DESIGN	May, 1976
ICA Consultants		Consult

BREAKFAST COLLEGIUM	6:00 6:30 7:00 8:00	WAKE UP TRAVEL TO SUDTUNGGAN CONSULT BREAKFAST COLLEGIUM PLENARY PREPARATION
CONSULT PLENARY	8:30 11:30	PLENARY MOVE TO TEAMS
TEAM WORK	12:00 1:00	LUNCH AND TEAM WORK SITE VISITS
TEAM REPORTING	5:30 8:00 8:30 10:30	DINNER IN TEAMS TEAM CLOSING TRAVEL TO HOTEL REPORT PREPARATION INFORMAL CONVERSATION

METHODOLOGICAL DIAGRAMS

STEP \ TASK	TEAM WORK	PLENARY WORK
VISION	HDP VISION ELEMENTS ENGLISH | TRANSLATION List 30 elements of operating vision	Monday's work 1 list per team	The Operative Vision A | B | C I II III IV V VI VII Tuesday morning plenary
CONTRADICTION	PRIORITIZED PRE-CONTRADICT. list of 20 statements of blocks in order of priority	Tuesday's work 1 list for each column of Vision chart from Monday plenary	the Underlying Contradiction I II III IV V VI VII VIII IX Wednesday morning plenary
PROPOSALS	Practical Preproposals A. B C D E F	Wednesday's work 1 set for each contradiction of chart from Tues. plenary	the Practical Proposals I | II | III A B C D E Thursday morning plenary
TACTICS	BASIC TACTICS list of 6-15 basic tactics	Thursday's work 1 set for each basic proposal held in Wed. plenary chart	The Tactical Systems A B C D I II III IV V VI VII Friday morning plenary

SHORT COURSES

This textbook includes a variety of short course resources. Some Short Courses are specified for specific occasions during the Consult, while others are available for any setting. The breakfast, team and plenary spins contain content and images that could well be used on more than one occasion to reinforce insights. The pargraph headings of the spins give ready access for use as short courses. The General image is given frequent play as leadership and corporateness are paramount themes of the consult. The chart on page 93 gives and overview of all the short courses.

SHORT COURSES OVERVIEW
for a GSD Consult

TRAINING IN SECULAR CONSCIOUSNESS		PLANNING METHOD		COLLEGIAL FELLOWHOOD		CORPORATE ACTION (Moving It)	
What	Where	What	Where	What	Where	What	Where
Preparing Local Forces Tangentially		Understanding Vision Contrad. Prop. Tactics Programmes	Pages Following	Singing Intros	Pages Following	Leadership (Gun)	Pages Following
Consult Method	Pages Following	Gimmicks to Allow Group to Move (anti-liberalism)	Pages Following	Meal Intro's Closing	Section on Meals	Corporateness	Pages Following
Community Development	Pages Following	Pushing the Answers	Plenaries	Daily Rituals		Team Work (Being Team)	Pages Following
Secular Consciousness	Pages Following	Workshopping Principles (hints & pitfalls) i.e. rules for brainstorming		Sustaining Spins Space-Decor Time-Story-Symbols	Pages Following	Significant Engagement	See Team procedures in this textbook for additional short courses

SHORT COURSES, IMAGES & MOTTOS OF THE CONSULT

Methods	Corporateness	Community Development	Secular Spins
1. Nontelecological	1. Wiring together of corporate minds	1. Pain of social change	1. 3rd time
2. Transrationality		2. All nations are developing nations	2. Standing tall
3. Die in executing tactics		3. Move it, move it	3. Individual consciousness and local community consciousness
4. Concern for actuation, not planning		4. Time for planning is gone	4. Those who care
5. Cruciality of asking the depth question WHY?		5. 3 aspects of motivity catalysis	5. The meaning of the name of a community
6. Importance of top level chart language		6. Global band - one every hour	6. Conscience keeping
		7. Social and economic development deal with political	
		8. Miracles and motivity	
		9. Outsider/insider dynamic	
		10. Danger of losing trans-establishment style	

GENERALSHIP - THE GUN

1. The gun is salvific presence - that is Being lends its presence to us.

2. Both Truman and Ceasar - the man Caesar was unassuming at the same time the General Caesar (or the President Truman) was iron. I thought," this is generalship!"

3. By definition - a gun is one who knows what it means to move it, move it. But I am astounded how a person can be a "gun" in one situation and not in another.

4. If you are a gun you don't have to be sitting up front, or have a badge. If so, you are not what I mean by a gun. A general is a general; the title does not make him one.

5. You are after an unbelievable breakthrough that can bring all the forces to victory.

6. I like the way women are guns, if they are women and not trying to be a male gunslinger. It is amazing what a woman gun can do.

7. A general never makes an absolute decision until the moment it is necessary and never decides absolutely on more of the issue than is necessary at that moment.

8. A general knows his turf.

9. The job of a prior is to see that those working with him have one great profound spiritual awareness each day and then let God take care of the rest. Right now the spirit life is only approached indirectly.

SHORT COURSES ON GENERALSHIP

1. Dont start on tasks without enough troops to finish

2. hold tension of knowing and doing
   where you are going, how long it will take, how fit, images of job and what is ahead

3. General is on top of every detail. He sees things out of the corner of his eye, notes them, already has a plan for how to deal with them

4. He knows what his war is , and whether this is a minor skirmish or a major battle

5. General teaches men to operate better without him than with him

6. He conserves his fire power

7. He knows the right time to throw

8. He errs on the side of corporateness

9. He may need to lose a skirmish in order to win the battle

10. He has a model and acts even when not sure it is the right one

11. He has a court jester

12. He uses power from 2 places: sense of direction
    willing to roll up his shirtsleeves

13. He plans strategy for troops and resources he has, not for what he does not have

14. He is on his own

15. He carries the symbol

SHORT COURSE ON TEAMING

1. Corporate discipline is learning to move in teams.

2. Teamism is an ontological reality.

3. Training, I would not think of training my team - we train each other.

CORPORATE ACTION

1. If the corporate group does not stand behind your timeline, it becomes just another set of good ideas.

2. This corporateness is not achieved through hierarchical organization, or through total obedience to authority, it is based on standing shoulder to shoulder in balanced participation. This is the source of adaptability and flexibility and mobility in the midst of commonality and stability.

3. The rational ordering of our common structures is the corporate glue.

4. Even if you try to pull of tactics yourself you end up being corporate. The only doing that is possible is corporate doing. We are talking about the systematizing the way society operates.

5. You are your relationships to the structures of society and other people. Therefore, your integrity depends on intentional corporate doing.

6. In corporateness you never criticize, though it is necessary to call into question. Because the action of your colleague, the administration, history is your action. Corporateness is like the air we breathe. Corporate action is ordering it, organizing it, empowering the deep resolves people are making about it, corporateness, now.

7. Corporateness is not synonymous with meetings. Every meeting is either a colleguim or a plenary. It is for checking with the task forces or drawing together the products of problem solving units. Therefore, they are necessary all the time but not for corporateness - for enabling the corporate action.

8. The corporate consensus is always in existence, but it is invisible. Therefore, consensus making is sheer symbolism. Our processes are ways we've built to objectify our intuitions and move on them with trust - you can't do this by yourself because consensus is like a surprise. It is never what you thought it was going to be.

9. Corporate decision making enables everyone to give themselves. You know you wouldn't trust those new people in the room with the task, but when they participate in the corporate action their intuitions get given and they have a way to give themselves.

10. Genuine authentic selfhood explodes only in the midst of the corporate. There are some geniuses who have made great individual contributions. But we are after the corporate genius made up of the individuals which is far greater than individual genius.

11. Authentic recpnciliation takes place in corporate action. Have you ever been part of a group with two factions faking sides which actually consensed on a proposal? That happened through corporate action.

UNBLOCKING

(Allowing the group to move with unfamiliary methods)

1. Thing about this method is sometimes its confusing but you find yourself excited because it is the way your mind works.

2. Reason you have to be scared of a computer is you have to program it before you start.

3. The expertise you bring in from outside is relatively unimportant. The expertise is in the village, but without the expertise from outside you cannot get the village expertise out.

4. Who am I? - Presence that counts - not what say or do. I am 2,000 years old. I am as old as my operating culture.

   Who are you? I am caring. Caring is manifestation of whitehot intentionality Care is only embodied.

5. We have to think globally in this moment in history - can't think within any limits if you are creating the future.

6. Corporate creativity - you are not concerned with what one thinks, it is an effort to wire brains together, miracles take place not by individuals, but by a group working together.

MUSIC AND SOCIAL CHANGE

I've had people in consults say to me, "Why is it that you sing?" Well, first of all you sing not for those of us who are guests. who come and go, but you sing for the sake of the characters who stay here and have to do the project. Today we have sort of forgotten the profound, ontological meaning of music. The greatest strain on any human psyche is social change. The reason you stay in structures in society is to ease the strain on your psyche. When you come to a stable moment, your psyche is maintained, but when you have to do social change you can hardly believe the pain involved.

THE PAIN OF CARING

You take the Australian aboriginal people. There isn't any western man in the world who has the slightest idea of the depth of the pain and suffering on the psyche of these people. As a matter of fact, I don't think there is anyone in the world who has experienced such pain. It is caused by the profundity of the social change in which, like it or not, they are engaged. I feel a great restraint on my moralism about the aboriginal people who collapse under that strain. But look at anyone who has determination enough to care. I was in Korea some time ago and a very prominent corporation executive wanted to talk. He began spinning out his story, in all kinds of confusion, and I saw immediately that the problem was he cared. If you care you lean toward the future and the future causes pain. You wouldn't want to have that pain on your psyche right now.

SINGING AND SOCIAL CARE

All of us try to keep up with what's going on in the world. I sometimes think the youth play their music so loudly in order to escape from the pain in the world today. However, the function of music is to enable one to stand strong while all his colleagues collapse in the heat of caring. That's what music is for. Of course, when people like us come together for a week, we can very well get by without singing, I guess. But you will not make it to your grave without singing, or without giving up caring for society, one or the other.

MUSIC AND MOTIVITY

In music, the concern is motivating people. I don't know if it's necessary for the people in Gombujgurri to travel all over the world, but they must go somewhere in order to stand the strain. They must expand their space down inside, or they are not going to stand the strain. Most of the social engineering that you and I have been formally trained in has related to a stable society. Today we find ourselves in a highly unstable situation everywhere in the world. Social engineering is different now.

CONSULT SONG CHART

The songs used during the consult should be selected in relation to their appropriateness to the given situation and their familiarity to the group. A sample chart of the songs used in a particular consult is included. However, a new chart must be prepared for each consult in the preparation week. This should hold a rationale that begins with songs the group can sing such as old classics and local songs, gradually introducing new songs associated with the ICA, songs attached to social demonstrations, songs from other social demonstration sites, and finally adding songs and verses the group has written itself. Through group singing, local people and consultants alike are given permission to embrace the highly unstable situation of the globe as the context within which social care can be demonstrated and social change effected.

(SAMPLE)

CONSULT SINGING

MAR 1976

SUN	MON	TUE	WED	THU	FRI	SAT
101	SINGING CONTEXTS					
	Why sing? Music & social change	Singing began	Breakloose of spirit	Group motivity	Singing & social care	Singing - Discontinuous event
	CONSULT BREAKFAST					TEAM BREAKFAST
	*Building with Demonstration *New Day	*Local Man *Top of the World	*Nevertheless *The Sign	*When Iron Men *Bharut Utdum Desh Hai	*Sa Rang Hae *Building with Demonstration	*Nevertheless
	CONSULT PLENARY					
	*New Day	*Top of the World	*The Sign	*Bharut Utdum Desh Hai	*Building with Demonstration	
	TEAM LUNCH					CLOSING PLENARY
	*Building with Demonstration	*Run into the Future	*Nevertheless	*When Iron Men	*Journey On	*Local Man *New Day
ENING PLENARY	TEAM DINNER					
ew Day	*Journey On *New Day	*Local Man *Building with Demonstration	*Bharut Utdum Desh Hai *Run into the Future	*I Don't Know Why *Sa Rang Hae	*Ancestors *The Sign	

1976-77

HOLDING CHART: Consult Song Book

	RESURGENCE		SOCIAL DEMONSTRATION
CLASSIC	NEVERTHELESS I DON'T KNOW WHY IT'S A GRAND NIGHT FOR SINGING *YOURS	TIMES AND NSV	CREATE THE NEW WAY LOCAL MAN SHALL RISE AGAIN
POPULAR	ON A CLEAR DAY TOP OF THE WORLD *MORE	GENERAL AND BAND	BUILDING WITH DEMONSTRATION A NEW DAY SOCIAL DEMONSTRATION (round) THE SIGN THOSE WHO CARE
OTHER WORLD	I AM THE ONE AT THE CENTRE TRANQUIL WHEN YOU ARE AWARE MORNING OF FREEDOM THE COST OF MY CARE	COMMUN' Y AND SD SITE	WHEN IRON MEN GO MARCHING IN MARCHING SONG OF THE IRON MEN CHICAGO IS A WONDERFUL PLACE RUN INTO THE FUTURE JOURNEY ON ANCESTORS BUILDING OOMBULGURRI KWANGYUNG IL *BHARUT UTDUM DESH HAI *RALIK, RATAK

MOVEMENT

THE VISION
MEN OF THE SPIRIT
CREATION

1. Music and Social Change

e.g., People in Consults sometimes ask "Why do you sing?" You sing first of all not for those of us who are guests, who come and go, but you sing for the sake of those who stay here and do the project. The greatest strain on any human psyche is social change. And one of the reasons you sing is to ease that strain.

2. How Singing Began

e.g., Did you ever wonder how singing began? Some say it was one day when a man dropped a rock on his foot and, in the midst of voicing his pain, turned a moan into a tune.

3. Breakloose of Spirit

e.g., Sometimes when discontinuity breaks into a situation of intense engagement singing breaks out and spirit is released. In Kawangware, when the lights went out on the evening of the third day of the consult, the teams spontaneously broke into singing and dancing led by the women of the community which lasted about two hours.

4. Group Motivity

e.g., Singing releases motivity as it expands the interior space of a human being. The Aboriginal people of Oombulgurri, an ancient people, have been under incredible durress as they carry the weight of those 60,000 years of history into the 20th Century and become a post-modern people. Where do they go to stand the strain? Where do we all go to stand the strain of an unstable time and a society in flux? Singing is a way to provide breathing space for people to get control of their situation, handle the strain and creatively engage their energies in building the new forms of human society.

5. Singing and Social Care

e.g., Singing enables one to bear the burden of social caring, to stand strong while colleagues collapse in the heat of caring. Of course, when people like us come together for a week, we could, perhaps, get by without singing. But we will not make it to our graves without singing, or without giving up caring for society or one another.

6. Discontinuous Happening

e.g., Singing that is sparked by pleasure is an occassional event. The singing that sustains people on a day-to-day basis is the singing that reflects in the midst of the pain of life, the deep joy at being alive.

ORCHESTRATION - Scribing and Archiving

all data

Since the content of the Consult is constantly being shaped, all information, even that casually transmitted through conversation, is valuable and should if possible be recorded. It is important that all data be recorded objectively without editing or interpretation. To enable the most thorough records and the wiring together of minds, several constructs such as the use of common forms, and assignment of scribes and a file system has been developed.

common formats

To facilitate the interchange of data during the Consult, common forms and formats are used. Printed forms designed for use with each step of the Consult procedure simplify the recording of data and enable the quick accurate retrieval in information. Common reporting formats formalize and clarify oral reporting. Displayed report forms provide a visual aid for oral reporting and become a part of the Consult decor at the plenary. Identical forms are used for published reports at the plenary. Duplicate copies of these reports for the consultants guide their deliberations. This both concretizes and symbolizes the accomplished work of the Consult. Altogether, the report forms and formats become a part of the intentional design and procedure of the Consult and one of the hallmarks of effective corporate work that the Consult represents.

plenary scribing

Recording the content of the plenaries is a special technique. The staff scribe works hand in hand with the plenary leader and her work is crucial to the proper progress of the consult. She sits near the black board at a table with plenty of working space and records exactly the board work, keeping up with all changes as they are made. This means accurate hand notes and an actual picture of the board made on large paper. The plenary leader needs this for reference, to make sure data is not lost and after the plenary for refinement.

unit scribes

Each team and unit assigns a scribe or two to take careful, consistant notes on all the work of the team and to maintain daily a backup file on both individual and corporate work. This becomes the basic reservoir of information for all further work. The notes are taken in notebooks. These are handed in each evening to production with the typed team product. The team product is duplicated for distribution the next day and a butcher paper chart of the product in both consult languages is neatly copied in large letters for use as decor in the next morning's plenary. The backup files are organized and labled in a common reference set for use by all the teams and these are kept in the archives-production area.

taping priorities

Finally, during the consult week, the following events should be considered high priorities for taping: 1. the breakfast talks 2. the plenary introductions and conclusions 3. all of the final plenary (especially any local testimonies). A log of what is taped should be kept. Each tape should be labled with the date, speaker and the sequence numbers of significant shifts in the tape. Regarding the equipment, battery-operated cassettes with plug-in mikes are the best to use. A good supply of batteries should be on hand. A ration of two batteries for each hour and a half of taping time is a guide line.

FILES - ARCHIVES OVERVIEW

(Anything done in the local language is doubly valuable in any form.)

Consult Trek Files	Reference Library	Consult Scribes' Files	Team Files (by day)	Production Files (sequential-everything printed)
Social Demonstration Back-up	Black Bag- i.e. common consult contents -Depth consult wisdom; Global Band -Copy of each HDP document updated ~~spins~~.	Staff Meetings	Field notes and Debriefing	Consultant Team (Black Bag) 5 copies
Correspondence	Expertise Wisdom -Professional texts -Medical journals -Set of acceleration documents	Tape Library -spins -opening/closing feasts -important speeches	Workshops - scribe forms -B/S -Charts -Paragraphs	Local Auxiliary 5 copies
Authorization and Funding Materials	Local Demonstration -maps &geosocic analysis -gov't publications -local info -prep. documentation	Plenary Data	Informal Notes -Stories Testimonies -Expertise notes	Second Language File copies of anything done in second language
Finances and Records	Prep Week Notes -specialized arena -research notes -hand notes, -evaluations -debriefings	Methods Notes	Products and Wall-Charts Final Work	Document Writing Files 5 copies (to allow consultant & auxilary team files to remain in tact & still have backup t~~work with~~)

Materials Flow and Production

materials flow

Throughout the consult week a constant flow of materials must be available to the consult participants. Someone of the consult staff must just be alert to this since some of the materials are produced shortly before they are needed such as Daily Orders of the Day, and team reports of the day before and wall charts. The materials flow chart on the next page indicates when these items are needed and produced.

production room

During the consult, indeed in the preparation week a production center must be set up with 3 to 4 typewriters, including typewriters of both languages to be used, and quick duplicating equipment which can be run by Consult personnel. Teams will type their own reports each evening. Either staff must be available to run the duplicating equipment or team personnel taught to run it themselves. An equipment supply list is available in the preparation week material. Many other items must be typed and duplicated by the production crew during each day of the preparation week and the consult week, the material sources chart shows which they are specifically responsible for. The flow chart shows when things must be ready.

plenary charts

The production crew also needs to tape together and very neatly draw the wall charts needed for the reports from the team workshops each day. There is one for each session (Vision, Contradiction, Proposals, Tactics, and Programs). These will be hung as decor at each plenary so must look fine. There is a diagram showing how these should look and how many of each are needed in the following pages.

handout references

In addition to materials produced there will be a body of handouts and reference materials gathered for the teams work. These include the packets for participants, songs, closing packets, maps, articles, geo-socio info-research notes, official publications, historical data, material brought by the guardians in their arena of expertise, and relevant wisdom from other human development projects. This material must be distributed, and the library set up and made accessible and maintained for the teams. (A list of materials to be brought in the "black bag" of the Consult team is provided in the preparation week section.)

CONSULT WEEK MATERIALS

SOURCES

CENTRUM MATERIALS	TWC symbols Framing Diagram Other HDP consult documents Consult (7 day) flow chart Consult (9 day) flow chart Methods diagram Consult songbook 5 Spins models Subtactics refinement charts Subtactics whats form Orders of the day Team leaders procedures Team leadership training design Implementary writing form
PURCHASE OR INKIND LOCALLY	Folder for participant packet Folder for guardian orientation packet 300 file folders and labels for teams 10-60 sheets carbon paper 5 scribes notebooks Paper Pencils Magic markers Chalk/erasers Butcher paper Production supplies/equipment
PREP WEEK AND CONSULT PRODUCTION CREW	Daily team reports: Elements Blocks Proposals Tactics Cleaned plenary gestalt charts: Vision Contradiction Proposal Tactics Butcher Paper Charts for team reports: Vision Contradiction Proposals Programs Consult directory Site Research Site map Participant services bulletin Letter of welcome from community Team assignments Local song sheets

Consult

Textbook

CONSULT WEEK PRODUCTION FLOW CHART

1977

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
5 a.m.	← ORDERS OF THE DAY →					
BREAKFAST	Participants Pack Planning Methods Chart Orders of the Day	Economic Presuppositions Chart Orders of the Day	Social Presuppositions Chart Orders of the Day	Formation Diagram Actuation-Formation Presupp. Ct. Orders of the Day	Framing Design Chart Orders of the Day	
MORNING		Printed Vision Elements	Printed Pre-Contradictions	Printed Pre-Proposals	Printed Pre-tactics File Folders for Tactics	Publish Closing Packet: Consult Directory Master Charts Agenda Song Sheets Collect/Organize all Team Backup Program Brainstrm
AFTER-NOON	Hand out: Vision Butcher Paper	Hand out: Contradiction Butcher Paper	Hand out: Proposals Butcher Paper	Hand out: Tactics ~~Butcher Paper~~ Slips - 5"x8"		
EVENING	Publish Elements	Draw Vision Wall Chart Publish Vision Chart Publish Blocks	Draw Contrad'n Wall Chart Publish Contrad'n Chart Publish Proposals	Draw Proposals Wall Chart Publish Proposals Chart Publish Tactics	File Folders for Each Subtactic Draw Tactics Wall Chart Pub. Tactics Cht.	

5 A.M. COLLEGIUM

Although the leadership of the consult is invisible or submerged, ongoing daily staff training sessions are a crucial aspect of the consult. These are necessary even when the consult team and team I leaders are experienced in the method. There is a continuing need for the staff to remain sensitive to the unique and particular needs of each local situation, and to corporately prepare itself to respond helfully and creatively. The collegium provides a time for the staff to rehearse the objectives and procedures for the day, check signals to ensure the completion of the team's work and to share corporately the result of individual overnight reflections. Valuable methodological training occurs in this session which provides the context for the work of the day and affords opportunities to raise questions about the practical rationale or philosophical foundations for various aspects of the consult. The daily sessions also become the occasions for corporate breakthroughs in methodology and thereby perform a significant research function. The collegiality which emerges from these meetings enables the staff to present a corporate stance with the local community and the consultants.

COLLEGIUM FUNCTION

The training sessions are held one hour before the breakfast meal and are structured to include symbolic life, reflections on the previous day's work and the group's journey, an overview of the present day's work, and the discerning of necessary methods adaptations. The tone of the session is informal and open. The leader has a simple agenda with adequate open space for whatever may arise. It is not done in translation. This session gives opportunity to the coordination dynamic to raise balloons about the overall dynamic and direction of the work in terms of the particular results. Specific reminders are also given relative to alternate seating and other stylistic concerns. Procedures and scribe's notebooks for the day are also handed out. Any special assignments are made corporately by the staff at this time.

COLLEGIUM FORMAT

The staff collegium is open to whosoever will attend. All ICA staff in whatever role are expected to be present. Though open to whomsoever, the style and mood assumes that everyone present is a staff member, thus, those who attend see themselves as staff. Attendance at this session particularly pushes the consultants who choose to attend. For them it is a training opportunity. It takes them inside the consult and in a way ordains them as global guardians.

OPEN ATTENDANCE

5 A. M. COLLEGIUM DESIGN

W O R K S H E E T

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
OPENING	Spin on context of community.	Spin on item that could be done as miracle	Leadership Pract. Vision Plenary reflec. -screams, interp.	Local man participation; Old liberalism	Mood of last night; What learned re. tactics Helpful methodologic insi't?	Rediscovering role of consultant Screen of community doing tactics
HOW DID IT GO?	Reflection: Evening What struck you about last night	Was it a good day? Team reports Overwhelming?	Happened Yester.? Insights re. the uniqueness of community?	How did it go? A shift took place - where?	Future direct'ns in community Trans. miracles located	Subtactics drafting; Status report
SPIN	Hand out proced. & scribes books Rehearse grid Context field gps Items to see	Strain of social change Daily proced. Walk through whole day	Underscore: doing this community. Contra's and Prop's contexting	Inside/outside experience; Practicality of proposals; thinking practically about society.	Tactics vs prop. Decisions not info. gathering	Activating Prog. Implementaries Development Assignments
PRACTICS CHECK	Breakfast set Transpt. mechan. Appoint scribes Annce. Team lead. Packets Seating & Singing	Team assignments Team space cards Team transp Scribe bks Team rat & seatin	Check celeb. Check team assignments	Aim of Proposals & Tactics; Form of tactics	Consult celeb. -plans -style --invitations	Layout Day Closing Plenary plan
DISCUSSION	Team singing Flow of the day Practical serv. Warnings about the day	Breaks & part. Hosting people Day II part Celebration Seating by teams	How are teams going? Adjustments in time & space	Use of research consultants	Deadline document writing Translation plans	What can be done in next 4 weeks?
OTHER ITEMS	Breakfast host Context Songs: Placemat at breakfast	Breakfast ldship New Day verses Telegram Set up/decor Songs/rit.	Songs	Check times for writing teams	Who checks Sat. transportation	Guardian Travel Plans GIF Panchayet Mtg.

CONSULT TEXTBOOK

FIVE A.M. COLLEGIUM FORMAT

OPENING CONVERSATION (SIGNIFICANCE)		
HOW DID IT GO?		
THE DAY AHEAD	METHODS REVIEW	
	PRACTICS CHECK	
DISCUSSION		
OTHER THINGS		

SOCIAL DEMONSTRATION CONSULT

BREAKFAST DYNAMIC

BREAKFAST FUNCTION

The opening sessions around the breakfast meal perform four crucial functions. These sessions provide an occasion for: 1) collegiality between the local residents and the visiting consultants 2) instruction in the principles of social change before engaging in the day's work, 3)corporate reflection on a particular aspect of community development,and 4) a demonstration of the kind of meal collegium which may be appropriate for the village during the actuation phase of the demonstration project.

BREAKFAST FORMAT

Each breakfast follows a common format, with a greeting,songs, a ritual, a brief conversation, a spin, and announcements. The meal is hosted by the local auxilliary prior who is contexted by one of the consult team members. The greeting is spoken in the local language in such a manner that a response is evoked from the consult participants. In addition, the host leads songs selected from the rationale sheet, introduces any special guests for the day, and closes the meal with appropriate announcements. A local resident sits with the host at the head table throughout the meal. The conversation and spin are lead by oneof the consult team members whose task to turn the mind of the group toward the next step of the consult process in a brief, one-question conversation and a fifteen to twenty minute spin on one aspect of community development. The Monday morning breakfast is especially crucial as it is the first gathering of the consult; consequently , great care is given to the seating design (consultants are asked to space themselves around the room so that they will be sitting beside a local resident) and to the participant representation. If too few local residents arrive for the beginning, a plan for inviting people in for breakfast may be put into action.

ATTENDANCE

It is also expected that fine food will be served at these breakfast meals since they play such a crucial role in the whole consult design.

ICA CONSULTANTS

CONSULT BREAKFAST ORCHESTRATION

	MON	TUES	WED	THURS	FRI	SAT
GREETING	In loc. Lang "Good Morning, My Friends"	"Good Morning, My Friends"	"Good Morning, My Friends"	"Good Morning, My Friends"	"Good Morning, My Friends"	"Good Morning, My Friends"
SONGS & Contexts	*Building w/Demo *New Day -Why Sing?	*Local Man *Top of World -Origin of S.	*Nevertheless *The Sign -Breakloose	*Create New Way *Iron Men *KwangyungIl -Group motiv.	*Sa Rang Hae *Building w/D Singing & -Social Care	*Nevertheless -Sing &Discont
RITUAL	ANCESTORS Affirm great past of place and people	YOUTH Affirm future possibility of this com.	THOSE HERE WHO PICKED UP BURDEN OF CARE	THOSE WHO CARE: Guardians	OTHER LOCAL SITUATIONS Recall others engaged in SD	UNKOWN PATRONS Gratitude for unnamed patron who will enab.
CONVERSATION	Name/city/ Expertise IMPRESSIONS ABOUT COM	WAVES Where have you seen local man shaping history?	CREATIVE ACTION What is one practical thing	INSIGHTS What creative insight did you run into..	METHODS Where intrigued, interested, blocked.....	LIFE ADDRESS What has happened to you this wk?
SPIN	METHODS OVERVIEW	LOCAL ECONOMICS	SOCIAL DEVELOPMENT	PROJECT FORMATION	PROJECT FRAMING	
Orders of the Day ANNOUNCEMENTS	Walk thru Day	Walk thru	Walk thru	Walk thru	Walk thru	Walk thru
MATERIALS	Placements Participants Packet Orders	5th City Model New Day Verse Orders of Day	Orders	Orders	Framing Design Orders	Orders

GPA'	METHODS OVERVIEW SPIN #1	Social Dem. Consult

MAJOR POINTS	SAMPLE ILLUSTRATIONS
INTRO: Rapid Social Change: Profound social change requires socio-economic change on the local level.	One-year plan, not ten-year plan for Maliwada
LATENT PRACTICAL VISION: Every local community and every individual has his form of the operating vision	This vision, for many, is unconscious or hidden.
REMBERING VISION OVERT: Our job is to get to the bottom of that vision.	Listen for the hopes, dreams, and desires of local people.
DISCERNING UNDERLYING CONTRADICTIONS: Contradictions are the deterrents or blocks to the real vision of the people.	A contradiction does not only have to do with a single village, but with the deep currents of history.
CREATING PRACTICAL PROPOSALS: Proposals are created from positive aspects within the contradictions.	Proposals are the raw material from which you chisel out the yet to be.
BUILDING THE TACTICAL SYSTEMS: Tactical systems form the actualization model.	Actualization of the tactics will depend upon the expertise of local leaders, the blacksmith and the consultants.
DOING ACTUATING PROGRAMS: Effective organization of local forces is necessary to realize the practics of program actualization.	Timelined implementaries are the key to program actualization.
CONCLUSION: Consult Working Construct: These six parts corresspond to the six days of the consult.	Teams and Plenaries

Oyubari
June 1977

METHODS SPIN #1

My task this morning is to talk about the methods we will be using throughout this consult. In the past 20 years, it has become clear that local communities around the globe are on the move. Many groups have tried to enable local communities to renew themselves; governments have tried; large companies have tried; individuals and organizations have tried. Many have tried and many have failed. And I want to say that all of those failures are very good. Because they have shown us where not to go. And if somebody didn't go down the wrong road and fall over a cliff, we would not know that that was a bad road. So many people have shown us where bad roads are. That is very good.

One of the things we have learned from all these failures is that, first of all, in order to enable a local community to renew itself renewal must be done rapidly. For example, there are 2 million villages in the world. If you take ten years to renew a village, there may be, by the time you finish, 3 million villages in the world! So we have learned that when a community renews itself, it must be done in one to two years, not ten years. A second thing we have learned from all the failures of the past is that renewing a community must be done completely or what I call comprehensively. That is, you must handle all of the social and all of the economic problems of the community all at one time. If you try to handle only one or two or three things, all the 50 things you are not handling will defeat you. That is, you must handle all of the social and all of the economic problems of that community at one time. So, a totally renewed community means that : "totally". Any community that tries to handle only the social aspects of the community fails. I know personally of many local communities in my own country where there are fifty or sixty social organizations working in one community and nothing has changed, because they have forgotten about the economic reality of the community. I know of other communities where large corporations and the government have dealt only with the economic and have put in a great deal of money, and they too have failed. Because they forgot about the social realities of that community. So, we know now that if you are going to deal effectively with the local community, you must deal with everything social and everything economic at the same time. Another thing we have learned is that the plan for local community development must be, at all costs, "practical" - that is, things that you can actually do in the community and not just good ideas. And because each community is distinct and unique, what you come up with practically must relate to this given community. For instance, if somebody thinks that what Oyubari needs is a zoo with animals and flowers from South Africa to attract visitors, that may be a good idea, but it isn't very practical in this situation.

Many groups have begun to work with a community by starting out defining goals that this community must obtain in order to renew itself. And the trouble with starting there is that, once you have figured out what the goals are to be reached in the community you are left with many abstractions. Everything becomes very abstract and not very concrete. Other groups have begun by looking at where all the problems are in the community. And the trouble with looking at all the problems in the community is that the problems become infinite. I know communities that are very clear about all the problems and they keep telling you about all the problems on top of all the problems on top of all the problems. Finally, they become so paralyzed by all the problems that they can't do anything.

And so, learning from the mistakes of the past, we would like to begin and work through this week a little differently. The first thing we will begin to do, and we'll be doing that today - is to find out what is the operating vision of the people in this community called Oyubari. That is, every human being has something inside himself out of which he operates in regard to his future. For example, when a family in Oyubari send their children to school, and on to the university, they don't have to tell what their operating vision is because it is very obvious - tney are thinking about the future. And you know that a community like Oyubari, as a community, has a vision inside itself about its own future. One thing you know about that vision is that often it is hidden, even to the people themselves. Because of many frustrations in the past, people are afraid to dream. Because of these frustrations, the dreams are still there, but they are buried deep down like a deep seam of coal and you have to dig away at it to find it. And it's very important that we find out what is the vision that these people operate out of as our beginning point - because what we're out do this week is to discover a four-year plan for the people of Oyubari to operate out of - a plan from the people of Oyubari, not a bunch of outsiders. If we build a plan without understanding what the real hopes and dreams of the people of this community are - nothing will be accomplished. The first ones to defeat it will be tne people of Oyubari themselves, because whatever you create won't be their dream. The people themselves will not buy somebody else's plan.

Once we find out the operating vision in the social and economic field we will be ready for the next step - which is - "What are all the underlying contradictions?" What I mean by underlying contradictions are the socio blocks that stand in my way, like a rock right in the middle of a road I want to go down. Because if I have a vision of getting to the end of a road, I want to know what is that big rock that is stopping me from getting there. This is the most difficult part of our consult, finding out what the contradictions actually are in this community. After finding all those frustrating blocks that this community has been living with for years, we have the difficult job of naming them. We cannot make a plan for a community without knowing what it is that is actually stopping them. So what is happening in the first two steps is that we are doing a factual analysis of the actual situation in this community.

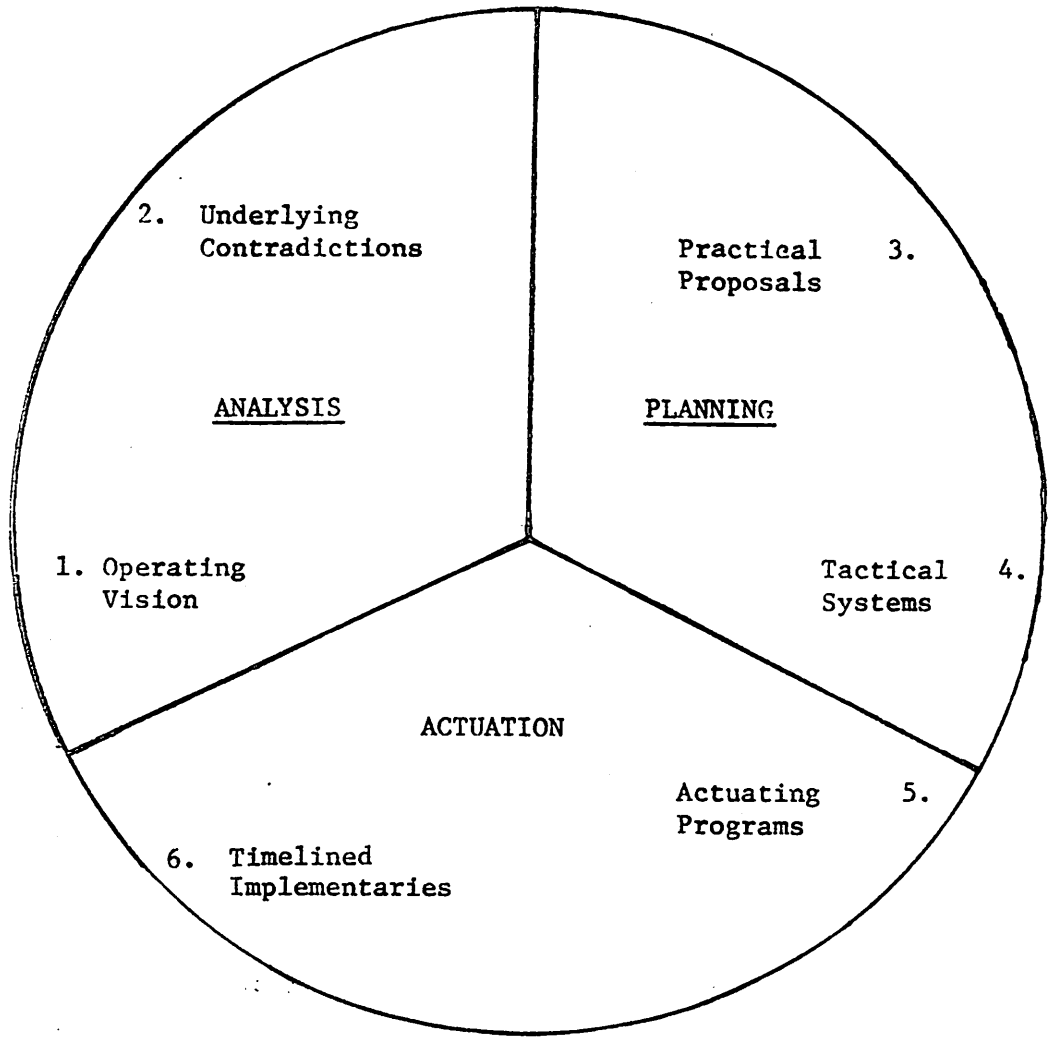
Now, once we are clear where the real contradictions are in this community, we will be ready as a group of people to make practical proposals. These contradictions are not problems. They are challenges. Because if I had this big rock that was stopping me from going down the road, I'd have to figure out - how can I get around that rock? I could dig a tunnel and go underneath it. I can tie a rope to a tree and swing over it. I could dig a river around it and swim around it. I could sharpen my head to a point and put my whole body in a big rubber band and have a group of people snap me straight through it. What I'm saying is that once you discover a contradiction there are many creative ways to deal with it. And these are not goals - because the next step is to take these down and work out what I call tactical actions - what you actually do to do these proposals.

So if I decide to do one of those proposals - that is - to go through the rock with my whole body, then I have to figure out what are all the things I need to [illegible] in order to accomplish that proposal. Maybe one of the things I do is to get three people [illegible] my head to a point. Then I go into three-month's training [illegible] straight so I hit the rock perfectly. Then I get a huge [illegible] me through it. And then I train ten people to [illegible]. I know these are very silly but you get the [illegible] proposal that proposal isn't what you do, it's [illegible] specific [illegible] you do to accomplish that

Once you've analyzed the needs of this community and where they want to go - you can build a very practical plan. Then we're ready for the fifth step. You might come up in this consult with 200 or 250 tactical actions. So we work them out into actions or practical programs, ones you can actually do. You might have 250 of these and you might end up with - as we did in Taiwan and Hong Kong - with 14 or 15 programs. In Taiwan they had 238 practical actions and 14 programs. It's a lot easier to do 14 programs than to do 238 tactics. And if somebody asks: "What are you doing in your Community?", you can tell them about 14 programs. But, you would never be able to tell them about 238 tactics. So, these programs hold all of these actions in easy-to-do programs. And there is still another step. Although our consult ends here, there is still another step - and I"ll confuse the translators by calling it "time-lined implementaries". When you have 14 programs to do in a community in the next one to two years, who is going to do it? Actually, that is not the interest of this week's consult. It is after the consult that the local people and those of our staff that stay here begin to do this. In order for them to do these 14 programs they will lay out and time-line everything that they will do and when they will do it for every day and every month for the next two years. You might say that these last steps are to take the plan and make it happen through actuation. So, these will be the steps we will do in our consult this week.

Each morning - as the consult goes on - we will gather as one large group of people in a plenary session. And that is when we begin to get one picture - when all the work that you do comes together as one picture and we see the total development of the community. Then in the afternoons we will meet in our 5 teams and gather crucial information in our particular arena through field visits. Finally, at night all 5 teams will gather together in workshops to write down that information and prepare a report for next morning's plenary session. And those of you who understand English and realize that we're doing a Human Development Consult knows that that spells "M-A-N". Even our time each day is divided humanly!

I want to close by teaching you a ritual, and I always have fun doing this. It means that you must learn 3 Arabic words. In El Bayad, a desert village in Egypt, the people there in the Project have a daily ritual they use at each meeting. In their Arabic language "Bokra" means "tomorrow", "lah" means "no"! (unlike the Japanese the Arabs do say "no" in their language!) and "Emshe" which means "do it now!" The leader says 'Bokra' three times and each time the people respond 'lah' getting louder each time. Then three times they all shout, "Emshe! Emshe! Emshe!" Lets try that together.


2. Underlying Contradictions
Practical 3. Proposals
ANALYSIS
PLANNING
1. Operating Vision
Tactical 4. Systems
ACTUATION
Actuating 5. Programs
6. Timelined Implementaries

GRA '76 LOCAL ECONOMICS
Spin # 2

POINTS	ILLUSTRATIONS
COMMUNITY AS AN INDEPENDENT ECO. UNIT 1. The community needs to image itself as a particular, independent economic unit.	Maliwada similar to whole state of Maharastra or the whole state of India
BRING IN $ 1. The community must bring as much money into the community as possible.	1. Produce and sell products to the next village, near city or nation. 2. Extended Services-- employment in other cities to bring money in. 3. Acquire grants from state, provincial or national government
KEEP MONEY IN 1. Keep as much money in the community as long as possible.	1. Produce as much of the useable goods which the community needs locally as possible. 2. Develop small businesses
CIRCULATE THE $ RAPIDLY 1. Circulate the money mostly in the community as rapidly as possible.	1. The local school teacher buys food at the local grocery store that puts money in the bank that loans money to farmer who buys materials for his farm.
GLOBALLY GEARED LOCAL ECONOMY 1. Local economy must be geared into an economy that is more inclusive than any local economy can be.	1. Development would not be effective if local did not search in the broader community of state, nation and world for resources and markets.

The last 100 or 30 years economics has clarified to a large degree the macrocosm dimensions of our economy. There's a huge amount of time and money spent looking at what's happening nationally, regionally and even globally. That perspective is necessary in order to do long-range planning. I believe there's a new dimension coming into existence that's critical in changing the focus with which we look at the economy of a nation. That's from the local perspective, things like the Club of Rome, National Cotton Council, and so on have a good feel after what's going on at national and international levels. From that perspective things like feeding the world seem impossible. Things like providing the kind of job situations that are necessary for the people of this world to participate are coming into clarity as being very, very difficult to do.

What I'd like to talk about is from a different perspective - it is possible, I believe, to feed the world, to provide jobs, to provide the basic economics for every human being around the world and that's from the local perspective. Every community that I've been in the last few years has had the capacity to feed itself in some sort of way, even though they're not. When we were in Cano Negro hundreds and hundreds of acres were not being used for agricultural purposes and there was a huge amount of malnutrition within the community. That community is not only capable of feeding itself but of feeding a large section of the area around it.

So I want to talk about principles of local development and the first principle is that you need to treat a local community as a separate unit. That is, the community of Pace is a separate economic unit from every other unit around, and needs to be treated that way. It's like a business. A business needs to see itself as a separate economic entity to survive. Phillips Petroleum is a separate company from the petroleum industry. While you can look at trends and what's going on in the petroleum industry, in order for Phillips to survive it has to treat itself as a separate unit, a separate entity. The same thing with any other kind of business. Local towns, local communities have to see themselves and treat themselves as separate economic units.

The second principle which is probably the most obvious principle is that you have to attract money to a local community. Now there are lots of ways of doing that. One is that you export goods and services from the community. That is you manufacture or produce things locally and sell them outside the community, bringing income into the community. Or you provide services, say mechanical services or mechanics for all the agricultural equipment around. Doing repairs would bring money into the community. You want to attract capital that way. The second is to send people out to other communities, like to Cleveland, to work and then those people, the workers from this community would go to Cleveland, say Baxter Laboratories and would bring money into the community. The third way is that there are available to local communities grants, both private and federal, loan services and a variety of things which provide money for the community. All of these things need to be used in order to attract money to the community.

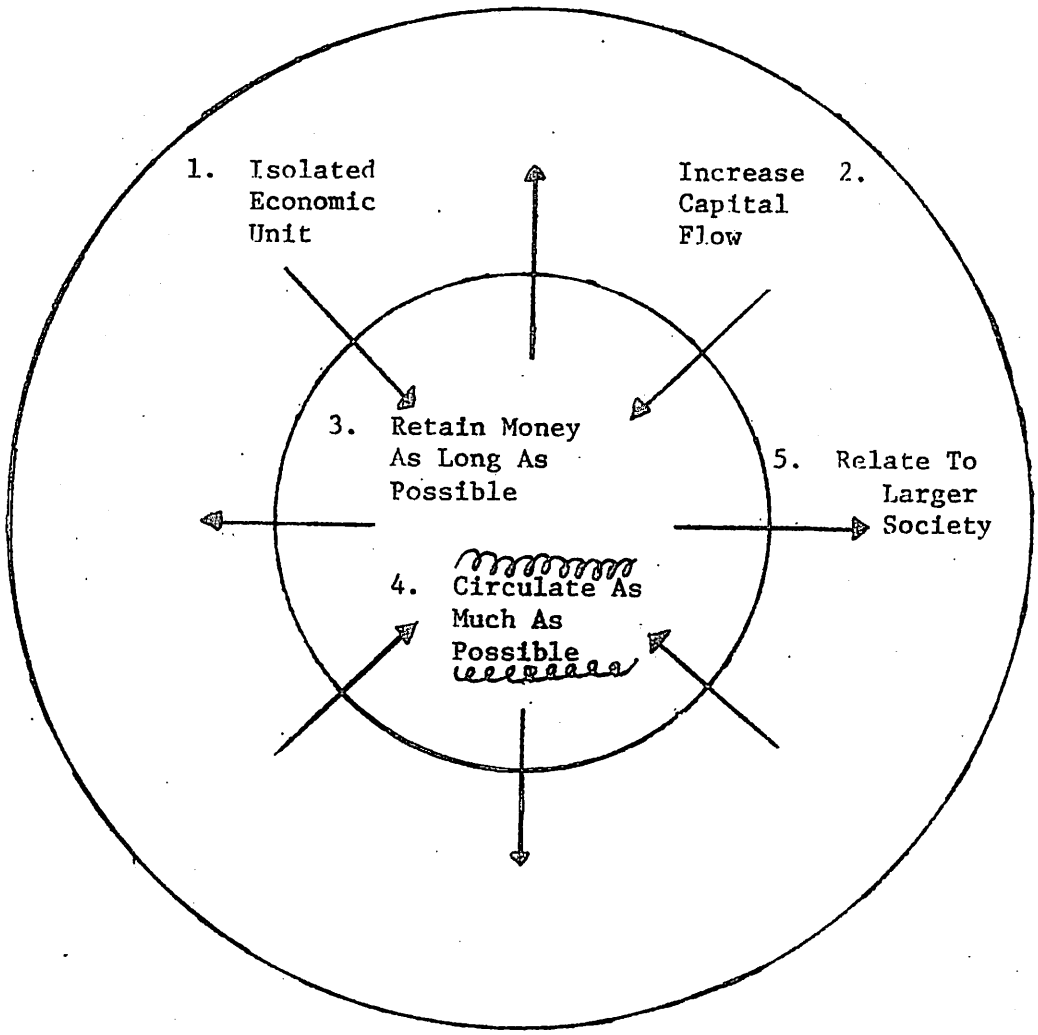
The third principle is that you need to keep the money as long as possible. That is, once the money comes into the community you want to provide from the local community itself as many goods and services as possible. a community like this perhaps rather than, I don't know, but rather than importing food from Cleveland or Greenville or wherever to the community you could grow a great deal of the food for the community right here and thereby provide jobs and keep the money that's attracted in the community. There might be services that are available. You would want to have as many people hired from the community as possible, teachers and people working in other jobs in the community. You'd want to provide from local people and local manufacturers and local industry as much of the things consumed within the community as possible.

The fourth principle is to circulate money as rapidly as possible - that is, money would stay within the community circulating around and around and around. Let me illustrate that. A farmer having sold goods outside the community would have to hire someone from the community that he would give a wage to. The person he hires would then go down to the local store and buy some goods from the store. The store owner would then take money, the profit he had gotten from selling those goods, and hire someone to paint his building. Then the painter from the local community then would go to the local fish and tackle place and buy some tackle and the person from whom the tackle was bought would hire a plumber to fix the sink from the community. The plumber would then . . . . . .it's money going around and round and round as fast as possible so that the effective use of that money is increased as much as possible. Some people suggest money circulating as many as nine times within the community could be possible. And you'd want to do that and aim for that as much as possible.

The fifth principle is that you need to relate the local economy to larger economy; i.e., the Delta has plans for economic development and the plans of Delta Pace need to be related to the plans for the Delta. They need to be related to the economic plans of the state. They need to be related to national plans and national goals within the economy and to the international economic situation. Mississippi exports a great deal of things from the Delta into the world economy and Pace's relationship needs to be there. Now that's only after you've seen the community as a separate economic unit and treated it that way. As a separate economic unit it's related to the larger economy.

Maybe just to review this . . . one is that local economy is dependent upon treating the local community as a separate economic unit. Second, it's dependent upon the attraction of capital and money to the community for the use of the community. Third, that the money must be kept as long as possible within the community. Fourth, that that money must be circulated within the community as many as nine times and fifth, that the local economy needs to be related to the larger economy.

Now, I'm going to stop there and answer your questions . . . . . .


1. Isolated Economic Unit
2. Increase Capital Flow
3. Retain Money As Long As Possible
4. Circulate As Much As Possible
5. Relate To Larger Society

THE LOCAL ECONOMY MUST

I.- BE AUTONOMOUS

What are the key economic & human resources of this economy?

Which are the most valuable resources to the needs of the local and to the surrounding economies?

Which resources have the most development potential?

How are resources now being utilized?

What is the quickest potential for tripling the income of the whole local population?

THE LOCAL ECONOMY MUST

II.- ATTRACT MONEY FROM OUTSIDE

Increase Outside Sales Revenue	1. Increase volume of present sales 2. Increase prices of present sales 3. Produce new commodities for sale 4. Further process local commodities for export
	How can we increase the revenue we earn from exports?
Sell Services To Outside Buyers	1. Attract visitors 2. Provide wayside services 3. Develop regional business services 4. Extend professional services to outside
	How can we earn revenue from servicing the needs of the economies around us?
Earn Wages From Outside Employers	1. Secure government jobs 2. work for outside contractors 3. seek jobs in adjacent local economies 4. Send out to remote extended employment
	How can we increase wages earned from employers outside our economy?
Attract New Capital From Outside	1. Develop program grants & capital gifts 2. Increase government spending 3. Secure investment loans 4. Extend credit lines
	How can we secure outside capital for the development of our economy?

THE LOCAL ECONOMY MUST

III. KEEP MONEY AS LONG AS POSSIBLE

Reduce Outside Goods Purchases	1. Enhance local retailing 2. Reduce cost of necessary purchases 3. Substitute domestic production 4. Use local resources creatively
	What are the creative alternatives to desired outside purchased goods?
Reduce Outside Services Expense	1. Cut outside travel & transport costs 2. Eliminate outside middleman fees 3. Provide all necessary personal services 4. Import entertainment to satisfy needs
	How can you reduce local dependence upon services provide on the outside?
Reduce Outside Capital Expenditures	1. Utilize low-cost intermediate technology 2. Build own tools 3. Design attractive investment schemes 4. Reduce capital loan repayments
	How can we produce what is needed with the minimum capital investment?
Reduce Outside Cash Flow	1. Provide local consumer credit 2. Extend outside wholesale credit 3. Develop locally owned banking services 4. Reduce tax payments
	How can the drain of cash to the outside be sharply reduced?

THE LOCAL ECONOMY MUST

IV. CIRCULATE MONEY RAPIDLY

Increase Cash Availability	1. Make wage payments daily or weekly 2. Secure prompt payments from outside 3. Provide rapid loan services 4. Assure effective debt collection
	How can we put more money in peoples pockets when they need it to spend?
Assure Local Goods Availability	1. Provide adequate stocks of goods 2. Assure full variety of necessary goods 3. Supply stocks for local production 4. Easy consumer credit availability
	What will encourage people to buy more local goods?
Provide Necessary Services	1. Assure rapid repair services 2. Develop preventative maintenance services 3. Provide personal health & care services 4. Assure variety of entertainment alternatives
	How can the local economy satisfy all of the residents needs?
Make Investment Opportunities Accessible	1. Promote corporate savings plans 2. Create many investment opportunities 3. Implement investment projects rapidly 4. Upgrade & expand individual skills
	How can we capture all unspent money for rapid use in local capital investment?

KH 1/30/96

THE LOCAL ECONOMY MUST
I-RELATE TO THE SURROUNDING ECONOMIES

What do the surrounding economies now purchase from this local economy?

What do the surrounding economies purchase from other similar local economies?

What would the surrounding economies like to purchase from this local economy?

What do the surrounding economies now purchase elsewhere that they could purchase from this local economy?

What can be done to enable the surrounding economies to purchase from this local economy?

SOCIAL DEVELOPMENT
SPIN #3

MAJOR POINTS	SAMPLE ILLUSTRATIONS
LIMITED GEOGRAPHIC AREA: You must severely delineate the arenas in which you are going to work in order to allow change to take place.	Defining the boundaries of the Oombulgurri community was simple: no one lived for miles and miles around the village.
COMPREHENSIVE PROBLEM-SOLVING: You must deal with all the problems, or all dimensions of society at once.	Much money has been wasted on programs in the United States that deal only with health, or education or with agriculture.
SIMULTANEOUS PROBLEM-SOLVING: It is necessary to attack all problems at once.	You will be lost if you begin only one program a month. They must all begin in the first week, even if that means erecting a sign announcing a program in the future.
COMPREHENSIVE AGE RANGE: It is necessary to deal with all the [illegible] represented in the community.	Cradle to grave development
DEPTH HUMAN ISSUE: It is necessary to deal with the depth dimension of humanness.	Fifth City: victim image
SYMBOL AS KEY: The key to social change is the use of symbols.	90% of the work in any human devt project has to do with releasing the motivity of local people.

2-23-77

SOCIAL PRESUPPOSITIONS

I want to say a few words this morning about the presuppositions of social development. People say a lot of things about what it takes to develop a community, to do community organization. There are all kinds of steps and programs and principles and things that you have to do. More than ever before we are aware that to deal with development in a community is to live the life of that community to the fullest, and no fixed program, no set of steps can do thatfor you. On the other hand, you can't do that by just walking in and trying to figure out what's going on--you know, sort of flat footed. That's why we use what we call presuppositions.You may remember that Jon talked yesterday a little bit about economic presuppositions. I'm going to talk today about the sort of social presuppositions that go with the economic presuppositions. All you have to do is go to a city that has gotten rich very fast to understand that you can't do economic development by itself. We were a few weeks ago in the city of Caracas, Venezuela. Venezuela discovered oil awhile back and people who a few years ago were farm laborers are today driving great big shiny Lincoln Continentals. The traffic problem in Caracas is enough to scare even a brave soul like myself half to death. The social issues that exist there are terrifying and it taught me in a way that I'd never learned before that economic development alone is a useless thing. It's economic development and social development together that you're interested in. There are five things that we use as presuppositions of social development. I'd like to put them on the board. The first one has to do with limited geography, or a limited space to work in. The second one is to do all the problems at once. The third one is to do all the ages at once. The fourth one is to deal with the depth issue or the life issue in the community . Fifth, symbols are the key.

On the first one, to renew a community takes an incredible amount of effort, an incredible amount of getting things going and moving. You must delimit your space, to say, we will just do this town at this time, if you're going to get enough oomph together to be able to bring it off. To try and disperse your efforts across a huge area means that it's just virtually impossible to get enough going to have the strength you need. This is a hard, hard discipline because no sooner will you get something going, say in Pace, when people will be coming from towns all around the Delta, saying, "Instead of spending your time in Pace this week, why don't you come up to our town and do a consult for us? You guys that got this going in Pace, why don't you come out and do this other thing for us?" And yet you say to yourself, that if Pace is going to happen, we concentrate only on Pace for a certain amount of time. Delimiting geography is vital.

Then within that geography, it's like you want to deal with all the problems at the same time. Because they're all related together, you know. You come along and say, "Well, we'll just deal with education," and if you don't deal with employment then education doesn't really do you a whole lot of good.

People cannot get themselves jobs on the other side of being educated. Problems, I heard someone say yesterday, are sort of like crab grass, you pull one place and the whole ground comes up. So you deal with all the problems at the same time.

Then you try to deal with all the ages in the community at the same time. Have you ever noticed when you've got a program, say for the adults only, you get the adults co[illegible]gand after awhile there's an adult who can't come because of something with the children. Mama's got to take care of the kids tonight. You're dealing with just the adults and grandma says, 'Well, you never take care of me; why don't you stay home tonight and take me out?' If you try to deal with just that one age group you pretty soon find you don't even have that age group. You've got to deal with all of the ages at once. Children's programs, adult programs, programs for the older people, programs for men and women, for every sector of the community all at the same time. Everyone in the community has a stake in the renewal of the community.

Then as well in the midst of any community there's what we call a depth issue. That is to say there are particular kinds of struggle that go on in every community that just are the ways that those people have always lived. An illustration that really changed my life was working in Kelapa Dua in Indonesia. Those people had been on the verge of starvation for so long that if any particular person or family was going to live you had to look out for yourself or you just weren't going to make it. People who didn't look out for themselves did not live 'til next week in order to make it. As a result the whole community never saw itself working together. You would go down to the market in the city and farmers who live next door to each other in Kelapa Dua would would be selling their rice, one cheaper than the next, just cutthroat competition and if you were giong to sell your rice at all, it would be by selling it a little cheaper than the next guy. That kind of survivalism has been part of the life of that community for as long as anyone could remember. It's not that people in Kelapa Dua were bad, that's just what it means to be a person in that community. Every community has something like that--something that's just part of living there. And I'll tell you, if you don't deal with that you can devise all the programs you want and they'll never come off. You can devise fine cooperation programs in Kelapa Dua but unless you're looking at that depth issue--that people have never worked together before--then it simply will not happen. Dealing with the depth issue or the human issue in a community is a crucial thing.

Fifth, symbols are the key. To deal with a limited space, to deal with all the problems in it at the same time, to deal with all the people in it, all the different social groups, all the age groups, is an overwhelming job. It makes people very, very, very tired. It makes people want to give up time and time and time again. To deal with that sort of a job, 90% of what you're doing is keeping people going. It's motivation. That's true not only in Pace that's true any time you want to renew a community. Ninety per cent of what you do is enable that community to continue the decision that it made and to make that decision over and over again. Economic rewards are not strong enough to keep that decision going. Affirming people and saying what fine people they are, I suppose is helpful, as money is helpful, but it'll not keep that decision going over and over and over again. It's symbols that give you a way to continue to decide on Monday and on Wednesday and on Thursday to keep on with the struggle. Things like the way you decorate the place in which you meet, what you call the group that in which you meet together, what you have on the wall, what you sing about, the way you talk about what you're doing, those are the things that keep your decision going and that is a critical key to

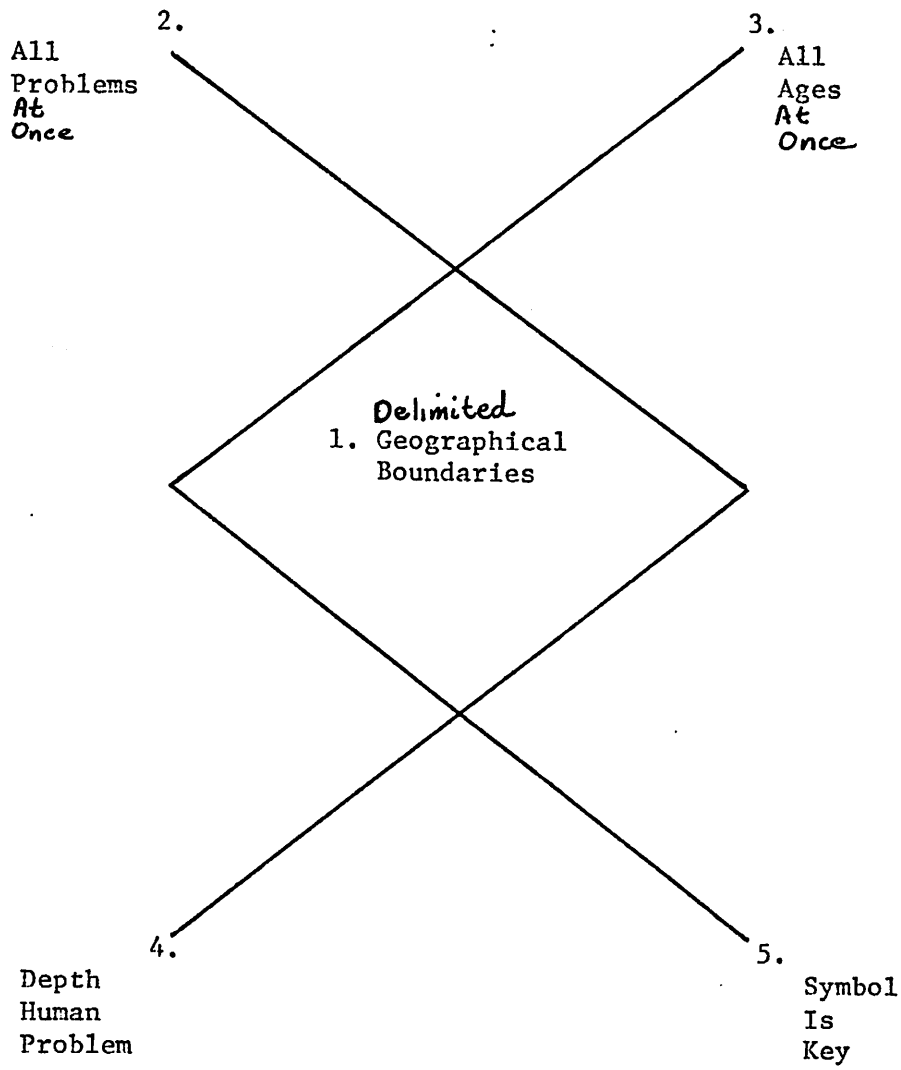
renewing a community.

Well, those are what we call social presuppositions. I think in a way they're like your left hand--your right hand is economic development and your left hand is social development. You no more try to do one without the other than you would tie one hand behind your back and try to do a job. They're related together and they work together.

Do you have any questions on this?

THE SOCIAL PRESUPPOSITIONS

ICA GRA CHICAGO 1977



PROJECT FORMATION
Spin # 4

POINTS	ILLUSTRATIONS
LOCAL DEVELOPMENT AS DEMONSTRATION 1. Select a project site that will allow a local development effort to function as a demonstration. 2. Local development effort must take place in communities that can demonstrate possibility in midst of need.	1. 5th City(heart of America, easily accessible by road, plane, train and boat. 2. Low physical and economic plan in Maliwada (possibility in the midst of seemingly impossible situation)
LOCAL DECISION TO DO PROJECT 1. Local decision to do demonstration project is necessary.	1. 5th City-- local people were aware that social change was needed and a community consensus to do something about it emerged.
GLOBAL/LOCAL PLANNING 1. It is necessary in the formation of the project thatan event occur that brings the expertise of outsiders from the globe together with the local dynamic for planning.	1. Discerning unique focus and direction for local over against objectivity of global which lends comprehensiveness to the plan
ACTUATION PLAN 1. It is necessary that the plan be focused on actuation that allows the community to move with unbelievable speed towards the future.	1. 5th City or Maliwada actuation miracle stories. (Housing, community
LOCAL MOTIVITY 1. Project formation calls for local community motivity.	1. Emergence of interior resolve and passion to care within the local people.

#4 PROJECT FORMATION

This morning I want to talk a bit about what I call Project Formation. This is basically to answer the question: Where would you do a Human Development Project? . Why would you choose to do a Human Development Project in this particular place rather than in any other particular place. Would I do one in my own community or would I aim for more objectivity and do one in some other community.

To answer that question we have discovered that there are five basic guidelines.

The first guideline is that the local development of a village must be seen as one of demonstration. One of these qualities is that it must be accessible, must be easily reached. If, for example, I have to take a two-day jeep ride to the end of a very rocky road, then if I have to get on a camel and ride three different camels for four days, and when I find that particular sand-dune with the pointed ridge and I look at the fifth palm three to the right and I have to dig down ten feet in order to find the village under the sand, I do not think many people would know anything about that village. They might not even know it exists. Therefore, one of the qualities about choosing a place to do a project is that it must be accessible and easily reached by many people.

On the island of Java, which is one of over ten thousand islands in Indonesia, there is something like eighty to ninety million people. This makes it the most intensely populated part of the entire world. And so you find wall-to-wall poverty across the island. Earlier in the year our colleagues asked us to come and do a project in the middle of Java. They had a community, a village already picked out for us, but because it was too difficult to get there, we chose a site near the city of Jakarta which we worked out with the permission and help of the Indonesian government. That is now the Kelapa Dua Human Development Project and many people can get there and see it as a demonstration because it is very close to Jakarta by land, by sea, by air.

But not only must a project be accessible to many people, but it must be a sign of possibility. It is an almost humanly impossible situation which demonstrates possibility in the midst of need. It is very clear in Kelapa Dua, for example, that people do not think of the future because they live at a subsistence level. That is, they cannot worry about tomorrow because they are doing everything to keep themselves alive today. Out of the fifteen hundred people in those kampungs you can count the elderly on two hands and have a few fingers left over. Early death is a reality in Kelapa Dua. Roads are bad, malnutrition is very high, tuberculosis is almost 100% and you can begin to see - I could go on - but you can begin to see that a demonstration project here is a sign of possibility in the midst of great need. And you can understand when you come to Berlin, West Germany, that Kreuzberg is the community that comes to peoples' minds when you talk about a community that is in real need. If something happens in Kreuzberg it becomes a great sign of possibility.

Now the second basic guideline is that you need a local decision to do the project. If I walked into a community with large mansions and great lawns and trees and beautiful grillwork in the front of the houses and asked one of the residents what he sees needs to happen in that community, he would probably run home to get the police to get me out of there very fast.. He may even immediately call in some electricians to electrify his fence to keep people like me out of there. That is, if the local people do not see a need in their community, then forget it. The local people themselves must see a need and they are the ones that give permission to do this project.

On Sunday night when Herr Todter and Frau Wiesse welcomed us into the community you had that kind of permission in those two marvelous talks to do a project in this community. They very clearly and loudly articulated the fact that the people of Kreuzverg want change. Without that kind of permission from the local people there is no reason at all to do a consult. This is one of the reasons that we do not interview people. We are just finding ways to help them articulate and plan out a vision they already have. And it is very clear from the long conversations you have with people that they are ready. They have given that kind of permission to do a project.

The third guideline is that in order to do a project, there must be the dynamic that I call the global-local planning. That is, you have outside expertise and local expertise both working together. Because if you have outside experts only, you have an abstract plan that will not work in reality. Simply because it is not the plan of the people, they say no to it. And if you just leave it in the hands of the local people nothing will happen because if they knew what to do they would already have done it. So you bring both of those elements together in global-local planning. The leadership comes from the local. And the outsiders help to articulate the vision that allows that leadership to rise.

Another word about the global dynamic. Outside people pay their own way. You do not pay them anything. Their time and efforts are totally voluntary and they only come for one reason: because they care. Because if you paid them, they's begin work at eight and stop at five and you'd have to pay them double for overtime. But because they come voluntarily you can work them past midnight and it doesn't cost you a cent.

The fourth basic principle might be called the actuation plan. You are not coming up with a superimposed outside model of what ought to be done in Kreuzberg, but you build a plan that is focused on practical things that actually move the entire community with unbelievable speed.

For example, in the project that was begun in December in Maliwada, a small village outside Aurangabad in India, they decided that there would be seventeen actuating programmes that would transform the entire community. In less than six months they accomplished all of those programmes. And everything they were out to do within one year was done in less than six months. That is, these were actual programmes that could actually be done in transforming the community. The people of Maliwada lived in houses with thick stone walls to keep away the cold in the evening and the heat of the day raised dust that accumulated in dark houses that had no windows. There was a great need for decent housing to help the basic health problem that was being caused inside those houses. An outside expert designed a way to build a house with three rooms, with windows, with electricity and allowed sunshine and light to enter. The house was made of the stone that is common throughout the community. And he figured out how to do this with the help of the people in the village for only 250 American dollars. And with a loan from the world bank of 250 American dollars for forty years at very low interest rate they can pay this back at something like an American dollar a month or less. So the poorest of the poor can afford decent housing and they already have ten houses up. They're planning for the entire community to be housed this way. That's just an illustration that when you're planning a project, you do things that can actually come into being and handle very obvious needs.

And fifth and final guideline is called local motivity. This is tapping the interior resolve, the passion to care of the local people. And when this gets loosed among local people in communities then there is no question at all about motivity or the readiness of local people. When they get those kind of clear marching orders and see what can be done they get so involved that they'll be there twenty-four hours a day, three hundred sixty five days a year.

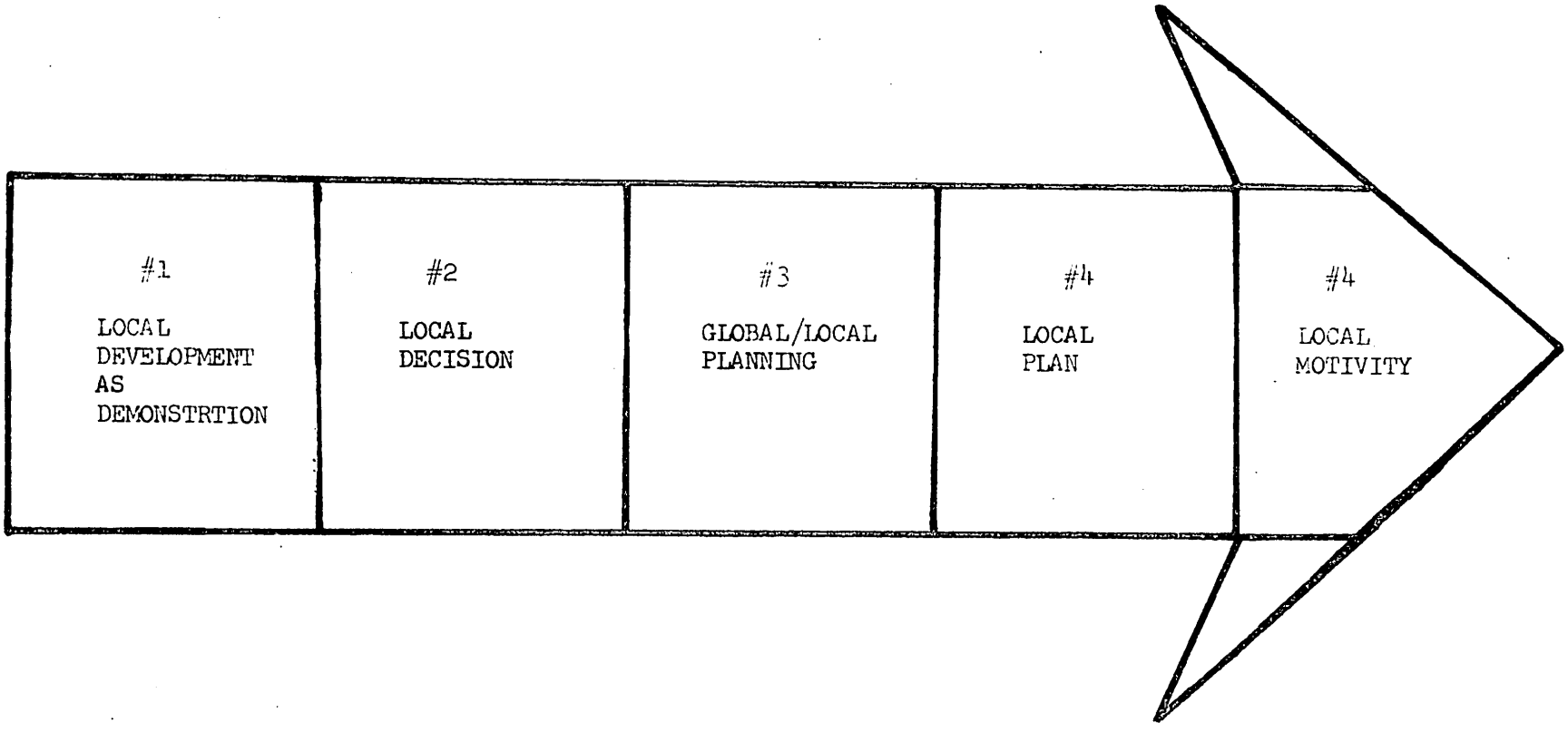
For example, one of the stories that came to me a month or so ago was that Maliwada has had a great need of water for many centuries. So one night they brought out a drilling rig to drill down into the ground to find water. And the man running the drill bore into the ground very, very deeply, hundreds of feet, and he drilled all day and did not find water. He was finally ready to pull up his drill and go away, when the local villagers came out and told him, "keep digging, do not give up." So he kept drilling and drilling and the sun had already set and it was getting dard, and still no water. He kept going down and down and the villagers would not let him quit and later in the evening he struck water. And for the first time in many centuries water is flowing freely again in Maliwada. So you can see that when you let local man loose there's never any question about his motivity.

Wouldn't you like to come back to Kreuzberg about six months or a year from now? Once this project is started and once the local people start moving, then it is very clear that there is no way that you can stop them. There will come again a clear illustration that local man is ready and there is no one in the world that can stop the power of local people when they decide to pick up that task.

ICA

THE PROJECT FORMATION

GRA CHICAGO 1977



FRAMING
Spin # 5

POINTS	ILLUSTRATIONS
PUBLIC AND PRIVATE SECTORS 1. The public and private have to operate together if effective development is to take place (authorization)	1. Mr. Reddi of Mrs. Gandi's cabinet led us in the direction of work with villages in India. 2. Limousine driving into Malivads which had previously been unknown by public officials.
PRIVATE SUPPORT 1. Local projects need the support of the private sector-- guildsmen, guardians and patrons	1. Examples of those who have invested their time, expertise, wisdom, devotion or wealth on behalf of the globe.
PUBLIC SUPPORT 1. Local projects need the support of the public sector--- local/regional/national	1. Examples of funding grants and support-- World Bank and money for India.
ACTUATING AGENTS 1. There is necessity of supportive relationships both moral and financial (Social and Economic Development).	1. Actuating agent which directs directs, co-ordinates and support the social and economic programs.
CATALYTIC CORE 1. There must be an initiating and catalyzing force of highly disciplined people who grasp methods and become part of the community for a period of time.	1. Group of up to 20 people who train, catalyze local guildsmen and lead and implement the project.

I am winning, as a general in the War against Poverty. What I want to talk about is how you win in the War against Poverty. What I'm talking about is how you stack the card deck so that you will have a winning hand in this war. And I call that - framing - framing the Bayad Human Development Project. And the first winning card is establishing the support of both the public and the private sector. And by the public sector, I mean the government officials whose job it is to be concerned about everybody. And what I mean by the private sector is those people who are concerned with the particular, or one part, or one aspect of the whole. For example, in India, the Maliwada HDP went to the Minister of State for the State of Maharasthra for support. The Minister of State cannot be concerned about one small village; he has 20,000 villages to be concerned about. He can only be concerned about one village, if through that one village he can discover how to deal with 20,000 villages. No human development project, no socio-economic development project, can be successful without the public sector.

But no development project can be successfut without the support of the private sector. For example, when Squibb Drog Company gives free vitamins to the Maliwada preschool, they want to be sure that it is the children in that preschool that get those vitamins and not somebody else. Now, I want to describe what makes up the private sector, and that begins first of all with local guildsman. And by guildsmen I mean people like Sid and Ali and Tanious, Waba and all the other local people from Bayad who have worked with us this week.

They are the people in the project area who do the work of the project. And their basic resource is their decision to make something happen. I remember many years ago when we began the first human development project in Fifth City, a woman named Wanda Lee. When we began the preschool we went out into the community to see what local women would train to be teachers. The first person to show up was Wanda Lee. Wanda is shorter than I am, broader than I am, and has two eyes that look in opposite directions. Wanda Lee is the mother of 11 children and the one thing that she knows how to do is discipline, she knows how to make the children mind. Today the Fifth City Preschool is considered one of the top preschools in the whole United States and that was built by women like Wanda Lee. But a human development project needs not only local guildsmen, but also Guardians, people from outside the project area, who will give their prestige and expertise. The preschool in Fifth City was totally equipped, supplied and teach training was done by women who lived in the broader metropolitan area of Chicago, who were well-to-do and had time to give, to contribute. The third part of the private sector is what I call Patrons, people with a great deal of wealth, and prestige who will put their name and their money behind the project. When the Fifth Citizens wanted to build a new shopping center, in their community, they could find no one who would invest in the inner city, no one wanted to invest in a part of the city which was considered to be going down hill. Finally, they found a man named W. Clement Stone who had become wealthy through insurance who made a loan of $50,000 and on the other side of that kind of a loan from a prestigious figure, the banks in Chicago also decided to loan money to Fifth City.

But if you have organized all of the private sector and have their support, and do not get the support of the local, regional and national government officials, your project will not succeed. In Maliwada, India and the local panchayet, the local ruling body of 5 men, were the group that sponsored the consultation, that would be something like your village council. The University of Bombay, which would represent the regional dynamic, sent students to the project to be trained in community development, and the Chancellor of that University made arrangements for the schools in Maliwada to be experimental schools so that they would not be subject to the same kind of stifling regulations that other schools experience. Because India is so large, the national level is best represented by the states of India, so what would represent the national level became the Minister of State for the State of Maharashtra.

The project here in Bayad has done a good job of bringing together Mr. Gaber, the Village Council, the Governor, and the ministers of ORDEV, so they have already built up the support of the public sector.

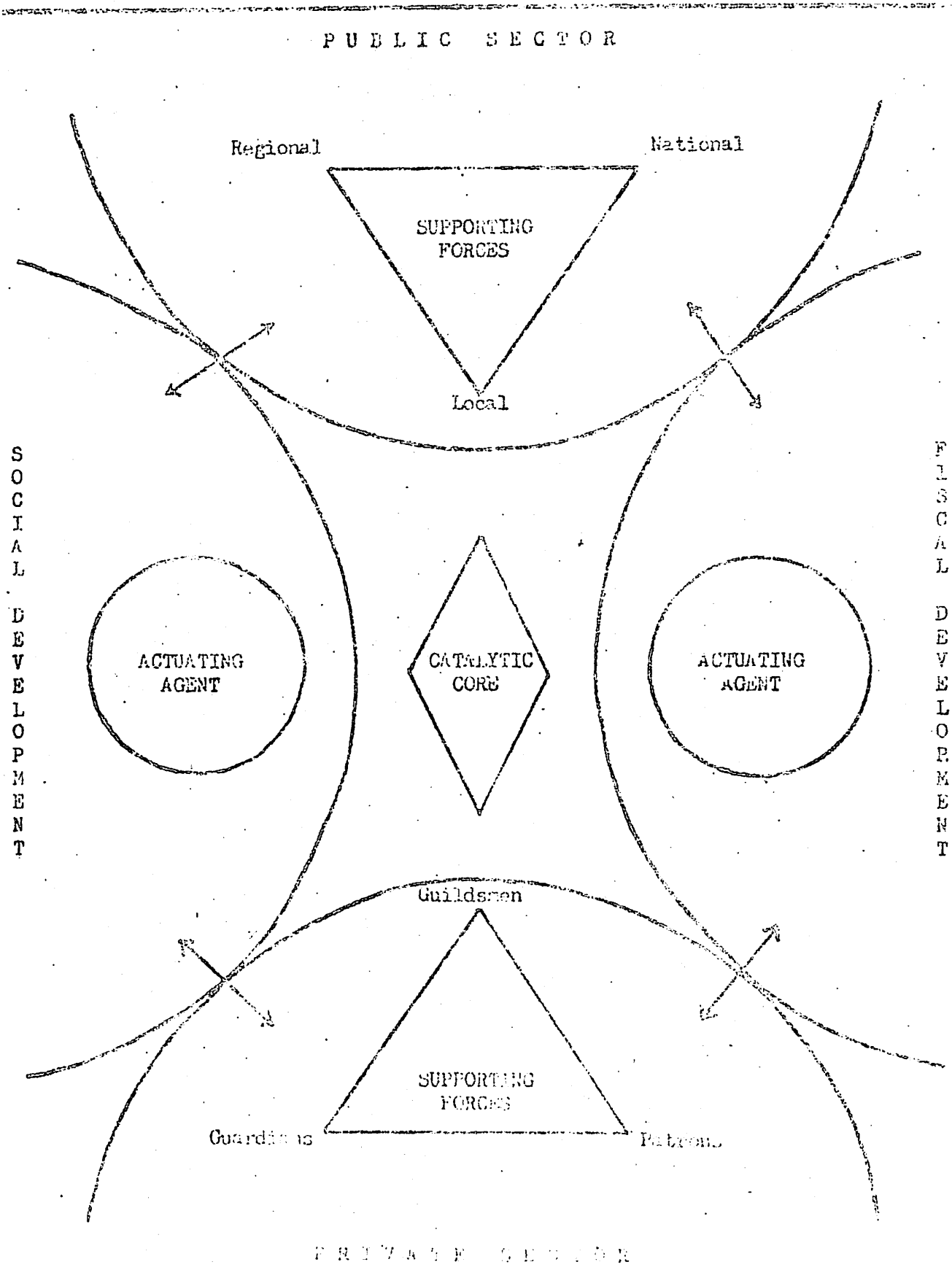
The second winning card in the War against Povetty is the establishment of agencies that will carry out the economic development and social development programs. Because development costs so much money, it is necessary for a project to set up an economic agent or agency which can receive and account for huge amounts of money. In Fifth City this means establishing the Fifth City Redevelopment Corporation, which could receive millions of dollars of government money for the rehabilitation of housing in the area. Because social development is a process of local people making decisions over and over again, you must create some form by which people can gather and make decisions about guiding the direction of the project. Most of the human development projects have found it necessary to have something like a quarterly community congress, or a gathering of the citizens of the community every three or four months. This is a time very much like we are having here today, in which groups and programs report on what they have accomplished, state what their current blocks are, and a time in which the local people redecide about the new directions that need to be taken.

The third winning card is the establishment of a catalytic core at the heart of the project. In the beginning that core must have some people from the outside, who can train local people to do the project. After each consultation such as this one, a staff of ten to twenty people are left behind, first of all to carry out the four year plan that has been built in the consultation, and secondly to train the people who can do the project without them eventually. Very often the people who are behind have training in particular fields of expertise. But their primary task or their primary gift, is not that expertise. Their primary gift is their discipline. And that discipline is just the ability to continue to work day after day, when first one tactic and then another fails, and disappointment keeps building, just to continue to work and work and work. And finally, it is that discipline which encourages the local people to continue their war against poverty.

What you and I face today is a huge wall of inertia, a resistance against change, this wall has been built up over many, many years by many interrelationships of economic and social factors. And what is necessary to break down that wall, is to organize massive amounts of resources - both human and economic - in order to break one small crack in that wall. Here is Egypt, no other project after the Bayad project will cost nearly as much money or nearly as much energy because that small crack will have been made and you'll be able to move into that crack and open it up until the wall falls down. And finally, I would just repeat that at the moment all of the cards are stacked against the people of Bayad but if they organize all of the resources available to them, and get both the public sector and private sector support behind them, they will be able to stack the deck in a new way so that they can win the war against poverty.

THE FRAMING DESIGN

toward actualizing the socio-economic development project



MONDAY ORDERS OF THE DAY

CONTEXT

The starting point for any practical social planning is articulating the total latent practical vision or image of the future existing in the minds of the local people. This is brought to the surface in the consult out of the encounter between outside consultants and local people as they work together. The teams will operate in the field all day investigating the latent and conscious vision of the community. By the end of the day, each team will create a list of 30 elements of the operating vision of the community.

PROCEDURES

TEAM CHECK 1. After breakfast meet briefly as team to plan the day. Introduce the various team members and their expertise arenas and appoint scribes for the teams. Lay out the various investigations needed during the day. Assign the team to cover them. Move to the field as quickly as possible.

FIELD WORK 2. As a team and units, investigate first hand all the arenas of community life being sure that your assigned arena is represented. Find out the concerns of the community, gather the objective data of the situation and investigate firsthand whenever possible.

DAY'S PULL TOGETHER 3. In the evening over dinner, after the investigations have been completed, meet as a team to discuss the day. Report on places visited and people seen and discuss the people's hopes and dreams and the community's needs and possibilities uncovered through the day. Brainstorm list of insights by the whole team coming out of the day's work which hold the practical expectations and indicative needs observed in the community.

REPORT PREPARATION 4. Draw these observations together into a list of 30 distinct elements of the operating vision which emerged in the brainstorm. State each in a brief one sentence statement, then title it with a 3 word holding phrase in gerund, adjective,noun form. Print these titles on the large butcher paper form provided for the plenary. Take a copy of both titles and statements to the production room for typing by a member of the team and have them duplicated for tomorrow morning's work.

TUESDAY ORDERS OF THE DAY

CONTEXT

On Tuesday morning, a crossgestalt of 150 elements will be made by the whole Consult which will provide an articulation of the practical vision for the comprehensive development of the community. The Operating Vision is achieved indirectly by dealing creatively with the factors in the situation which contradict its implementation. The intent of this day is to bring to the surface these underlying contradictions to the Operating Vision and to identify their relative blocking power. The following are suggested steps for getting underneath issues or problems to contradictions. The process has been likened to walking around the edge of a black hole in space to get as close to the heart of the contradiction as possible without falling in. The manifestations are located in some specific social process or arena in which there is an imbalance or social disorder. Something is askew. Yet it is not an imposed moral evaluation of time, people or use of funds. There is nothing wrong with the community. There are just contradictions. Working with the assigned components of the Operating Vision, the teams will investigate the subjective irritants, concrete deterrents and sociological blocks to the Vision, organizing the lists for each component into 20 titled statements which begin to suggest the contradictions.

MORNING PLENARY

1. The first part of the morning will be spent working as teams in a plenary session to articulate the Operating Vision of the community. Twenty minutes after breakfast has been cleared, meet back as teams in the plenary space. Put up your butcher paper in a location visible by all the teams. Study the published copy of the team's report and check it for accuracy and clarity. Appoint scribes and a reporter for the team. As the plenary proceeds, instructions will be given to the teams. At the conclusion of the plenary send the scribe to receive assigned data from the plenary gestalt.

TEAM CHECK

2. Meet as teams over lunch to plan the day. List the data gestalted into each assigned vision component for the team to see. Gestalt the data into 4 groupings for each vision component. (This will serve as the basis for work on the contradictions.) Discuss briefly the procedure for the day and list the investigations needed to uncover the blocks that are preventing the assigned vision components from coming into being. Then organize the team into subgroups, one working on each vision component. Check practical arrangements.

VARIED INVESTIGATIONS

3. As a team, subunit, and individuals, look into the arenas of community life pertinent to the assigned components of the Operating Vision. Investigate, discuss and discern the concrete deterrents, irritants and blocks present in the situation which are preventing the realizing of the assigned components of the Operating Vision.

DAY'S PULL TOGETHER

4. At dinner, meet as a team to go over the day. By units report on the investigations made in relation to each of the assigned columns out of the vision chart listing deterrents and blocks uncovered during the day on the board. Then, as a team, list additional factors uncovered during the day for each vision chart column. Use questions like, "What is blocking the realization of the Operating Vision?" or "Why hasn't the Operating Vision already been accomplished?". Appoint a

scribe and time-keeper to keep the team moving. List 20-30 factors for each assigned column on the vision chart.

5. As a team decide on the 20 distinct blocking factors for each of the assigned columns of the Operating Vision Chart. State each block as a 3-word gerund, adjective, noun phrase and write a descriptive sentence for each phrase. Print the phrases on the large butcher paper form provided for the plenary. Take a copy of both phrases and sentences to the production room for typing by a member of the team and have it duplicated for tomorrow morning's work.

REPORT PREPARATION

WEDNESDAY ORDERS OF THE DAY

CONTEXT

On Wednesday morning, the total Consult will swirl the 100 or more issues in order to disclose the inclusive underlying contradictions to the total Operating Vision. At the conclusion of the plenary the teams will be assigned to various swirls of the total matrix of contradictions discerned in the plenary. They will analyse the contradictions, investigate the possibilities for their creative resolution and build a set of 6 practical proposals for dealing with these contradictions. A proposal as a broad strategy that transforms the contradiction into a useable vehicle through which the desired futureof the community can be created. A proposal has several possible approaches for actuation. It is a focused actional thrust. A proposal is a creative direction that sometimes goes around the hill and up the back side to take the target by suprise.

MORNING PLENARY

1. The first part of the morning will be spent working as teams in a plenary session. Twenty minutes after breakfast has been cleared, meet back as teams in the plenary space. Study the published copy of the team reports and check it for accuracy and clarity. As the plenary proceedes, instructions will be given to the teams. At the conclusion of the plenary send the scribes to receive the data from the plenary gestalt.

TEAM CHECK

2. Meet as teams for lunch and to plan the day. Review the total set of contradictions and study each assigned contradiction cluster. Work through the data to uncover the subswirls of blocks within each assigned contradiction. Name these subswirls, clarify the title of the contradiction. Asking one person to write a paragraph describing the contradiction. Organize the team to cover the various assigned contradictions. Check practical arrangements, and set a time for the subgroup to meet back .

VARIED INVESTIGATIONS

3. As a team, subunits, and individuals, investigate and research proposals for each assigned contradiction. Through the day keep in mind the one central question: What practically must be done to resolve the contradiction ? Each subgroup needs to pull together a list of possible proposals at the end of the afternoon.

DAY'S PULL TOGETHER

4. Over supper review the day. Hear reports from the subgroups on possible proposals. Then as a team, brainstorm additional creative resolutions for each contradiction.

REPORT PREPARATION

5. Gestalt the brainstorm for each contradiction into a set of six proposals which together will deal with all aspects of the contradiction. Give each proposal a four-word gerund, adjective, adjective noun holding phrase and write a sentence that holds all insights of the brainstorm. Write the 4-word proposal holding phrases in a large sheet of butcher paper. Take a copy of the phrases and sentences for each set of proposals to the production room for typing by a member of the team and have duplicated for tomorrow morning's work.

THURSDAY ORDERS OF THE DAY

CONTEXT

On Thursday morning, the total Consult will perform a cross-gestalt in order to arrive at the Practical Proposals that will transform the underlying contradictions into a useable vehicle for bringing into being the community desired future. The move from proposals to Tactical Systems shifts the consult from the realm of ideas solidly into the realm of action. At the conclusion of the plenary the teams will be assigned proposals to work out 6-15 separate actions required to implement each of the proposals.

MORNING PLENARY

1. The first part of the morning will be spent working as teams in a plenary session. After breakfast has been cleared, meet back as teams in the plenary space. Study the published copy of the team reports and check it for accuracy and clarity. As the plenary proceeds, instructions will be given to the teams. At the conclusion of the plenary send the scribes to receive the assigned data from the plenary gestalt.

TEAM CHECK

2. Meet as a team for lunch and to plan the day. Go over the assigned Practical Proposals relisting the data from the plenary. Because of the number of proposals assigned to each team (4-7), it is suggested that you work in sub-groups throughout the day with each sub-group working on a single proposal. Using the plenary data gestalted into the proposal, determine the 4 rational parts or sub-proposals of each proposal. Assign someone to write a prose paragraph which describes the proposal. Brainstorm possible tactics. Ask "What is necessary to be done?" Plan the investigation necessary by the sub-group to determine the specific tactical requirements for actualizing the proposal.

VARIED INVESTIGATIONS

3. As a team, sub-units, and individuals, investigate and research the tactical requirements for the assigned proposals. By the end of the day you should have uncovered 6-15 substantial tasks (not procedures or abstract steps) necessary to implement each of the proposals. Looking at the list of6-15 tactics per proposal, use your imagination to walk through the total actualization of the proposal in order to see the necessary tactics. This will probably mean adding to the list. Pull out 6-15 independent tactics necessary for implementing each proposal. Give each tactic a 2 word adjective noun title which clearly states the tactical action, write a sentence in the form: Adjective noun; will be (use action word) and descriptive phrase. Have these ready to present to the team at dinner.

DAYS PULL TOGETHER

4. In the evening, after the investigations have been completed, meet as a team to go over the day. Sub-groups report on the work done relative to each of the assigned proposals and reflect on the day. Allow the team to critique the work of each sub-group for: 1) practicality (Are these do-able tactics and not additional proposals?) 2) applicability (Are these all necessary and do-able?) 3) sub-

stantiality (Are these each substantial acts and not abstract steps?) NOTE: any suggested tactic which would require less than one man-day of effort should be subsumed if possible in another tactic...and 4) inclusiveness (Are substantial tasks unmentioned?) Comments by the total team will ensure a balanced picture of the tactical necessities for each proposal. Clean the titles.

REPORT PREPARATION

Return to sub-groups and rewrite the descriptive sentence. Print the title on slips of paper provided.* Write down as much of the practical specifications and data as possible related to each tactic in the scribe's notebook (one-side only). This will be used tomorrow. Create sentences for each tactic and take a copy of the tactic titles and sentences to the production room for typing by a member of the team and have them duplicated for tomorrow mornings work.

*Be sure to print titles on the slips of paper IN BOTH LANGUAGES where English is not the local tongue.

FRIDAY ORDERS OF THE DAY

CONTEXT

On Friday morning, once more a cross-gestalt will be made by the whole Consult. This will transpose the tactical actions into a co-ordinated tactical system of 25-35 basic tactics discerned in the plenary, the teams will finalize the organization of the Tatical Systems and 150-300 word holding paragraphs describing the sub-tactics for each Basic Tactic. Each team will also build a tentative set of Actuating Programmes for the project.

1. The morning will be spent working in a plenary session to articulate the tactical systems necessary for the community. This will involve organizing 300 or more tactics into a single system of 25-35 basic tactics. The amount of data involved in this plenary requires a different kind of participation by the group mind than has been needed before. Sit by teams but work primarily as sub-groups within the teams, each focusing on one particular proposal and the tactics listed beneath it. This means that to cover all the work we may be operating in 17-22 separate groups. Detailed instructions will be given step by step as the plenary procedes. At the conclusion of the plenary teams will be assigned to discern the subtactics within the basic tactics which emerged out of the crossgestalt. After the plenary the scribes will receive the assigned data from the plenary gestalt.

2. Meet as a team to plan the day. Review the tactical data gestalted into the basic tactics. Assign basic tactics to each unit. The file folders being created are for use by the project over the next two years. Build a file folder for each basic tactic by cutting and pasting on the inside front cover of the folder the portions of the plenary reports which were gestalted into the basic tactic. Add to the folder any written paragraphs from the night before that relate to this basic tactic. As a unit, delineate the discrete subtactics included in each basic tactic. Check these subtactics for consistency, inclusiveness and feasibility. Discuss the subtactics in terms of what actions are specifically involved. List the subtactics (with two carbon copies) in adjective noun form. Rename the basic tactic in 4-words gerund, adjective, adjective, noun form.

3. Over supper meet as a team and brainstorm the intuitive list of 25-30 programs needed for organizing the sub-tactics. These programs are the vehicle for organizing the forces, generating motivity in the community and providing necessary funding. As a team, check the work of the subgroups on the list of sub-tactics using the sub-tactics refinement screens to insure practicality.

4. As units for each subtactic, write a holding statement which describes the sub-tactic concretely and specifically. The form of this statement is adjective, noun, will be action verb and descriptive phrase (ex: Piece-work sewing will be contracted for Vogar women from wholesale clothing manufacurers who will place power machines and ship materials to a Vogar garment factory.)

Procure a file folder for each subtactic. Write the sentence for that subtactic on a sheet of paper. Then write as muc h detail as possible on what the team has descerned will and will not work work in implementing this subtactic. Don't be afraid to be lengthy at this point. Add paragraphs written by teams the night before and pamphlets and data in the original research files to these subtactic folders. The units have until 10:30 A.M. on Saturday to complete this work.

CONSULT PLENARIES

I

PLENARY FUNCTION

The crucial part of the Consult dynamic is the two-hour morning plenary which creates a transrational gestalt of all the data reported by the teams for each phase of the method. Although the type of gestalt and the nature of the resulting charts vary from one phase to the next, the general intent is common for each; to wire together the detailed particulars resulting from each team's work in its assigned arena and to hold that wisdom in a rational picture that provides a context for dealing with the next phase of the method. In this way the plenaries recreate the common corporate mind of the group and knit the various expertise into a single fabric. The plenary gestalts freeze the imagination of the Consult and allow it to stop working on one step of the Consult and with a clean slate to begin on the next step. This dynamic is crucial in allowing the consultants to move through the full method in the space of a week. It provides the interchange needed to produce an integrated project design for the site.

PLENARY CONSTRUCT

The consult plenaries are orchestrated in four phases each of which has four movements. Each movement has a number of steps. This orchestration flow is held imaginally on the abstract orchestration chart and in greater detail in each of the sets of plenary procedures. In addition, one-page working outlines have been added for each of the plenaries as an example of the minimal on-stage directions which are required.

PLENARY BEGINNING

Characteristic of the plenaries is an exciting disorder at the beginning. The room is being prepared, people are putting up team report forms, others are reading and discussing team reports. Meanwhile the plenary leader completes his preparation of the board which will receive data from the group. The plenary scribe is preparing the material for the gestalt chart. The consult plenary opens with one or two songs as the group comes together. The plenary leader (#1) begins with a brief spin on the profundity of what is happening at that particular time in the Consult and grounds the groups common experience of it. This sets the common context for the plenary. The leader continues by spinning on the methods of the Consult attempting to ground and clarify the step being taken and the specific task of that plenary. The leader then briefly outlines the procedure of the plenary to orient and prepare the group for the gestalting exercise.

TYPICAL FLOW

The gestalting excercise, of course, involves the bulk of the time in the plenary. Moving into the gestalting exercise is the most difficult transition. The data from the teams is reported in various fashions as specified in the procedures which follow to provide a selected pool of data out of which to begin the reorganization process. This is usually done by reporting arbitrarily selected items from the various teams in series (such as going around the room and reporting the third and ninth item from each team.) As this first sample is being read, the plenary leader places each item tentatively on the gestalt board watching for initial similarities which begin to form the groupings of the plenary gestalt. After the first sample has been put up the leader reports in a tentative fashion initial categories which hold the groupings for him as a basis for team dialogue. The teams, in dialogue, go through a process of selecting data duplicating the sample on the board, and noting items in the team report not yet held in the gestalt. At the sametime the leadership confers on the emerging gestalt. Depending on the plenary, the next step either focuses either on the duplicate or unincluded data. Next, a sample of this data is added to the board, broadening and clarifying the common gestalt. After this all duplicated items are subsumed into the gestalt, giving a picture of the total reorganization. As this mop-up proceeds, the second leader, who is assigned to rationalize and interpret the gestalt on behalf of the group, works through his final interpretation of the data in the form of a chart. He then moves to the board and sketches the final art form gestalt on the board. His interpretation is shared and the group is invited to do the reflection required to symbolize the consensus.

PLENARY CLOSING

The closing of the plenary after the interpretation of the results is a brief but crucial movement. The teams are commissioned to new assignments, procedures for the next movement are indicated, announcements are made and the group is sent out. The closing must be thought through carefully and in detail to ensure that it practically and symbilically propels the teams into the day. The plenary interpreter works through and announces the team assignments at the end of the session. Each team is assigned to take a particular section of the rational chart as the focal point for moving through the next step of the method. At times, several columns are assigned to the same team. Often, however, two teams may split the basic components of one column and work independently on them. This is especially true after the tactics plenary where the location and availability of consultant expertise in a team is a primary guideline for assigning the various components to a particular team. One of the leadership team meets with the scribes immediately following the plenary ensuring that the specific detailed backup data for each of the assigned components of the gestalt are rapidly distributed to the teams after the plenary. Necessary announcements should be writtne out beforehand and checked for clarity and fullness of detail before they are read. Unique elements of the orders of the day should be reiterated at the close of the plenary and one or two suggestions made to release the minds of the teams to move quickly to their next step.

PLENARY PRACTICS

The necessary practical preparations for the plenary are complex and manifold. The room needs to be cleared following breakfast. This must be done by the team assigned in 30 minutes if the plenary is to begin promptly. Meanwhile another team will be appointed to collate, staple and distribute the printed reports of the team's work if this has not already been handled by the production staff. During the plenary, the teams sit and work together. Half way through the morning refreshments are served. Since there is no time scheduled for a break in the plenary, it is crucial that any snack be served to the teams as they work, and served quietly as possible.

There are certain key leadership roles upon which every plenary depends. The first is that of the five team orchestrators who lead the team work designated by the plenary gestalt leader and ensures the pace and quality of the team's participation throughout the session. The team role in the plenary is important. First, it stands ready to clarify and interpret the intent and substance of each item of data forming part of its own report. Second, it pushes for the clarity behind data from other team's work. Both of these serve in making the corporate wisdom of the total Consult available to the consideration, evaluation and reflection of the whole body. In this way the team, functioning as a whole or as units during the plenary, significantly effect the wiring together of the corporate mind of the total Consult. The role of orchestrating the team work which goes on during the plenary is critical to maintaining the pace required to complete the plenary within two hours.

TEAM ORCHESTRATIONS

The team leaders oversee the posing of their bucher paper work by the time the session opens. They also appoint reporters and scribes and make sure they are located around the room in sight of all their team's charts. Several scribes need to keep track of how all items are dealt with. The plenary scribe should be appointed who is given exclusive responsiblity for the data exchange among the team scribes at the end of the plenary.

TEAM OPERATIONS

The other leadership roles are those of the team who together make possible the shaping of consensus which emerges by the end of the session. The plenary gestalter leads most of the session and is responsible for wiring the data from all teams together into a critical gestalt which identifies the basic components of the plenary chart. The plenary interpreter comes forward during the last phase and pulls the gestalt compenents into a rational art form which he then uses as a basis for sharing a brief but profound interpretaion of the work of the morning as it relates to the previous and following steps in the Consult.

LEADERSHIP TEAM

LEADERSHIP TASK

The leadership of a plenary is challenging. First, the overwhelming amount of data to be comprehended--often totalling up to 300 items--creates extreme complexity. The gestalter must direct the group in creating a single coherent picture of the many-faceted rasults of the team work. Second, the leader must be consumed with organizing categories for the data which he must see emerging quickly, but yet must not superimpose upon the data. He must direct the mind of the group to see the plenary (i.e. vision or contradiction or proposals or tactic) and intuit while he prophesies the hidden integrity of their result. Third, he must be on the look out for the emergence of the shockingly unknown and unanticipated organizations and coagulations of data at the same time as he uses his own experience and critical intellengence to move the group quickly through the exercise. Fourth, if the plenary is to be effective, the total mind of the Consult must be woven together into a single entity. Both the gestalter and the interpreter must be concerned with the participation of the group, especially at the point of the finale where the shocking interpretation of the emergent gestalt calls to consciousness the new consensus which has been forged in the group. After the finale, the leadership team must be concerned first with rapidly supplying the result of this gestalt to the teams' scribes as the basis of the next step in their work. Second, the gestalter must be concerned, after the plenary, to check the gestalt more rigorously with the specific team data and make whatever modifications in the chart are required to adequately hold the mind of the total Consult. He must also brood through the language of the chart until it accurately reflects the nuances of meaning which help it articulate the unique situation to which it is addressed.

III

PLENARY METHODS

During the plenaries the methodologies of the Consult are contexted and demonstrated for the whole group. The cross-gestalting and swirling used in the Consult plenaries allow a profoundly new consensus to emerge in the group as one set of operational holding catagories disappear in the face of the emergence of a radically new organization of the data of the data of the local situation. Issues are clarified and decisions are made. Commonality is dramatized as the consensus of the group is forged and basic images unified. Three of the plenaries draw the team's work together into a single picture through a process called cross-gestalting. The other plenary draws together the teams' work using intuitive swirling in order to discern the depth complexity of relationships involved in articulating the underlying contraditions. Transrational cross-grestalting reveals new holding categories for raw data; intuitive swirling discloses a more complex pattern of relationships, producing a visual form which holds a number of values in one image. The transrational cross-gestalt breaks open the one-dimensional, often imposed initial gestalt through the use of intuition, revealing a new order; intuitive swirling arranges raw data in clusters which hold several dimensions and reveal the multiple inter-relationships present among the items.

CROSS-GESTALTING METHOD

The transrational cross-gestalting method is used in plenary sessions as a means by which the group is enabled to move beyond an original set of gestalt categories to uncover new, more subtle depth relationships among the discrete items of data which comprise the original brainstorm. It allows for the data to be arranged according to a new screen, thereby offering a fresh, new perspective on the topic under treatment, and enabling the group to turn and ask a different question about the situation. Procedurally, the method begins by the group looking at the responses organized according to the initial gestalt categories. These initial gestalts, each category's, are erased in order to free the group from the previous organizing themes. The leader then asks the group to look at the raw data across the gestalt categories in order to locate like items. When like items are identified, they are marked with a common identifying symbol. The group continues considering the remaining data looking for similarities until all of the data has been cross-gestalted. If two or three items remain, they may either be grouped together as an additional category, or be subsumed under the categories already identified and marked with a symbol. Only in special instances would a gestalt category contain less than three items of data. When every item has be subsumed in this fashion, titles are given to each of the arenas into which the newly organized data falls. These arenas are related to one another through the creation of master holding categories which draw the entire body of data into a single chart. This chart of the new gestalt represents a transrational order of the data which reveals previously implicit, unconsciously intuited relationships.

CONTRADICTION GESTALTING

Because of the nature of contradition discernment in the plenary, intuitive swirling is the more helpful procedure. The contradiction plenary is a far more revelatory plenary than any other in the consult. The dynamic requires considerable pushing of team reports to move beyond surface statements to grasp the objective underlying contradictions of the sutuation. The teams bring into the plenary lists of items which are perceived, from their perspective to be contradictions or blocks to the actualization of the operating vision. The task of the plenary is to push through these to the underlying contradictions which from any perspective inhibit the actualization of the vision. This requires the release of intuition in seeing new relations. Second, in the contradictions section the Consult deals most profoundly and objectively with the local situation. This dealing is at a depth of awareness - painful awareness - that few people are skilled at dealing with. So the plenary must push the team reports to get beyond subjective surface analyses of problems in the situation and also to get beyond a simple reiteration of indicative elements of the situation. The plenary must also push beyond superimposed analyses of similar situation by the consultants usually described as "the lack of....". The need of this pushing requires a highly intuitive and unconditioned gestalting method.

SWIRLING METHOD

Procedurally, the swirling begins by placing the work of past team sessions before the total group. Each of the five teams in the Consult brings a list of 20 so-called precontradictions to the plenary. The leader then asks each team to circle the three most important contradictions in its list of 20. The leader calls for these to be read, team by team. As they are read he places an abbreviated holding term for each scattered across the unlined blackboard. After the first round of prioritized contradictions from the teams' lists are plotted, the leader calls for each team to select the next three most important contradictions, this time from another team's list. These are then plotted on the board in relation to the previous items. Then the leader calls for one person from each team to identify the next three most imporant items from the ten remaining on another team's list. These are also plotted. Finally, all of the remaining items are plotted with over-lapping items eliminated as the work progresses.

PLOTTING PROCESS

The locating of each item on the board is decided intuitively. The center represents the heat--or the position where the most overarching, all-determining contradictions will appear. The outer areas represent decreasing levels of primacy. By arranging the items in positions from the center outward, one screen of priorities appears. This imagery is necessary in that in any situation each contradiction is related to every other one. They form a single matrix of contradiction around certain subcenter or clusters of contradictions located at different points. As a number of items begin to cluster within a particular area, another set of relationships emerge. To locate any one item after the first few are placed on the swirl, it is necessary to decide not only its relationship to each of the other items already on the swirl, but also its relationship to the center. A new item would be placed close to an item previously located on the swirl if it were similar; if it held a new contradiction dimension, it would be located in a position distanced from other items by the degree to which it is intuited to be different from each.

PLOTTING PROCEDURE

When time permits, the leader calls upon the group to intuit the placing of each contradiction item on the swirl. Often, however, he may employ a shortcut, and decide the placement of each item as it occurs to him, standing open, of course, to modification if the group suggests a different location. In calling for the contradictions to be read, the leader exercises discretion, beginning with those he intuits to be most central, and which will allow him to build the gestalt from the center of the swirl outward. Sometimes as the data is plotted, it reveals a shift as the center of the contradictions swirls away from the leader's previously intuited location. If this occurs, he simply continues to plot the items, keeping his eye constantly on the center and the direction in which it may subsequently move again.

CLUSTERING PROCESS

When the ploting is completed, the group is asked to look at the swirl and indentifies the various clusters into which the plotted items coagulate. The leader draws a heavy line around all related items which make up a given cluster as it is identified tc produce finally the image of the total swirl of contradictions clusters. The number of clusters depends upon the amount of data plotted on the swirl and usually tends to be high. Fewer than seven clusters usually tends to produce abstract categories rather than to identify clearly major contradictions. The Oombulgurri Consult produced 11 such clusters ranging in number of items from 19 to 4. The swirled clusters of contradictions are then named and the subsumed items listed under each for use in the next step of the research procedure. Later the gestalt of swirled contradictions becomes the basis of a series of paragraphs describing the underlying contradictions of the project.

IV

PLENARY PREPARATION

The leadership of the plenaries requires careful preparation. Several charts which serve a preparation tools and extensive procedures for each plenary are contained in this section. Where the Consult is conducted in a second language, translation should be provided for in the plenary. This involves a master translator to work with the leader in translating overall plenary comments. Each team or unit should have a translator as well for its reports. Team leaders are instructed to seat bilingual members in an arrangment that puts them within earshot of anyone needing their help. Those leading the plenary need to reflect on previous gestalts, visit the teams the night before to get a sense of their work, and carefully study the team data as soon as it is available. Careful brooding is also needed on the practical management of the data and especially concerning the effective involvement of the teams in the plenary. In addition to this text, certain resources should be studied in preparation for plenary leadrship. Consult Summary Documents, especially several samples of appropriate charts are critical resources.

PLENARY PREPARATION PROCEDURES

BACKGROUND STUDY	CREATE FLOW CHART	WALK THRU THE BATTLE	FINAL FOCUSING
Study the 16 page procedures section for the plenary. Refer back to the flow Orchestration abstract and the imaginal orchestration and data charts (Plate ___ and ___ which follow.	Create your own leadership flow chart using your own shorthand. Work to get your notes for each phase on 1 page and lay out the steps and guidelines from the 16 page procedures section which relate to your grasp of your key moves.	Go thru each step of the 3 hours creating checklists of materials and making special notes, writing out alternate ways of asking questions, anticipating possible problems and working out ahead of time how you would handle such problems. Pay particular attention to the method of pushing data for clarity. Decide in advance how you'll handle the data in the alotted time.	Read through the printed team reports spotting the kinds of responses that will require pushing. Review the chart from the previous days plenary Decide on any remaining practical or procedural alterations necessiated by the amount of data of the way it is reported. Share your plan with your plenary partner deciding on orchestration of the 2 roles in Phase 4.

PLENARY LEADERSHIP PREPARATION

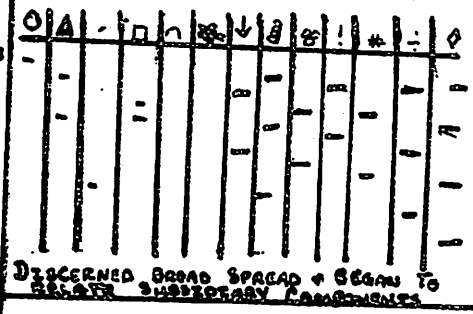
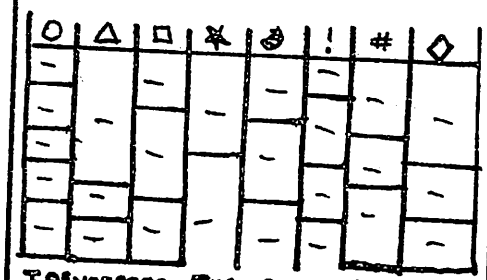
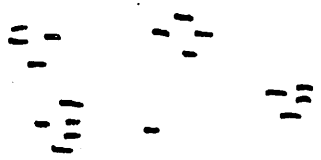
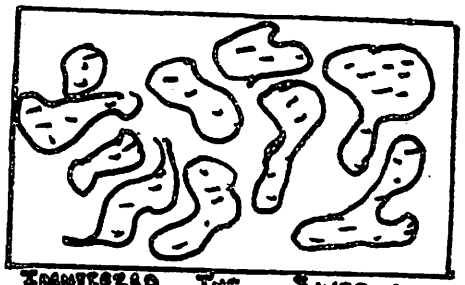
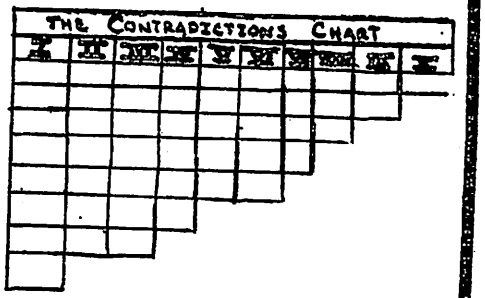
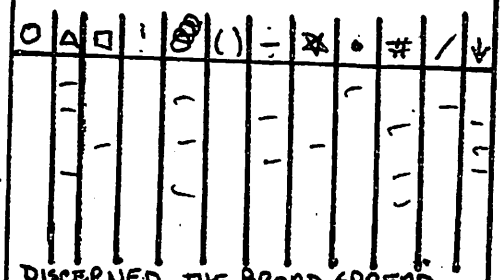
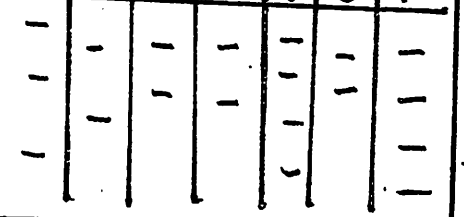
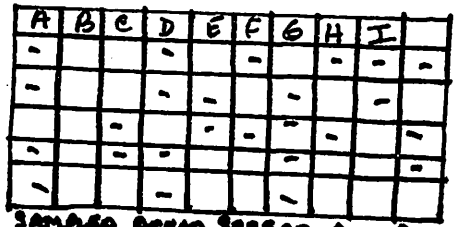
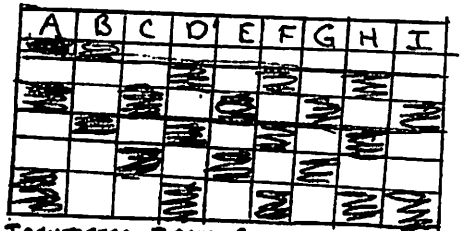
Plenary Orchestration Abstract

Settting the Context	Creating the Gestalt		Rationalizing the Consensus
I. Prelude	II. Discerning Breadth	III. Discerning Depth	IV. Finale
ON STAGE	RANDOM SAMPLE	TEAM TABULATION	FINAL GROUPINGS
SECULAR SPIN	SPECIFIED SAMPLE	NEW ITEMS	COMPONENTS IDENTIFYING
METHODS SPIN	SPECIFIED SAMPLE	SIMILAR ITEMS	RATIONAL CHART
TEAM INSTRUCTIONS	CORPORATE REFLECTION	CORPORATE REFLECTION	SEND OUT
30 Minutes	1 Hour	1 Hour	30 minute

PLENARY LEADER'S FLOW CHART

PHASE I leaders begin with	which contains	In Phase II the leader	In Phase III the leader	In Phase IV the leaders
Mass of Data	Basic Component	Attempts to discern the broad range of basic components at the heart of the mass of new data 1. by taking a random sample from which to begin building to gestalt. 2. by calling on the team to select data which will likely reveal the broad spread of basic components 3. by intuitively spot'g the subsidiary components which get fed in and locating them in relat'n to the emerging basic components 4. by calling for group consensus relative to the emerging gestalt.	Tests the validity of the emerging gestalt by locating new basic components and getting a handle on the emphas's the Consult has placed on each thru 1.plotting items that do not seem to be held by the gestalt. 2. plotting duplicates of items already held by the gestalt. 3. initially organizing the basic components into a smaller number of holding categories 4. by calling for group consensus on the refined gestalt.	Rationalize the gestalt into an art form which holds the basic components in relation to each other within larger context levels.
	Subsidiary Components			

PLENARY LEADER'S ORCHESTRATION

	YOU BEGIN WITH	BY END OF II YOU HAVE	BY END OF III YOU HAVE	BY END OF IV YOU HAVE
VISION	Five Each contains 20-30 elements of the vision Total Data: 100-150 pieces	 DISCERNED BROAD SPREAD & BEGAN TO RELATE SUBSIDIARY COMPONENTS	 IDENTIFIED THE BASIC COMPONENTS	THE OPERATING VISION A: I, II; B: III, IV, V, VI; C: VII 1: —, —, —, —, — 2: —, —, —, —, — 3: —, —, —, —, — 24
CONTRADICTION	Team lists Each contains 20 prioritized statements of the blocks to each arena of the vision (usually 5-7) Total Data: 100-140 pieces	 DISCERNED THE BROAD SPREAD AND BEGAN TO CLUMP RELATED DATA	 IDENTIFIED THE SWIRLS	THE CONTRADICTIONS CHART I II III IV V VI VII VIII IX X 
PROPOSALS	Team lists equal to the numbers of contradictions discerned (usually 9-13) Each contains 6 proposals (1 master, 5 basic) which will release the contradic'n Total Data: 54-78 pieces	 DISCERNED THE BROAD SPREAD	IDENTIFIED BASIC COMPONENTS WITHIN COLUMNS OF GRID 1 2 3 4 5 6 7 	THE PRACTICAL PROPOSALS CHART I: A, B; II: C; III: D, E 1: 5, 9, 12, 16 2: 6, 10, 13, 17 3: 7, 14, 18 4: 8, 11, 15, 19
TACTICS	Team lists equal to the number of proposals created (usually 19-32) Each list contains 6-15 basic tactics which will implement the proposals. Total Data: 144-485 pieces	A B C D E F G H I  SAMPLED BROAD SPREAD AND BEGAN TO CLUSTER RELATED DATA	A B C D E F G H I  IDENTIFIED BASIC COMPONENTS W/I COLUMNS OF THE GRID	THE TACTICAL SYSTEMS A: 1; B: II; C: VII; D: III, IV; V; VI; VIII 1: 4, 7, 11, 15, 19, 22 2: 5, 8, 12, 16, 20, 23 3: 6, 9, 10, 13, 14, 17, 18, 21, 24

PLENARY CHART--COMPONENTS

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OPENING	Dynamics of Self Consciousness	Pain of Objectivity	Standing Tall	No Authority
METHOD CONTEXT	Total Method & Contradictions	Total Method & Proposals	Total Method & Tactics	Total Method & Actuation
REPORTS	Choose 3--Use Choose 3 more	Read every 4th Item Aloud	One Person Read all Titles Report by Teams	Teams Rotate Data Send up Tactics Charts as Called
EXERCISE	Cross-gestalt	Swirling	Cross-gestalt	Cross-gestalt
SUMMATION	Vision Chart	Contradictions List	Proposals Chart	Tactics Chart
TEAM REASSIGNMENT	To columns of Vision Chart	To various Contradictions	To the Basic Proposals	To each Basic Tactic
METHODS DIRECTION	On locating Contradictions	On Formulating Proposals	On Creating Tactics	On Building Programs
DATA	20-30 Elements	20 Contradictions Per PV Column	6 pt Aquinas per Contradiction	6-15 Tactics/ Proposal

Plenary Display Forms

Tuesday

-HDP Arena Team

VISION ELEMENTS

1

30 elements

30

1 per team

Wednesday

-HDP Arena Team

PRE CONTRADICTIONS

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

1 per assigned column of Vision Chart

Thursday

-HDP Arena Team

PRE PROPOSALS

A

B

C

D

E

F

1 per assigned column of Contradiction Chart

Friday

-HDP Arena Team

BASIC TACTICS

1
2
3
4
5
6

6-15 basic tactics

15

1 per assigned basic proposal

Display only - Sat noon

-HDP Arena Team

PRE-PROGRAMS

1

20-25 Brainstorm PROGRAMMES

20

1 per team

PRODUCT CHART

		VISION	CONTRADICTION	PROPOSALS	TACTICS	PROGRAMMES
BEFORE PLENARY		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Back-up Notes	BRAINSTORM	BRAINSTORM of Deterrents, Irritants + Blocks	BRAINSTORM	BRAINSTORM	Tactics Gestalt Proposals Gestalt Contradictions Gestalt Vision Gestalt Related Backup
	Published	Plenary Report 20-30 elements of the Operating Vision	Plenary Report 20 Prioritized Contradictions	Plenary Report 6 Point Proposal	Plenary Report 6-15 Basic Tactics	Plenary Report 10-20 Actuating Programmes
	Butcher Paper	3-5 Word Phrases	5-8 Word Statements	2-3 Word Titles + Sentences	2-3 Word Titles + Sentences	Programme Titles List
	Printed	Phrases + 1 sentence	Statements + sentence	Titles + Sentence + Explanatory Paragraphs	Title + Sentence + Explanatory Paragraphs	Programme List + Components
AFTER PLENARY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Plenary Data	Plenary Chart and Team Raw Data Relist	Plenary Chart and Team Raw Data List	Plenary Chart and Team Raw Data List	Plenary Chart and Team Raw Data List	Plenary Chart and Team Raw Data List
	Team Creation	Team Gestalts Taking each box down to the 4 underneath with raw data listed	Team work naming each subswirl + listing subswirl data + paragraph describing each contradiction	Team 4x4's on each proposal (box) plus paragraph on each proposal	Team subtactics list for each tactic with raw data plus tactics paragraph for each tactic	Team list of 4 components per program + raw data (tactics, proposals, contradictions, + vision) + plenary data. Descriptive, Component + Implementary Paragraphs for each programme

THE OPERATING VISION PLENARY

THE FOUR PHASES	THE SIXTEEN MOVEMENTS
I. MOVING TOWARD THE FRONT	1. Preparation-- getting on stage 2. Secular Spin 3. Methods Context 4. Team Instructions
II. ESTABLISHING THE BORDERS	5. Initial random sampling-- round 1 6. Specified Selection-- round 2 7. Specified Selection-- round 3 8. Corporate Reflection
III. GRASPING THE FOCUS	9. Team tabulation & tightening the gestalt 10. Locating new data-- round 4 11. Locating similar data-- round 5 12. Refining the gestalt
IV. NAMING THE TARGET (Building the consensus)	13. Collapsing the uninclusive aspects 14. Re-ordering the columns 15. Rationalizing the art form 16. Announcements and send out

REPLICATION CONSULT
Monday--VISION PLENARY
SAMPLE LESSON PLAN

OPENING First Leader	1. SONG 2. SPIN: Wonder at Being Here 3. METHOD CONTEXT: Relationships - Selfhood is what you do with relations - Operating Vision seen in these relations 4. INSTRUCTION: Crossgestalt, Plenary Roles
OBJECTIVE First Leader	ROUND ONE: 1. FIRST SAMPLE: 3 clearest items (each team) 2. SECOND SAMPLE: 3 next clearest (each team) 3. THIRD SAMPLE: 3 (clear) new aspect not already held by data 4. INITIAL INTERPRETATION: Broad brush strokes Corporate Reflection
REFLECTIVE First Leader	ROUND TWO: 1. Teams identify and tabulate dissimilar items 2. FIRST SAMPLE: Dissimilar items 3. SECOND SAMPLE: Similar items 4. CLARIFY GESTALT/Collapse weak columns 5. TITLE COLUMNS/Identify boxes
INTERPRETIVE Second Leader	1. Above Lines: Rational Organization 2. Below Lines: Boxes 3. Shocking Insights/Unclarities 4. Questions/Comments
CLOSING Second Leader	1. Team Assignments 2. Context Contradictions 3. Announce Team Meeting Spaces/Lunchtime & Practics 4. Send out to work

MOVEMENT	INTENT
2. Preparation	To get board ready to receive initial round of data by drawing 14 columns. To announce the opening of the session with a song.

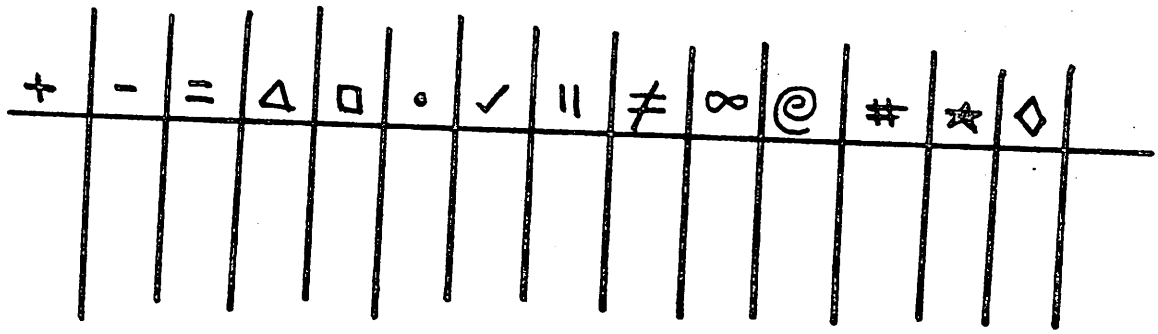
DIALOGUE

Let's turn to page___ and sing The Vision

(Meanwhile put chart on board. Begin with 14 columns as below. This can be expanded if data requires.)

DANGERS	HINTS
Forgetting to leave room for expansion on each side of the board Not beginning promptly at 8:30 (or 20 minutes after breakfast)	Design of the blackboard chart should be up by the time the song ends. Plenary floor plan (see design) values held 1) Teams sit together 2) All teams have view of board and space to hang reports

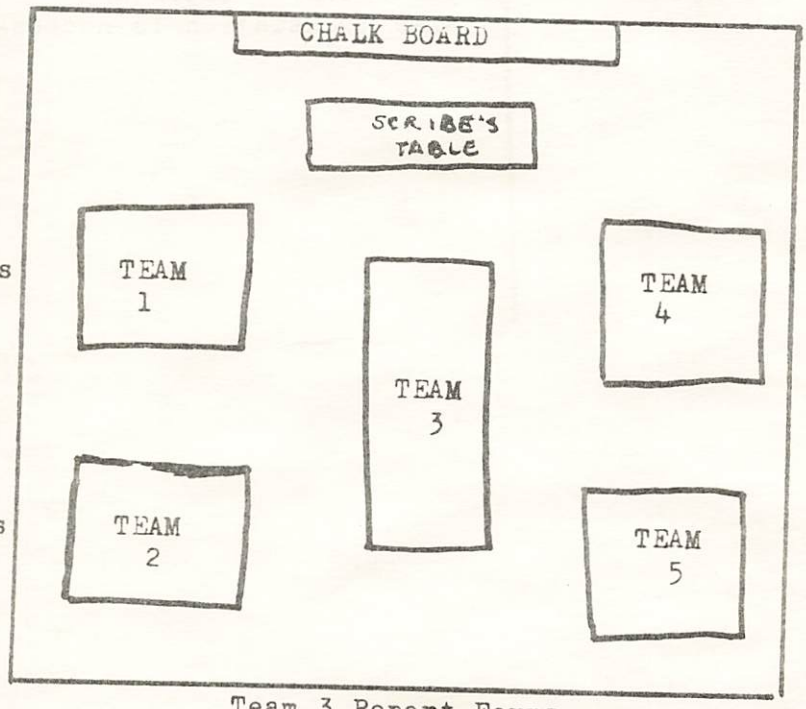
BOARD DESIGN FOR VISION PLENARY



Leave extra space on each side-- preferably use 3 boards putting chart on middle board

PLENARY I
PHASE I
MOVEMENT 1

FLOOR PLAN SPACE DESIGN



Team 1 Report Forms (this wall)

Team 2 Report Forms (this wall)

Team 3 Report Forms (this wall)

Team 4 Report Forms (this wall)

Team 5 Report Forms (this wall)

I. MOVEMENT	INTENT
2. Secular Spin	To make a secular statement that holds the rational/existential dimensions of the plenary

DIALOGUE

(See Sample Construct of spin attached)

DANGERS	HINTS
Making this a lecture rather than a conversational spin	Short, concise verbiage is particularly important when translation is necessary.

TOOLS - Vision Plenary

SECULAR SPIN

A. Individual and Corporate Selfhood

1. What defines a human being is his relationships
   Illustration: My life is made up of relationships--to my wife, sons, hometown, nation, etc. Those relationships define me.

2. My selfhood goes far beyond my relationships
   Illustration: When I take a self-conscious relationship to my relationships which define my being I assert or ~~re~~veal my selfhood.

3. The same is true for a local community
   Illustration: What defines this community is it's relationship to other communities. But to be a community with self hood, every community must take a self-conscious relationship to those relationships.

B. Relationship of Operating Vision

1. I possess an operating vision - picture relationship to what is required in the future. It's mostly latent. My wife constantly interacts with me enabling my operating vision to become objectified. (Give illustration)

2. So will a community. Latent vision is submerged yet still present in people's imaginations.
   Function of consult= to→ interaction of subjective/objective to bring to self-consciousness the operating vision.

(Part of this section overlaps the methods spin of next step)

INTRODUCTION

Yesterday we watched the teams as they went around the village. Every time I ran into a group of people moving from one place to another, they were almost running. Their faces showed how excited they were. Yesterday was a hard day, but last night, even though people were tired, they were exhilerated. I believe that had to do with encountering the concretions of possibility for inclusive development here in Maliwada.

CONSCIOUSNESS AND SELFHOOD

I want to say a few words about the Operating Vision to orient ourselves before we begin our cross-gestalting exercise. One of the foundational and obvious insights of anthropology today is the understanding that what defines a human being is his relationships. My self is made up of my relationships to my family, to my home town, to my employer, to my school, to my nation and so on. But my selfhood goes far beyond those relationships. I take a self-conscious attitude to the relationships that make up my being, and then I become a self, then I have selfhood.

CONSCIOUSNESS AND COMMUNITY

The second crucial insight that is emerging in anthropology is that just as a self, to be a self, must take a self-conscious attitude to its relationships, so too it is with a community or village. What determines Maliwada is a set of relationships among the people of Maliwada to the land of Maliwada, to Aurangabad and Dabladabad and Abdi Mandi. But to become a community those people must have a way to take a self-conscious attitude to the relationships of which they are a part.

LATENT OPERATING VISION

The operating vision which we worked on yesterday has to do with a community taking such a self-conscious attitude to the given relationships which make it up. We call this a latent vision because usually it is not self-conscious; it is submerged and unconscious, but it is still in people's imagination. Through the encounter between the subjectivity of the people here in Maliwada, and the objectivity of the outside consultants, this operating vision is brought to self-consciousness. This is the function of what we did yesterday. Only with this self-consciousness is significant community development possible.

OUTSIDE CONSULTANT DYNAMIC

This morning we will take the various elements of the Practical Vision that emerged in our teams yesterday and draw them together into an inclusive picture of the operating vision of the people of Maliwada. We worked in five teams and each team looked from a different perspective to try to discern that operating vision. We want to take those five perspectives now and draw them together into one statement, the Operating Vision of the people of Maliwada.

Without the presence of outside consultants here in Maliwada, spelling out this vision would be impossible. But the vision we are spelling out is the vision of the people of Maliwada, not something we have come in to superimpose.

VISION AND CONTRADICTION

Spelling out that vision gives us our goals, if you want to use that word, but we will not stop there. The vision will serve as a context as we go forth to discern the blockages, the factors in this situation that are prohibiting that vision from coming into being. The Operating Vision ensures that as we look for contradictions, we are looking for contradictions relative to the people of Maliwada, not relative to some other situation.

CROSS-GESTALTING PROCESS

We call the process we are going to use a cross-gestalt. As we worked in our teams to draw together the reports, we were thinking vertically, making lists of elements we discovered yesterday of the operating vision. With the cross-gestalt, we will move horizontally across these five lists of elements. By doing this we will be able to see the common elements that appear in all of them and therefore to create one picture from the five.

MOVE MENT	INTENT
3. Methods Context	To set this step of the method in relation to what follows. To provide operating guidelines for identifying elements of an operating vision. To set groundrules necessary for effective orchestrating of plenary dynamic.

Dialogue:

Split based on 4 x 4

I. What an operating vision is

1. a community's picture, vision of itself rel. to future
2. usually latent, unself-conscious
3. always practical- real rel. to situation, yet has element of possibility in it
4. in operating - people operate out of it now, therefore it is part of social reality.

II. How Operating Vision is discerned

1. Objective-subjective interaction
2. Look for clues to hopes, dreams, yearnings
3. discerned in what people say they need, long for, anticipate
4. discerned indirectly in stories, symbols, style, architecture

III Cross-gestalting Method

1. wiring corporate consciousness of the consult
2. Looking across the up and down lists on team reports
3. discerning new categories that cut across team focus
4. creating new national form in which no data is lost: this will be our discernment of the vision

IV. Role of objective-subjective in shaping the group consensus raised by leader 1:

1. Role of push questions - reveal insight beneath unclarity
2. Other teams can honor insight of reporting team by listening; then get your insight in when you report
3. Opportunity for corporate reflection built in; this allows for objective-subjective check among teams
4. Role of leader 2: objective check on what leader 1 is doing (paralled to the role of teams in relation to each other.)

DANGERS:

Long-windedness

HINTS

Use 4x4 as guide; select what's relevant and helpful; be able to say the same thing 2 or 3 different ways

MOVEMENT	INTENT
4. Team instructions	to indicate procedures leader will use in calling for team reports to allow for common coding of raw data to check that each team has necessary materials and role assignments

DIALOGUE

We'll be working in our 5 teams at points during the plenary. I'll be giving specific instructions to the teams about how to report out the data to the whole consult. One of the team leaders will orchestrate how each team gets that done. We will need to work within certain time limits in order to get our work done by noon.

Does every team have 2 butcher paper reports on the wall? (English & local language) Does everyone have a printed report of each team's work?

Let8s code our data on the printed sheets so we can keep track of it Number your pages with Roman numerals I - V. When I ask you for the code of any item, give me both the Roman Numeral of the page and the arabic numeral of the item - i.e. I-20

Are the team scribes ready and does each team have ℅ 2 reporters one for English and one for _____?

Dangers:

Confusing the teams with too much or too little instruction.

Forgetting to nail down all crucial roles.

MOVEMENT	INTENT
1. Initial random sampling (round 1 - 3 items per team)	-to demonstrate the method of reporting to be used throughout the plenary -to begin to build the gestalt -to involve each person from the start in the dynamic of consensus building.

Dialogue:

Each person take a minute to read your team's list of vision elements. Star the 3 items which are the most clearly stated in your estimation.

Now I'm going to call for 3 items from each team. Team orchestrators please appoint one person to report his 3 items on behalf of your team when I call for it. This can be anyone. Please speak so we can all hear when you report.

Team I, please hear your reporter read the code, the 3 word holding title and the sentence for each item as I call for it. I'll ask questions if I'm unclear and will locate the items in one of these columns on the board. We will have a chance to look together at what's up here in a while once we get enough data out.

(Continue in this manner intuiting the rational placement of items for the rest of the first round. By this time 15 elements will be on the board. Push for clarity on data as needed.)

Dangers:	Hints:
Unclear directions	Create a checklist of roles/movements etc. you want team to go thru and announce beforehand.
Poor handling of board.	Decide ahead of time your initial organizing principle for placement of data in columns. For example, put all economic items on left, all social on right, all unknowns in middle or in a holding category off to one side. During first few rounds when you are exploring the broad range covered by the data do not be too hasty to pull items together. You can shift them later.
Ambiguous, unclear data	Listen for the concrete element of the vision being pointed to in the sentence. Ask of the data- Can I see a picture? - as a clue for its concretion Put it on the board in one or two words (adj. & noun) that hold it for you. Ie. village electricity. To screen the data: Push back with further questions in order to get clear on <u>what</u> the element being pointed to is

WAYS TO PUSH DATA FOR CLARITY - VISION PLENARY

CLUE CATEGORY	EXAMPLE	PUSH
Tactical language	"Using local resources in factories"	If I were to say that sounds like a tactic, how could you clarify for me what aspect of the vision is being pointed to?
Abstraction	"Peace and order"	That's a bit unclear - read the sentence please. Now what would I see if that element of the vision were realized?
Outside Consultant Proposal	"Birth control"	I'd like to ask the local people here a question. Is that part of this communitiy's vision or is that a proposal one of us from the west has stuck in here?
Ambiguous	"New industry"	Can you say more of what you had in mind here? What sort of new industry would I see?

MOVEMENT	INTENT
2. Specified selection (Round 2 - 3 items per team)	to have team corporately evaluate own data and select clearest statements to expand breadth of data on the board (to include 30 items) to give teams a chance to briefly pull back and raise question of the larger picture emerging

Dialogue:

Now working as a team, take 2 minutes to select 3 of the remaining items from your list which are most clearly stated.

I'll go around as before. This time just read your 3 word holding phrase. Team 5 let's begin with you (

(Place items on board as before) Then generally spin on any identifiable chunk that seems to be emerging. Don't pin anything down yet.

Dangers:

Complex or vague team directions which cause the team to waste time figuring out what you wanted.

Warping the data when you move to hear only the holding phrases.

Spending an undue amount of time getting precise clarity.

Pulling plug on movement 4 by doing a thorough group reflection after round 2 - rather than an imaginal brush stroke

Hints:

Before you put your holding phrase on the board ask, "Would _____ hold your insight adequately?"

Be willing to graciously risk a degree of ambiguity at this point. Trust your ears rel. to what the group reports and remember these holding titles on the board must also be your way of simply holding the data in order to be able to quickly handle shuffling of positions later.

MOVEMENT	INTENT
3. Specified selection Round 3 - 3 per team	to further expand the data to include 45 items (roughly 1/3)

Dialogue:

Again as teams select 3 more clearly stated items. Try to select items which reflect a new aspect of the emerging vision.

(Locate items as above commenting on rationale for placement as it seems necessary)

MOVEMENT	INTENT
4. Corporate reflection	to tentatively point to emerging categories on the basis of one-third of the data thereby roughly checking the gestalt.

Dialogue:

Things are already beginning to emerge as components. Here we have something that seems to be related to fishing industry, here seems to be emerging types of urban services , here agricultural expansion This down here may be something like basic adult education, although I'm not really clear yet....

Where do you see other things emerging? Or where do you see things emerging differently?

I want to watch this area. I'm not sure about whether all these items are really related. Have you got your eye on any ambiguities like that?

Dangers:

Moving items together too soon

Forcing your interpretation on the group Don't suggest too many pull-together titles. Local participants are often reluctant to speak overagainst a suggestion that an "expert" makes.

Hints:

As you chat about the columns, move from left to right.

Keep it open.
Receive group comments graciously
Don't label columns yet - just leave the symbols above the line.

MOVEMENT PHASE THREE INTENT

1. Team tabulation	to test the comprehensiveness of the gestalt by isolating the potentially unique aspects not presently located on the board

Dialogue:

Take 10 minutes and work as a team identifying the items on your list that are significantly different from anything you've heard beging covered here so far. Then take the remaining items and decide which of the columns on the board they best relate to. Be careful not to force any of the data at this point. Put the symbol of the column beside the items you are able to locate.

(While the group is working, you give a one or two word holding title on the basis of the corporate reflection of step II-4, to the columns on the board

Make any shifts of data that seem to reflect the group consensus. See attached sample of the board at this point.

DANGERS

Leaning too heavily on your interpretation or any bias emerging from a part or one person of the group.

HINTS

Beware of certain consultants who may be grinding an axe out of a reduced concern and spot them ahead of time. Appeal to his team's sense of the data to broaden perspective. If one team is pushing hard for something different, listen hard. They may be onto something you haven't seen. Depend upon corporate leadership of plenary partner and team leaders to bounce in comments here that help to discern the group consensus.

Sample initial titles for items:

AGRIC. Δ	SERVICES □	TRNG ◦	FORMAL SCHOOLG ✓	HEALTH ‖	CONST. RUCT'N ⊣	INDUS. ∞	FINANC'L STRUCT. @	EXT'L REL ⋕	SOCIAL ACTIV ★	HOLD
FOOD CROPS	ELECT	BASIC ADULT	PRE	SERVICES	HSING	STONE	MARKET ACCESS	LAND OWNERSHP	CELEB	II-2
SMALL ANIM.	COMMUNIC.	SKILLS	ELEM	NUTRITION	ROADS	ROPE	EXPORT MKT	COMM. REL'S	FAMILY	IV-15
MARI-CULTURE	TRANSPORT		EDUC SUPPORT		PUBLIC FACIL	NEW IND	INVEST CAPITAL		YOUTH.	III-8
CASH CROPS	IRRIG					MARINE IND	CREDIT			
	DOMEST H2O									

2. Locating New Data.	to refine the scope of the initial gestalt by locating the items which are not covered.

Dialogue:

Each team count the number of items which didn't seem to fit into any of the columns and report the total as I call for it. Team 1.... (etc.).

Now I'm going to ask team ___ to report out those items and wee which ones we can locate.

Proceed accordingly for other 4 team locating the items that do relate to titled columns, placing brand new elements in new columns, putting ambiguous items temporarily in holding column. Throughout this push for clarity, assuming many items are really similar, but listen to and dialogue with the reporting team to discern the uniquely new elements.

Dangers:

Pushing your own gestalt

Pints:

Record this tabulation off to the side of the board:

team	1	2	3	4	5
# of responses	0	1	0	2	8

Choose the team that has the largest # of uncategorized items to begin this round.

III MOVEMENT INTENT

3. Locating similarities	to refine the emphasis of the gestalt in order to honor all the data and to discern clues as to the design of the rational chart form.

Dialogue

Now I'll ask each team to report the number of remaining items it discovered that were similar to the items already on the board. Give me the total number of new items you added to each column.

I'll call out the symbols. Team 1, how many circles? squares? etc. (See chart for recording form.)
Move to ~~X/Y/Z/X/~~ locate each team's items:
Can you locate that item in relation to a particular item within the column?

Dangers:

Hints:

1) Write totals on a grid to the side under the appropriate symbols or on bottom or above each column.

SYM / TEAM	*	Δ	○	◎	+	★	∞	
1								
2								
3								
4								
5								

2) Begin with the symbol that has the largest number of similarities tabulated to rapidly get located items in the arena of the gestalt that probably already has its parameters defined. If these items are duplicates simply put the code of the item up; otherwise use a 2 word phrase

3) Then move to call for items in which you (and the group) are least clear.
4) Then call for the balance of the data.

Encourage the reporters to locate as specifically as possible to speed up the process and expand team participation.

from the column about

write in a column

MOVEMENT	INTENT
4. Corporate reflection on the refined gestalt	to allow the group to participate in shaping the direction of the consensus reflected in the final chart.

Dialogue:

Now let's work on tightening the gestalt. It seems to me that we have 3 distinct things emerging in this column.

Where do you see that in other arenas?

Speak back to that .

Is this related here or here?

Dangers:

Hints:

Work with the group to tighten categories within columns.
Lead emergent consensus.
Work to hold tension of your comprehensive grasp of the whole and the teams' particular focus on their arenas.

IV MOVEMENT PHASE FOUR INTENT

1. Collapsing the uninclusive aspects	to move toward finalizing the gestalt components by ~~conflating~~ reducing unnecessary spread.

Dialogue:

I'm going to take this category here which seems related to this one here and pull them together and rename this _____. This may not be what we'll end up with finally, but it seems to me from what I've heard that in this community .....(give rationale)

Dangers:

Overpushing your point.

Coming across as arbitrary.

Hints.

Share, don't lecture on your rationale.

MOVEMENT	INTENT
2. Reordering the columns	to explore possible arrangement of columns in preparation for the pull together by the second plenary leader.

Dialogue:

What we are out to create now is a picture which rationally holds our consensus relative to the operating vision of the people of _____.(Hold up Plate 1 - the Operating Vision Chart- of a former Consult Document.

This is the one that the consult at ____ forged. It had ____ columns. Ours looks to me as if it may have LLL/ ____ or _____. We now want to reorder what seems to be the emerging columns and component categories to form a rational art form.

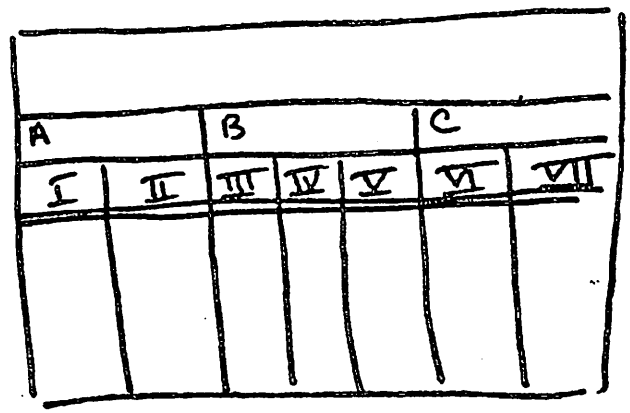
In this column there are ___ categories emerging. The same is true for this column where ____ (or ____) categories may be emerging. Both of these columns deal with the broader arena that I'm going to call for the time being _____. Right now I'll put these two columns side by side on the chart.

Dangers:

Trying to come up with a final 3 level chart in polished form at this point.

Taking extensive time to figure out what may only be possible by the second leader or not at all until later. post plenary reflection occurs.

Hints:



Decide the organizing principle for the abstract arrangement of the chart on the basis of studying the form of the previous Operating Vision charts. Allow this abstract to inform possible shaping of this unique chart. The job at this point is to clarify the solid relationships between columns that appear on the second level of the chart (level I,II above.) The final top level groupings (A,B) and any additional changes in the position of columns is done by the second plenary leader. The general guide line here is to organize the coluns according to subgroupings within the mor economic and the more social columns, as that is possible.

MOVEMENT	INTENT
3. Rationalizing the art form	to pull the refined gestalt into a balanced rational art form which represents the breadth and emphasis of the raw data.

Dialogue:

Second plenary leader comes forth after explanation by leader 1 such as, "Now ____ is going to pull the chart into rational form and summarize what we've done this morning."

1. Affirm what has already emerged

2. Indicate possible shifts of columns or occasionally sharpen categories rel to what is already on the board.

3. Mesh those insights with the work of the group done thus far and draw rational, balanced art form.

4. Interpret the chart rel. to what it reveals about the vision of people of ____ community.

Dangers

The biggest danger is not having stood present to the group mind as pulled thru the work of the first leader. This is manifest if leader #2 comes up with a chart which radically alters total design on every level of organization. His job is to render complete (by giving the final touches to) the work of the day, not to redo it arbitrarily from his perspective alone.

There is no need for a long speech. A brief, succinct, insightful interpretation that paints the broad sweeps is all that is necessary.

Hints

This step requires a tremendously crucial act of blending individual rational genius and corporate discipline re honoring the work of your colleagues. If the only thing possible at this point is to put up a totally different chart which dismisses the struggle of the group as already reflected on the board it is preferable to leave the work as it is on, rather that destroy it. Draw a frame around it, indicate it will be refined at a later point, interpret what is there, and close the session

IV MOVEMENT ~~INTENT~~

4. Announcements and sent out	to give the teams a focus for the rest of the day and to get them into the field as quickly as possible.

Dialogue:

1. Scribes meet briefly after plenary up at the board.

2. Teams meet in __ minutes in team spaces and begin to work on contradictions

3. Refer to orders of the day passed out at breakfast.

4. Send out by 11:45

Dangers

There is no need to spend lo minutes giving the teams detailed instructions. Team leaders can do this more effectively when the teams return to lunch. Only give the broad what, why, when and where.

Hints

THE CONTRADICTIONS PLENARY

THE FOUR PHASES	THE SIXTEEN MOVEMENTS
I. SETTING THE STAGE	1. Preparation 2. Methods Spin 3. Plenary Task 4. Team instruction
II. FORMING THE IMPRESSION	5. Random Sample 6. Initial Impressions 7. Second Sample 8. Initial Interpretation
III. SEEING THE NEW IMAGE	9. Team Tabulation Data 10. Plot new items 11. Brief Reflection 12. Plot Balance of Data
IV. DESIGNING THE GESTALT	13. Locate the Clusters 14. Name Arenas and Rationalize Chart 15. Interpret the Rational Chart 16. Closing

Tuesday--CONTRADICTIONS PLENARY
SAMPLE LESSON PLAN

OPENING First Leader	1. SONG 2. SPIN: Pain of Objectivity 3. METHOD CONTEXT: Rock - Invisible Know/Don't know What is it pointing to? 4. INSTRUCTION
OBJECTIVE First Leader	ROUND ONE: 1. FIRST SAMPLE: Every 4th item 2. FIRST IMPRESSIONS OF PLOT: Push weak/dangerous items 3. SECOND SAMPLE: 3 key items per list that are not yet up 4. INITIAL INTERPRETATION: Assign a letter code to each emerging cluster
REFLECTIVE First Leader	ROUND TWO: 1. Teams plot remaining items into clusters. Tabulate how many items belong to each cluster and how many items do not fit into a cluster. Set aside. 2. THIRD SAMPLE: Data that does not fit into any cluster 3. SECOND INTERPRETATION: 4. FOURTH SAMPLE: Remaining (similar) data 5. THIRD INTERPRETATION: Outline clusters, walk through and count number of items in each cluster.
INTERPRETIVE Second Leader	1. DRAW CHART 2. ABOVE LINE TITLES 3. FINAL INTERPRETATION: Relating Clusters 4. GROUP QUESTIONS/INSIGHTS
CLOSING Second Leader	1. TEAM ASSIGNMENTS 2. CONTEXT PROPOSALS 3. ANNOUNCEMENTS 4. SEND OUT TO WORK

PLENARY 2 PHASE I MOVEMENT 1. Preparation

OBJECTIVES: To announce the opening of the session with a song.

SCRIPT:

Let's turn to page ___ and sing "Top of the World".

HINTS

1. Begin promptly at 8:30 (30 minute after breakfast).
2. Same floor / space design as day before, however if this hasn't worked tables should be re-arranged before or after breakfast.
3. Alternate song suggestion: main value is that majority can sing it - good one if known is "Neverthless"
4. Board design:

work plenary here step 1-12	Save this space for step 13-16

PLENARY 2 PHASE I MOVEMENT 2. Method Spin

OBJECTIVES:
1. To set this step of method in relation to what has preceded and what has followed.
2. To provide operating guidelines for identifying contradiction manifestations.

SCRIPT:

Spin based on 4 x 4

Practical Tension	Indicative Reality	Creative Direction	Mysterious Power
Irritants	Deterrents	Motivity Block	Waves of History
Anti-goals	Not Subjective	Initial neg. Statement	Invisible current
Social Change Tension	Not imperative	Doorway to Future	Unsynomous
Rational / Irrational	Hegelian/ Yin-Yang	Suggests Proposals	Can't be stated

2. Spin on the profundity of contradictions:

Secular Spin

1. Contradiction as the dread dynamic of AWE.
2. Danger of negativity - there's nothing wrong with this community - there are simply social contradictions
3. Contradictions and ontological pain
4. Social change occasions unbearable psychic pain

(illustration: Australian Aboriginees see Oombulgurri spins for full text).

HINTS

1) Use 4 x 4 as a guide. Write out clear simple sentences
2) Be careful not to overcontext abstractions

OPERATING VISION CHART

This operating vision chart is the temporary picture of the work that we have done up to now. Undoubtedly the organization will tighten and improve, but it seems to me that the chart expresses in social categories the remarkable capacity to hang on to existence which the people of Maliwada have. The quantity of data in the categories that have to do with health, nutrition and sanitation, with the complex task of intensifying and expanding agriculture and with cottage, village and light industry is a manifestation of that unbelievable drive to exist, to endure. The other major categories revolve around the concepts of social dynamics and community structures. It is noteworthy that they are secondary to just sheer existence. In the community structures arena there are two columns. One column has to do with phsycial structures and the other column with organizational structures. Of the two columns dealing with social dynamics, one refers to community care and one to community education in the new sense of the word "education."

You do not find the hopes and the dreams of the people of Maliwada in any one of these abstract boxes, nor even in all of them together. Rather you find their hopes and dreams and anticipations when you look through those boxes to the kind of comment I have just made. That chart is the locus of the hopes and dreams of the people of Maliwada.

THE CORPORATE MIND

Now we are going to try to draw together the objective sociological contradictions to those hopes and dreams. Any work that you did as an individual or that I did as an individual is relatively unimportant now. In one sense even the work you have done in the team is unimportant. What is important is the mind of the total group. In a little while we will draw that total group mind together on the blackboard.

PAINFUL CONTRADICTION PROCESS

If we get through today, we will have made the consult. I say that because the painful part of the consult is this morning. The most painful, the most dramatic wrenching of any psyche is in the midst of profound or radical social change. The locus of that pain within has to do with facing the primal contradiction. This is true of an individual as well as of a whole community. When my wife confronts me with the contradiction of my life we often have a fight. I do not like to face the real contradictions of my life.

But I am not primarily talking about the pain in the collective psyche of Maliwada village. Because of our own past guilt and our

GRASPING SOCIAL INDICATIVES

sentimentality, those of us who are outsiders are probably going to experience even more pain than are those of us who live in Maliwada. We are after just plain social indicatives. Because we intend to do something about them, we must deal with the concrete manifestations of the contradictions in the village of Maliwada. Their source might be as far away as New York, London, Tokyo, Delhi, or way down in Nairobi.

Now, we have to move rapidly.

PLENARY 2 PHASE 2 MOVEMENT 3. Plenary Task

OBJECTIVES: To contest the focus of the work for the day by reviewing the objective subjective consult dynamic and introducing the swirling method.

SCRIPT:

3) Walk through the task of this plenary:
   a) Global/local eyes to see underlying factors (same dynamic as yesterday).
   b) Teams report out their observations from yesterday.
   c) Swirling the data to see clusters of contradictions.
   d) Seeing through the clusters to a new gestalt of situation.

HINTS

1. Use image of Van Gogh's "Starry Night" to illustrater result of swirling if it would be meaningful to the cultural context.
2. Read section in textbook Chapter 1 which described swirling to explain (c) above.
3. Avoid unnecessary complexity relative to explaining swirling.
4. Watch out for overcontexting.

PLENARY 2 PHASE 1 MOVEMENT 4. Team Instructions

OBJECTIVES: To indicate procedures leader will use in calling for team reports
To allow for common methods of coding raw data
To check role Assignments

SCRIPT:

Check that butcher paper is up and hand out team products packet; instruct on common coding.
Give out specific instructions:
a) Teams will be selecting data as requested (illustrate using A,B,C code).
b) Team orchestrators and reporters, scribes roles explained
c) Plenary leaders will arrange the data
d) All of us will be looking for the underlying patterns
e) This plenary is most difficult because context is deeply frustrating and painful. I will have to push data to enable us to get behind it and grasp manifestations of the contradictions. We are apt to expel anger at points because of this struggle. Yet this will allow us to get hold of the gateway to the future.

HINTS

1. Short course on frustration (see e above)
2. Short course on seeing the brand new today.
3. Explain necessity of pushing at the beginning.

PLENARY 2 PHASE II MOVEMENT 5. Plot the Random Sample Round 1 - 20 - 25 items

OBJECTIVES: To get outthe broad sample in a beginning plot

SCRIPT (Assign one scribe to scribe the board for you - in pencil so changes can be made).

5) Take a random sample of 20 to 25 items:
"First, let's go around the room and have each team leader read out from his team's list these items: #4,8,12,16,20. As you read them, I'll arrange them on the board in a swirl. If I don't understand, a title, I'll ask for the sentence. If I still don't understand, I'll ask for an example of what you mean. If a better wording occurs to us, we'll put down the title that best holds the meaning for us all. Let's have items from team "A".
Plot phrases on board, clarifying as needed, but not pushing the insights yet. After plotting all of the random sample, push on weak or dangerous ones (see clues chart).

Dangers	Hints
1. Too soft or too hard a push on data 2. Explosive anger	1. Be ready to push data hard with key question "why"? Keep eye on the the clues which signal need to push (see clues chart). 2. Decide which one per team you'll push to the ground to demonstrate underlying nature of a contradiction. 3. You can trust being able to push all order or guardian reporters. A local person is more apt to get wiped out. Use this fact as a clue to where you can really blow the bottom out of an item 4. Watch triggering explosive anger. 5. Watch pushing all data so hard and far it collapses into the same thing. 6. In some way affirm response first before you push. 7. Design some code like the far corners to determine the placement of items you're unclear about. Put the rest in a location pattern like the one on chart (see chart). 8. Use no more than two words to hold item. Avoid adjectives of absense where possible.

Plenary 2 Phase II Movement 5

CONTRADICTIONS:

CHART: CLUES THAT A PUSH IS NEEDED

(the items at the bottom of team reports are likely candidates)

TYPE	ILLUSTRATION	EXAMPLE OF PUSH
Blaming outsiders	"myopic and irresponsive bureacracy"	Now today we're concerned with getting clear on the sociological blocks relative to thes community's vision that are located in this community. Push behind that insight and tell me what in this community is the block RELATED TO bureacratic relations.
Describing the given situation (or the human condition)	"Disease"	There is disease in my country too. Now tell me why is there disease here.
Disguised proposals which are the flip of a problem	"lack of	Now I get the problem-unemployment To get at the contradiction you often have to go down several levels. Why is there the problem of unemployment?
Subjectivity	"Lack of confidence"	Now I'm not interested in subjectivity. That must point to an objective sociological situation or it shouldn't go up on the board. My point is why, why? If I crumple on a sharp word someone addresses to me the problem is not the sharp word or my response to it, it's something else.
Cultural bias	Superstition	Every culture has beliefs that seem strange to outsiders. Why is that a contradiction?
Problem is tradition	Traditional family	"You mean the fact that I have a wife and three boys blocksme? What is it in the traditional family that blocks?
Problem is no plan	No long range plan	Now why is that a block -because emergencies undercut hope? Then the contradiction has to do with dealing with fate.

Plenary 2 Phase II Movement5

CLUES CHART

TYPE	ILLUSTRATION	EXAMPLE OF PUSH
Psychological	Afraid to dream	I'm convinced everyone dreams. I've found people capable of dreaming. Is the contradiction closer to something like lack of exposure?
Loaded Criticism	Used to being refused by government	All my life I've been refused. Soon I'm going to die- that'll be a big refusal. Now why? (Push level of no proper representation therefore voice not heard, therefore experience of being refused) Let me say a word in defense of government - there are 700,000 villages like this one.
Too hasty reduction of data to myth factor	Inadequate self-story	Why do the people believe Maliwada is not a good market place? Why?

PLENARY 2 PHASE II MOVEMENT 6 Initial Impressions of Plot

OBJECTIVES:
To begin to see the first glimpse of material coming together

SCRIPT:

6) Take a first impression of the plot: "What kinds of things do we have up here? What relationships do you see? [what picture do you see at this point? If you squint, what shape do you see?"]

HINTS

1) Move through this quickly.

PLENARY 2 PHASE II MOVEMENT 7. Plot second sample Round 2-10 more items

OBJECTIVES:
Expanding the data and clarifying the sub-swirls

SCRIPT:

7) Add a sample of data selected by the teams: "Now, each team needs to select from the remaining items on your list the three key contradictions not yet up on the board." As these items are read out, push for the underlying insight with such questions as: "Why hasn't that been solved?" "Why is that a threat to the future of the village?", "Why is that the case here?", "What caused that?"

HINTS

1. Give teams adequate time to do this seldction. Meanwhile you do brooding or conferring with your leader partner as to what's emerging.

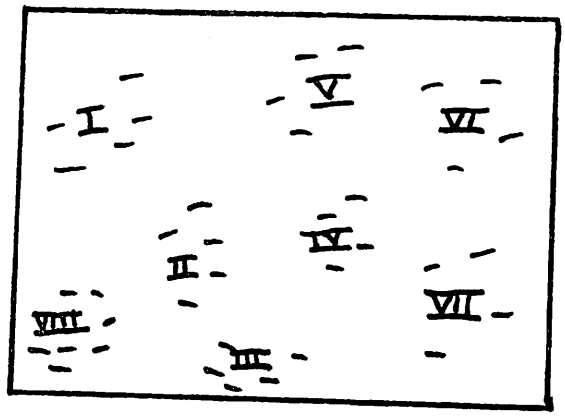
PLENARY 2 PHASE II MOVEMENT 8. Initial Interpretation of Plot (one third of data)

OBJECTIVES: To obtain the group's emerging wisdom relative to contradictions cluster

SCRIPT:

1) Make an initial interpretation of the plot (about one third of the data is out). "Where do you see either, a) a cluster of closely related contradictions, or b) a key contradiction at the center of a swirl?" Receive all comments with interest without fixing anything.
2. Walk through the clusters that seem to be emerging as a summary of this reflection.
3. As a cluster is located place a Roman numeral near the center of what appears to be emerging. Don't draw lines to encircle clusters yet. Use colored chalk for numerals.

This is What Board Looks Like



HINTS

1) Remember this is an initial level interpretation. Don't argue. Nothing is fixed yet.

PLENARY 2 PHASE III MOVEMENT 9. Team tabulation of Remaining Items

OBJECTIVES: To hold all data on chart, to push clarity on grouping

SCRIPT: Seeing the New Image

9) Each team plots its remaining items: "Each team go through the rest of the list and decide which ones seem to relate to the emerging clusters identified by Roman numerals. Look at the items up on the board as a clue. Then decide which of yours are different than anything there. Mark the similar items with the related Roman numerals on your paper. Leave the different ones undesignated (allow the teams 10 minutes for this tabulation).

PLENARY 2 PHASE III MOVEMENT 10. Plot the new data

OBJECTIVES: To discern to adequacy of the catagories of the plotting chart

SCRIPT:

1. Go around and ask the team to report its tabulation. Team A how many unplotted. How many related to category I etc. Make a chart to hold this.
2. Take the new data: "Let me have the ones that do not fit close to anything already in the swirl." Push for clarity or for depth as needed. Add in the new items.

HINTS

Plotting chart:

	NEW	I	II	III	IV	V	ETC
1							
2							
3							
4							
5							

Here you are interested in checking the comprehensiveness of the gestalt quickly. If there are very few items that are new to the discerned groupings on the board, the spread is probably representative. If there are a high # that relate to one grouping this may indicate that cluster needs to be broken into several smaller clusters in the final gestalt. You may want to begin calling these during the next round. Here, however, youre still testing. Allow this to inform you, but do not freeze anything. Just plot the data in this and the next step. Push to several whether to relate or separate items.

PLENARY 2 PHASE III MOVEMENT 11. Reflection

OBJECTIVES: To elicit group participation, to build consensus

SCRIPT:

Make a second interpretation: "Let's look again for the pattern. What is different now from before? How are you seeing the clusters? What's new or surprising?" Again, don't nail anything down.

HINTS

Use this dialogue to allow shifts to emerge. As new clusters are identified add more numerals. Limit the # of clusters self consciously, don't over gestalt the clusters. Probably no more than XV Roman numerals. You're still exploring the spread. The next rounds will reveal the depth.

Elicit group participation to build consensus.

PLENARY 2 PHASE III MOVEMENT 12. Plot balance of data

OBJECTIVES: To hold all data in more refined clusters

SCRIPT: Plot the remaining data: "Each team check again your remaining iterms and see if you would still plot them where you said a few moments ago or somewhere else." Give them five minutes to discuss this, then quickly call for the remaining data . Call for data similar to I,(or the numeral you're least clear on) fromall teams. Then move to II and proceed thru the clusters. Plot where suggested unless seemingly out of place.

By this time you should have an idea of the categories each numeral cluster is pointing to. This will allow you to quickly but carefully do this plotting. When items are clearly similar just write code # on the board.

HINTS

Use a song to break mood and then pick up tempo
Use rapid fire to finish last rounds which will keep the group from being bogged down by the data.

PLENARY 2 PHASE IV MOVEMENT 13. Locating and tabulating the clusters

OBJECTIVES: To finalize clusters and the number of items in each, to "sniff out" the biggest cluster

SCRIPT:

Circle the clusters: "Help me locate the clusters (while this is proceeding you are constantly working to allow the big clusters to emerge for you. You are also searching for a name to hold them) Let's not rush to get big clusters at first but look for tight, small clusters to begin with. Where do you see one?" Work to include all the data in approximately 9-13 contradictions clusters. This may involve combining two numbered clusters into one grouping, or dividing another. "Don't force the data, but work to get a workable polar gestalt. With chalk of another color (bright) assign a letter (A,B,C) to new clusters. Then ask,"Those of you who can see the board clearly start adding up the number of items in each cluster, beginning with A." And B?"

As totals are made and called out fill in on a grid to one side. Reassign numerals to the totals giving I to the greatest number.

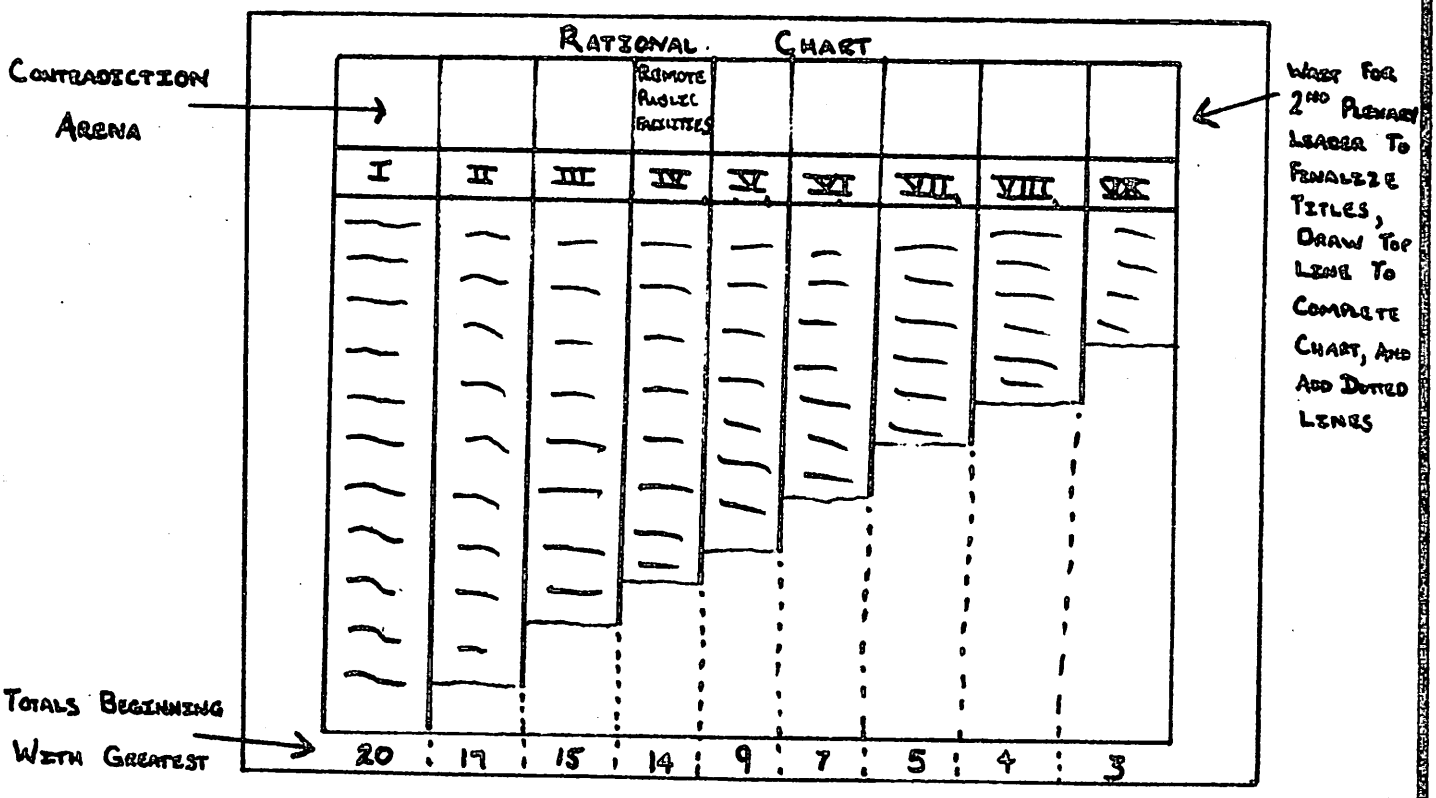
A	B	C	D	E	F	G	H	I
15	20	9	4	7	5	14	17	3
III	I	V	VIII	VI	VII	IV	II	IX

PLENARY 2 PHASE IV MOVEMENT I4 Naming and Rationalizing the Chart

OBJECTIVES: To name the clusters with consensus

SCRIPT:

Build a bar chart with I on the left: "While I lay these out here be thinking of a holding name for each cluster." This will require something like shoving your fist through the cluster in order to grasp the underlying sociological contradiction manifested by the swirling aspects we have identified. In one sense you can never a accurately name a contradiction - yet without a name or title that focuses its effects you have no way of creatively dealing with it. "Walk through the chart, naming the arena of each contradiction, involving the participants actively in the process. First seek to identify the social arena the contrast is related to [i.e. Public Facility]. "This one has to do with public facilities don't you think?" Then work to get a descriptive adjective which holds the qualitative nature of the contradictional aspect of that arena [REMOTE]. At this point, the other plenary leader may have reflections and refinements to make.



PLENARY 2 PHASE IV MOVEMENT 15. Interpreting rational chart

OBJECTIVES; To reflect upon the emerged chart.

SCRIPT:

15) Make a final interpretation of the gestalt: "Which of these is the most surprising to you? Which is the clearest? Which is the most intriguing? Which is the most dangerous? Which is the most impossible? Which ones reinforce each other?" This may have to be cut short for lack of time, but this is an important step for the consult to see the significance of what it has done.

Explain that the chart holds a reflection of the frequency of response. This does not necessarily reflect the contradiction priorities.

Make a comment that reconfirms the openendedness of the chart, yet indicates it is only after careful organization of and brooding over back-up data that any columns would be collapsed or expanded.

Make a brief comment about the relationship (likenesses or differences) between this chart and the operating vision chart (Tuesday Plenary). Example: Usually, though not necessarily, a flip will have occurred. (If vision emphasized the economic, contradictions may well emphasize the social.)

PLENARY 2 PHASE IV MOVEMENT 16. Closing

OBJECTIVES: To send out teams with new task

To hold the consult's wisdom as it moves from analysis to actuation.

SCRIPT:

16) Give out assignments and instructions for the afternoon: The second plenary leader announces the assignments he has prepared, giving each contradiction to the expertise team most able to deal with it. The scribes are asked to remain to make sure that the assignment details are clear. Summarize what has been said about the profundity of the contradictions. Have any practical announcements made and send the consult out.

Note that new we will make shift from analysis to actuation.

Send out.

Plenary 3

THE PROPOSALS PLENARY

The Four Phases	The 16 Movements
I	1. Preparation 2. Secular Spin 3. Method Content 4. Team Instructions
II	5. Data Walk Through 6. Random Sample 7. Specific Selection 8. Corporate Reflection
III	9. Team Tabulation 10. Unique Items 11. Similar Items 12. Corporate Reflections
IV	13. Main Thrusts 14. Reorder Columns 15. Art Form 16. Send Out

REPLICATION CONSULT
Wednesday--PROPOSALS PLENARY
SAMPLE LESSON PLAN

OPENING First Leader	1. SONG 2. SPIN: Standing Tall 3. METHOD CONTEXT 4. INSTRUCTION
OBJECTIVE First Leader	ROUND ONE: 1. Read all Titles and sentences. 2. FIRST SAMPLE: Last Proposal on each Chart 3. SECOND SAMPLE: 1 more, not a first 4. INITIAL REFLECTION/INTERPRETATION
REFLECTIVE First Leader	ROUND TWO: 1. Teams mark similar, different items 2. THIRD SAMPLE: DIFFERENT ITEMS 3. FOURTH SAMPLE: Tabulate/Locate similar items 4. SECOND INTERPRETATION
INTERPRETIVE Second Leader	ROUND THREE: 1. ABOVE THE LINE: Point out relationships 2. BELOW THE LINE: Relate to board work 3. POINT TO KEY STRATEGIES 4. QUESTIONS/COMMENTS
CLOSING Second Leader	1. TEAM ASSIGNMENTS 2. CONTEXT: illustrate Tactics Work 3. ANNOUNCEMENTS 4. SEND OUT TO WORK

PLENARY 3 PHASE I MOVEMENT 1. Preparation

OBJECTIVES:

Objective	Intent
Signal to begin	
Board ready to recieve data	

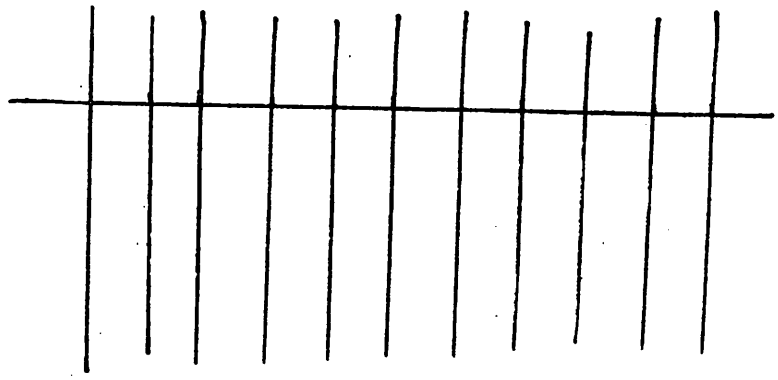
SCRIPT

Let's turn to page ___ and sing Create the New Way
(Meanwhile put chart on board. Begin with 10-12 columns as below)

HINTS

Begin promptly at 8:30
Floor design sane as Tues. and Wed.
Be looking for missing wall charts.
Have you translator contexted on signals from you.

BOARD DESIGN FOR PROPOSALS PLENARY



Space for holding category

PLENARY 3 PHASE I MOVEMENT 2. Secular Spin

OBJECTIVES:

Set the stage for focusing on releasing the contradictions

SCRIPT

Movement 2 -- Secular Spin - "Standing Tall"

(See attached 4x4)

HINTS

This is not a lecture. Keep it brief and simply stated especially in bilingual consult. It is intended to give permission for the broad, creative, corageous thinking required for forging proposals.

STANDING TALL			
Yesterday's Experience	Today's Demand	History is Before Us	History's Promise
Experience self as 2 inshes tall	Need to Have Courage	We gaze eyeball to eyeball	But has benign element
Contradictions focus on the blocks	Stand TALL!	Raw Consciousness	Seems to backon us to look at it
Seems impossible to do anything	Face to impossible	It seems to be playing a game	We do and it's so pleased that is moves
Raises question that divide mice and men	Think large and creatively	Attempts to crush us	Today history is in the making

PLENARY 3 PHASE 1 MOVEMENT 3 Methods Context

OBJECTIVES:

Lay out procedures for creating proposals.

SCRIPT

Methods Context

1. Review contradictions, walk through chart
2. What we know about proposals (short course);

Releases Swirl of contradictions	Creative Breakloose of Practical Possibility	Strategic Plan of Action	Identifies Arenas of tactical action
Deal with Contradiction	Wild Creativity	Recommended Direction	Never do Proposals
Whole wirl	Find Openings	Not imposed	Points to Action Arenas
Release, not Resolve	Surprising Possibilities	Necessary Changes	Directs Tactical Thinking
Utilize Contradiction Reality	Realistic Responses	Rational Web	Strategic Objectives

HINTS

1. The review of the contradictions chart is done in order to set the context for the proposals. It should be done quickly and clearly in order to get that job done.
2. The methods spin is not a lecture. Say only what is necessay to get the group clear on the morning's task.

STANDING TALL

Yesterday when my team got upstairs someone suggested that we sing the Fifth City Love Song and it came to me that the haunting melody of that tune was fitting to express the experience of being overpowered by the contradiction arenas. And then when Sherri put up the many pieces of data in Arena #II (17 pieces) it looked as if we would just not go on a field visit. The contradictions are what divide mice and men. The contradictions are a peek at the raw burden of human suffering. Our team decided to stand tall and go to the streets and look for the proposals within the blocks. That is today's demand to take courage and face the impossible to think LARGE AND CREATIVELY. It seems to me that history and the eyes of this nation are on tip-toe waiting to see if we will gaze in raw conciousness at the social pain and not play games with un-actualized plans or be crushed by the weight and pain of contradictions but pick up the promise to receive the beckoning of history. And if we stand tall and create proposals then history itself is being moved. Today is the day for Ivy City to stand tall, not let any grass grow under out feet.

MALIWADA CONSULT
PROPOSALS PLENARY CONTEXT--Thursday Afternoon

STAND TALL

As you work with proposals, you create the new. That means that you have to stand tall, perhaps taller than ever before in your life. Today calls for courage and we have to decide if we are going to be men or mice.

DOING THE IMPOSSIBLE

Time and time again people have looked at the local situation, particularly the local situation in places like Africa and India and have been overwhelmed by the impossibility of doing anything. A good many social scientists will even tell you all the statistical reasons why nothing can be done. It is as if, over and over again throughout history, we are faced with the impossibility of doing anything. But I believe that history is playing a game with us. At the same time that it is saying, "No, no, no impossible" there is something we catch sight of, out of the corners of our eyes, that beckons us to turn around and pay attention to it. Now most people do not seem to take any notice of that beckoning; but when a few people do notice that history is beckoning, and turn around and look at it, history is so pleased that it gets up and moves. Working out these proposals is daring to have courage to look at where the possibility is in the midst of what everybody says is impossible.

VISION AND CONTRADICTION

At the beginning of the week we pulled together the operating vision of the village of Maliwada. We talked about it as the latent vision, that which the people operate out of however consciously or unconsciously. Then we worked together to clarify what is standing in the way of that vision becoming reality. Yesterday we saw the arenas where the blocks are, the arenas of contradiction. As far as this group can see, the major contradiction lies in the arena of the unity of this community.

CONTRADICTIONS UNBLOCK FUTURE

One of the great gifts of this way of working is that as soon as you see a contradiction you also begin to see signs of what is beyond it. You get a hint of the proposal on the other side. You look through the contradiction to begin to see what it is that would begin to move this whole community into the future. Although we experience things such as the deteriorated essential corporateness or the underdeveloped income resources, as negative, they are in fact the keys to open up the future for us. Our work today is to design the proposals which will allow us to ride the back of the contradictions into the future.

It could be said that our proposals are built out of our discernment of the real situation. A goal is some kind of an abstract

ORIGIN OF PROPOSALS

idea that is conceived apart from the situation and then superimposed on it. It has a kind of idealism about it. It is created as somebody's idea of what ought to be, but we have not moved that way. We have seen out of the real situation what the contradictions are. And we have seen out of the real situation what the practical proposals are. These proposals become, therefore, not something that you wish or dream for, not the creations of some ideal, but things which must be done because of the given reality that we have on our hands.

DOING THE TACTICS

Tomorrow we are going to build our tactical systems from the proposals. You will find that we never do our proposals. Rather, we do our tactics in a given situtation day after day after day. But right now I think we will have to go to work and build the model of these proposals.

PLENARY 3 PHASE I MOVEMENT 4. Team Instructions

OBJECTIVES:

To clarify practics of the task.

SCRIPT

1. Walk through plenary prodecures in the broad checking the roles the teams' members will be called upon to play (scribe, 2 reporters, orchestrator)

2. Now, let's label our printed reports of the teams' work published last night to be able to follow the flow of our data. Beginning with the first set of proposals label each set with arabic numerals. Some proposal sets require 2 pages so be careful. You should find ____ sets of proposals if you number consecutively from beginning to end. Then label your proposals for each set A-F. When you report toe code for each item, use both numbers and letters i.e. 1 - F.

HINTS

Keep instructions minimal. The teams have done 2 plenaries so have a feel by now. Any contexting is simply a reminder.

PLENARY 2 PHASE III MOVEMENT 5 Data Walk Through

OBJECTIVES:

Get feel of the whole body of data

SCRIPT Movement 5 Now I'm going to ask each team's reporters to get ready to read aloud the three word titles and sentences which holds each proposal. Let's start with team 1. You have 3 report sheets which means you'll read us 18 proposal statements.

Proceed through other teams.

HINTS

Move rapidly. Encourage public voice. This is in tended to give total consult a feel before any data is located on board or pushed. It also lets you know where to begin building the gestalt.

PLENARY 3 PHASE II MOVEMENT 6 Random Sample

OBJECTIVES: Test the types of proposals recommended

SCRIPT Go around the room and have team reporters read out the last proposal on each chart (1 per contradiction). Place in columns according to similar thrust.

Now let's have the reporters read the last item - letter F - for each report and I'll locate those on the board. Let's begin with team 5.

Possible Pitfalls

Bogging down and losing concentration
Putting tactics or vision elements instead of proposals
Letting breadth get out of hand
Participants disengaging

Hints/Tools

Begin to push for clarity (see chart)
Make a game out of not missing a beat.
Short course: challenge to lesten for trends
Short course: Intent:"in order to ..."
Action:"we propose..."
Means: "by means of ..."
"What change in the ongoing pattern of community life is being recommended?"

Form of data on board

ADJ. - NOUN
Youth Forum

Decide you plan for locating types of items on the board (Economic on left, more social on right)
State decisions about location openly and allow some discussion
Don't shift anything except what's obvious to all
Guard the uniqueness of the data at this point. This is very important as you have the least amount of data to work with in this plenary.
Explain that this if locating only an initial attempt to grasp.

PLENARY 3 PHASE III MOVEMENT 7 Specified Selection

OBJECTIVES: Expand the breadth of information

SCRIPT

1. Ask teams to select one item from each set of proposals from the ones on the board, excluding the major preproposals labeled A. Allow a few minutes for teams to work on this.

2. Call for the sample from each team. Push for clarity before locating. see chart for methodologic hints

HINTS Continue to hold value of getting the broad spread to this point.

Plenary 3
Phase II Movement 7

PROPOSALS PUSH

TYPE	ILLUSTRATION	HOW TO PUSH
Multiple proposals in one	Expanding existing school opportunities. (These are usually on the A level of the reports.)	I'm going to put that one in a holding category for now. It serves to contain several proposals.
Tactics or Implementaries	Community Work Days	Now I think waht we've got there is a tactic. What is the proposal in relation to your contradiction or I think that's been taken down to the tactic level but I'll put it here for now.
Abstraction	Utilizing urban structures	That sounds like a goal. Can you tell me, what is the change in the ongoing pattern of community life that's being recommended?
Same Old Approach	Community Celebrations	Appeal to history - "now that sounds like what the people here have been doing for years. What's the new edge you are proposing?"
Inapplicable or Inappropriate	High rise Housing	Appeal to local experiences "Let me ask the local people present, is this appropriate here?"
Cop Out	Any item that has word "plan" in it (Or "study") i.e. Four Year Plan	"I'm always suspicious of anything with the word plan in it. Everything up on the board requires a plan or it won't work."

PLENARY 3 PHASE III MOVEMENT 8 Corporate Reflection

OBJECTIVES:

From an initial interpretation of emerging pattern baded on one third of the data.

SCRIPT

1. "What relation between columns do you see?"
2. "What common directions? Keep the gestalt open; make your esponses tenative

3. This reflection can be quick. It's intended to familiarize everyone with what is located so far so that the teams can take the next step.

4. You now have located one-third of the data. You begin serious brooding on the emerging pattern.

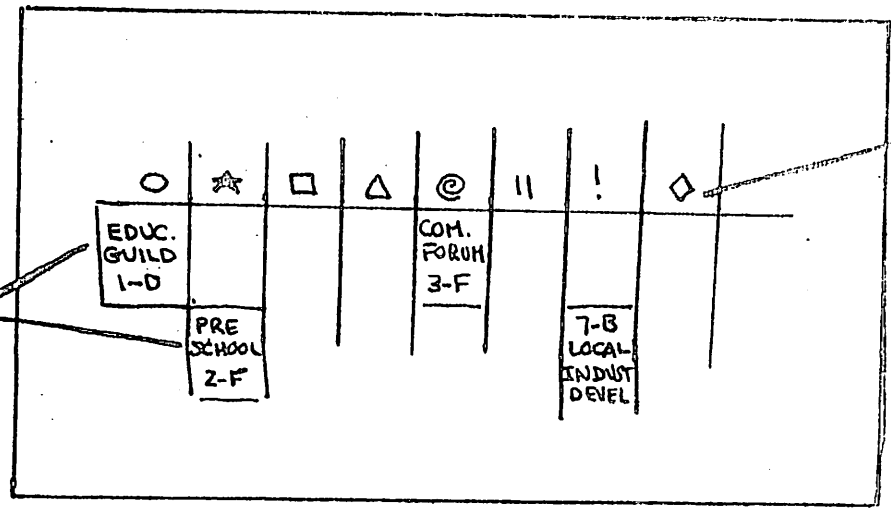
PLENARY 3 PHASE III MOVEMENT 9. Team Tabulation

OBJECTIVES:
Begin to clarify spread by seeing wat data is held by the gestalt and what is not

SCRIPT

Take five minutes now and decide which of the remaining proposals relate to one already on the board and which are different. Indicate where you'd put the ones that do relate. I'll put some symbols on these columns for you to use as a key in identifying the location.

Board looks like this - will have 18-36 items of data.



HINTS: don't force the fit

PLENARY 3 PHASE III MOVEMENT 10 Unique Items

OBJECTIVES:

Begin to fix the full range of the gestalt

SCRIPT

1. Now, I'm going to sak the team reporters from team ____ to read the items which didn't fit the categories up on the board from your report sheets. We want to be sure to hear the unique aspect in each of these that sets it apart from the ones located already. Team members be ready to help me if I don't hear what's being pointed to. Other teams, if you hear one that sounds like one you have, note it. (Begin careful push on these.)

2. Now we'll call for the unique items from the other teams. Look carefully to make sure some you had categorized as unique before is not now located on the board. I'm only interested in the different one at this point.

HINTS

1. Select a team for step 1 whose work wll probably include a number of new items. If the team you frist call on only has aone or none, call on another team after you've located the one.

2. Make obvious shifts of location but nothing major across columns yet.

PLENARY 3 PHASE III MOVEMENT // Reporting Similar Items

OBJECTIVES:

Discern where the weight of proposals falls

SCRIPT

1. Now let's fairly rapidly get out the similarities I'd like to first get the feel of where they fall. I'll move across the column symbols and ask you how many you have related to each. Team A ____ etc.

2. Let's begin by getting out the similar items related to the column with the ____ symbol.

3. Move accordingly to get out the rest of the data. Push as suggested below and earlier.

POSSIBLE PITFALLS

Losing a new dimension

Falling into a platonic or super-imposed category

Using tactical or vision language

HINTS

Push at new directions with the compone aspects. Push at what social/economic structures are affected and what is the direction of change. Give examples of proposal names: they should sound like Action recommendations

One Step 2, choose the column with the least similarities first; this may reveal a solid component. Then move to the columns with most items.

Create grid to hold tabulation in step

TEAM	○	△	□	@	
1					
2					
3					

PLENARY 3 PHASE: XII MOVEMENT 12 Corporate Reflections

OBJECTIVES:

Establish the number of columns

SCRIPT

Begin to walk through what seems to be up on the board. Stand open to group's wisdom. Begin on focusing the data within a column in order to identify the number of components in each column. Pull together and retitle those that obviously fall together as a solid thrust.

Then move to look across the columns' components to discern possible relationships calling for a shift of one component to another column. You are out to arrive at clean column without over gestalting. Keep in mind the guideline of 24 - 32 porposal components.

Now you can raise the question "What does this column have to do with?" and begin to get initial titles. You are looking for the statement of proposal thruse - like community equipping or industrial development.

PLENARY 3 PHASE IV MOVEMENT 13 Discerning Main Thrusts

OBJECTIVES:

Name overarching relationships

SCRIPT "What paris of columns are here?"
"WHat are the master proposals here?"

Begin to see relationships between or among columns as initial probe for design of rational chart as well as for checking component level within each column. Here component level language can be cleaned or sharpened too.

POSSIBLE PITFALLS

Abstractions

Losing involvement while redrawing

Failing to bleed out the significance

Too long a reflections period

HINTS/TOOLS

Look for modifying words that suggest a thrust, not just an arena

Have some reflective questions

Keep moving

PLENARY 3 PHASE IV MOVEMENT 14 Reordering Columns

OBJECTIVES:

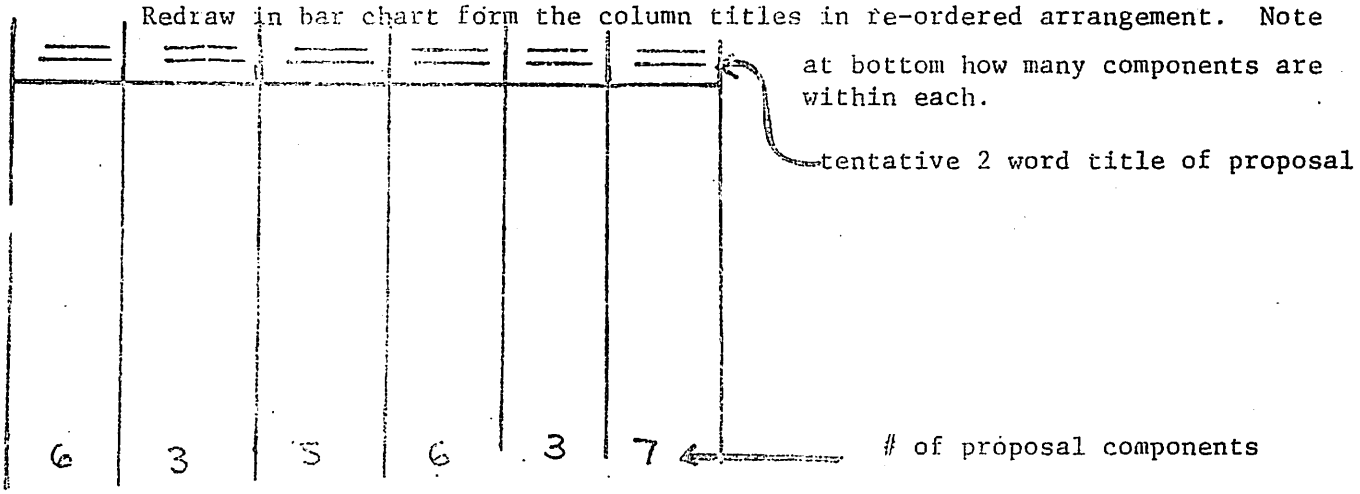
Fix the gestalt columns

SCRIPT

Talk through the rearrangement of columns

HINTS This step involves the group in shaping the rough form of the rational chart.

Redraw in bar chart form the column titles in re-ordered arrangement. Note at bottom how many components are within each.



PLENARY 3 PHASE IV MOVEMENT 15 Creating the Rational Chart

OBJECTIVES:

Create art form
Interpret the chart

SCRIPT At this point 2nd Pleanary leader comes forth to pull together the rational chart from the work done so far.

See operating vision discussion on this step.

Begin with the broadest categories. Get those in place and then work to get lower level balance. (see diagram)

Then move into a brief interpretation of key points:

ex. "This chart gives us the large brush strokes. The teams will need to clean it up. My language is unsophisticated but it's the columns that are important because they came from our pleanary."

Education came back into the picture will force.. If poeple use this model replaces their hopes and dreams because it is geared toward a head on attack on the contradiction.

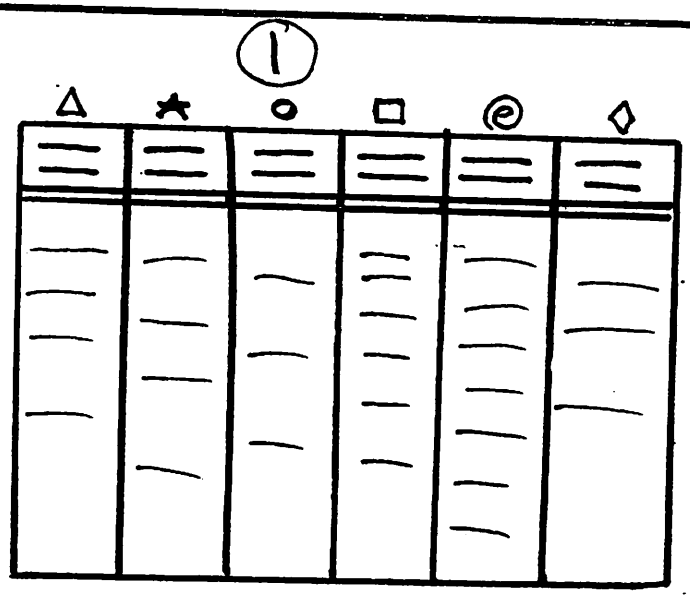
Care was a powerful factor in the vision chart. (Refer to wall chart) It has faded in this one. If you really care you do this chart.

There's unbelievable weight on symbol."

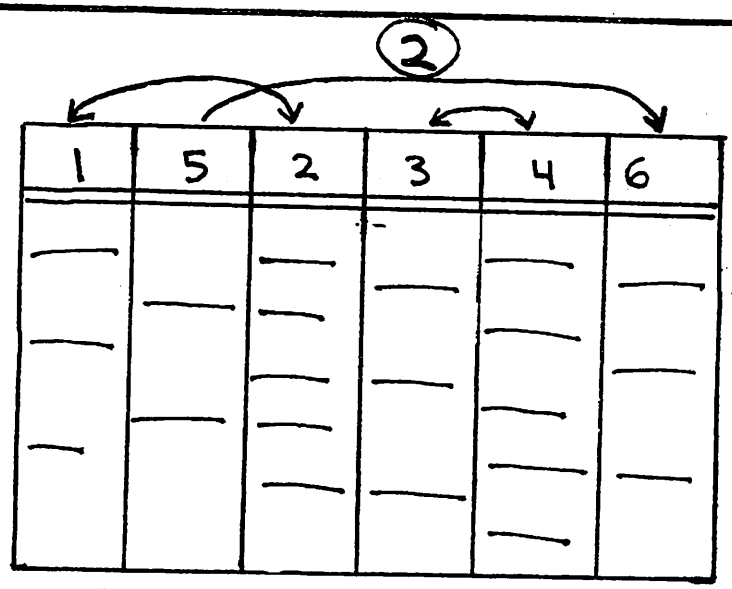
HINTS Talk through the proposal thrusts, drawing comparisons and contrasts, point to ambiguities that may need to change.. Adk about surprises, comments, where people are intrigued.

Plenary 3 Phase IV

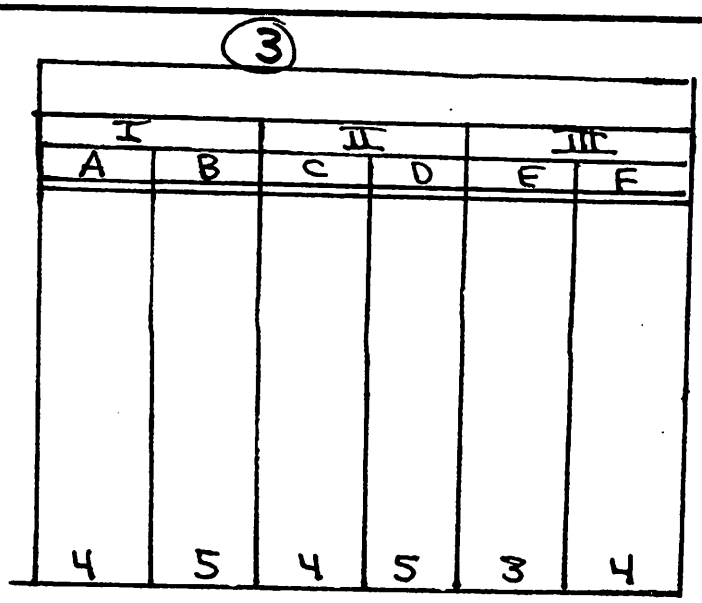
STEPS TOWARD RATIONALIZING THE CHART



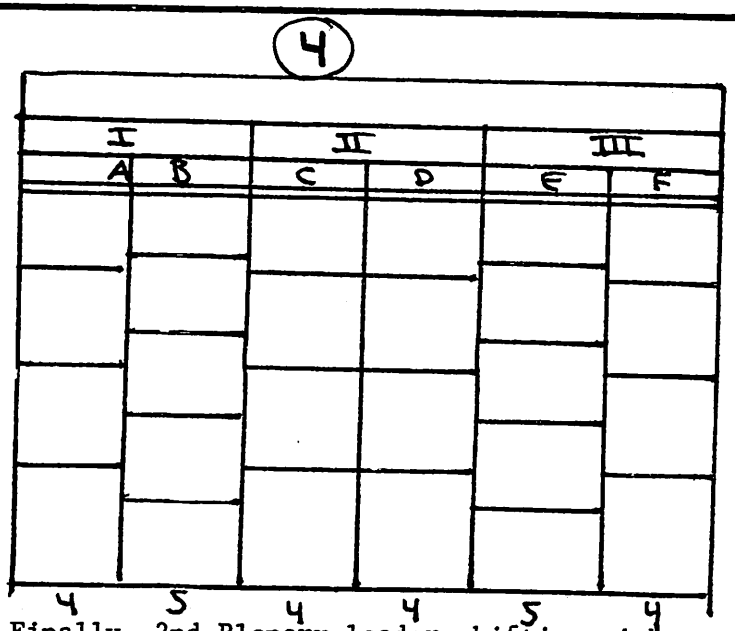
Firm up columns
Tighten components within columns



Discern which columns relate under a broader category



Then arrange in that fashion in abstract noting number of components in each column.



Finally, 2nd Plenary leader shifting either columns, positions or components discerns rational chart with more polished titles.

PLENARY 3 PHASE IV MOVEMENT 16 Announcements and Send Out

OBJECTIVES:

Set context for afternoon work

SCRIPT

Make assignments to teams.
Ask scribes to remain behind
Comment moving into tactics:
High detail
Step by step

Refer to orders of the day

PLENARY 4

THE TACTICS PLENARY

	THE FOUR PHASES	THE SIXTEEN MOVEMENTS
I.	SETTING THE STAGE	1. Preparation
		2. Secular Spin
		3. Method Content
		4. Team Instructions
II.	ORGANIZING THE DATA	5. Random Sample
		6. Specified Selection
		7. Expanding Selection
		8. Reflection
III.	COLLECTING THE DATA	9. Team Tabulation
		10. Plot new data - 2nd sampling
		11. Plot new data - 2nd sampling
		12. Plot all remaining coded data
IV.	BUILDING THE SYSTEM	13. Plot items on hold
		14. Identify the basic tactics
		15. Rationalize interior design of chart
		16. Closing

REPLICATION CONSULT-
Thursday--TACTICS PLENARY
SAMPLE LESSON PLAN

OPENING First Leader	1. SONG 2. SPIN: No authority 3. METHOD CONTEXT 4. INSTRUCTION
OBJECTIVE First Leader	ROUND ONE: 1. FIRST SAMPLE: 2 most substantial tactics (each list) 2. SECOND SAMPLE: 2 new tactics 3. Walk through what you have on the board 4. INITIAL INTERPRETATION
REFLECTIVE First Leader	ROUND TWO: 1. Teams plot duplicate items. Set aside. Leader clean gestalt. 2. THIRD SAMPLE: Most substantial new ones 3. FOURTH SAMPLE: Remaining items (Duplicate & Similar) 4. SECOND INTERPRETATION
INTERPRETIVE Second Leader	1. Above the line 2. Below the Line 3. Key Insights 4. Possible Omissions
CLOSING Second Leader	1. TEAM ASSIGNMENTS 2. CONTEXT AFTERNOON'S WORK 3. ANNOUNCEMENTS: Lunch/Closing 4. SEND OUT TO WORK

PLENARY 4 PHASE 1 MOVEMENT 1-Preparation

OBJECTIVES:

To announce the beginning of the session

SCRIPT

"Let's turn to page _____ and sing, "Local Man"

(Ask team leaders to distribute raw data copies - 1 per person)

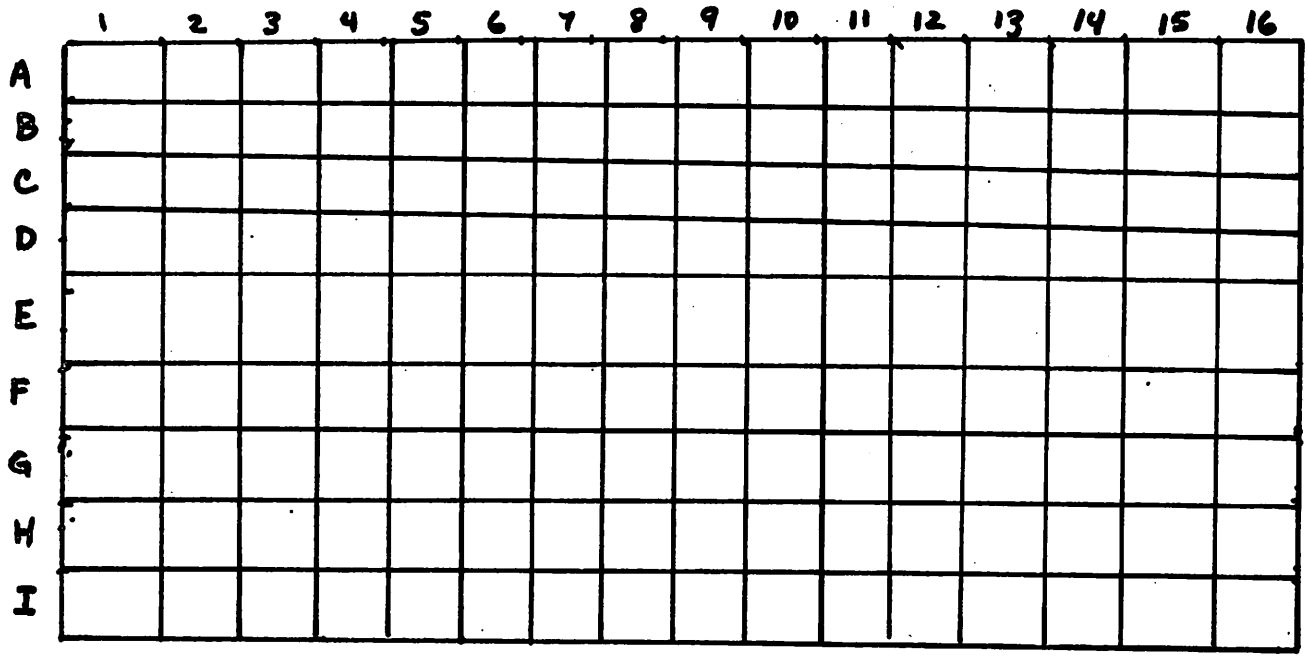
Hints :

1. Immediately after breakfast, 30 minutes before the plenary begins, the following tasks must begin:

    1. get someone to draw chart on board (see diagram)
    2. meet with team leaders and instruct them re:
        a. assigning 2 runners
        b. assigning 1 gun for each set of tactics produced by team the night before - use unit leader types
        c. data preparation overview (explained in movement 4: team instructions)
        d. assigning 1 reporter for each language
        e. assigning 3 scribes - 1 for board, 2 for keeping track of data received on board.

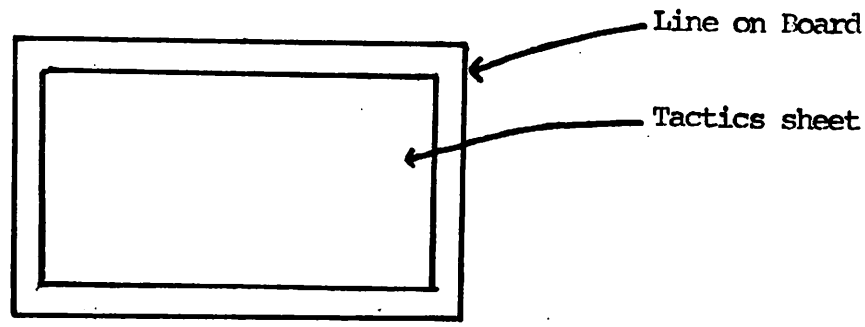
Plenary 4 - Tactics Phase I Movement I

BOARD DESIGN



1. Leave space on either side for holding categories and final chart pulltogether. This will necessitate 2 additional boards.

2. Draw grid boxes large enough to hold tactics sheets which measure 8 1/2" X 5 1/2" (half of an 8 1/2" X 11" sheet) with a slight margin.



PLENARY 4 PHASE I MOVEMENT 2. Secular Spin

OBJECTIVES: To set context for total participation of team in plenary.

SCRIPT SECULAR SPIN:

1. When I was a child I saw my parents as the source of authority for my life
2. They knew everything - I believed and so all my decisions against the screen of what my authority said was right. In that sense my decision wete there decisions.
3. Today we stand as full grown men and women - we are all the "authority" relative to shaping the tactical systems for this community.
4. No one gives us permission - we decide.

VISION AND PROPOSALS

You probably have noticed the relationship between the practical vision and the practical proposals. That is to be expected. The proposal chart is the practical substitute for the vision in relationship to this moment in history. Forget the vision chart temporarily and concentrate on the proposals, then notice the relationship between what goes up on the board, as we work with the tactics and the proposal chart. Obviously, there is a relationship, but there is a whole universe of difference. The proposal chart is still in the arena of goals. Though the human mind cannot operate without goals, goals never actually change history. I like to say that no soldier ever died in the goals of a war; he only died in its tactics. Only the actuation of tactics will bring proround socio-economic change to Maliwada.

ORGANIZATION OF TACTICS

In many ways we ought not to organize these tactics; we just ought to do them. But because there are only a few hundred people in Maliwada, it is necessary to draw these tactics together, so that they can be dealt with by an organized force. I learned this morning from one of the local leaders that, at one time in its history, this area supported 700,000 people. That is somewhat beside the point, but it interested me a great deal in terms of what we are about to do. Now this organization of the tactics does not mean too much relative to what remains to be done in the consult; it is just interesting.

EXTERNAL RELATIONS TACTICS

I don't know how many large categories there are yet, but we will try for nine. I find that it is extremely difficult for me to be loyal to all the data on the board, so I am going to need your help. One category has to do with what I am going to call external relations. Part of this category has to do with relations with the public sector. Another set of relations in this column are those with the private sector. These are the relations you have with industry, say in Aurangabad or with Mr. Mofatlal in Bombay who is exceedingly supportive of your work here. (By the way, he is going to help us immediately with some of his first-class bull semen from down around Pune.) This tactic includes the possibility of relationship with other operations in India, as well as other operations around the world through the Guardian network in the private sector. For the moment, I am putting another tactic in this column because it came out strongly, and that has to do with funding. Of course, that will be intimately related to the two above it. Then I am going to include a tactic

HOLDING THE DATA

If something looks like it is lost, it is not lost. My categories are not the important things. The important things are these sheets of paper that have all the actions grouped on them. My categories are important in that they pull the big picture out of it. When it comes to making decisions about the particular number of tactics or the particular title, you have one little group working on it and that is crucial. But you have not lost anything in the process.

SPECIFIC TACTICAL CLARITY

This is by far the best job we have ever done on tactics, here this morning. What this gets hold of is the activity within the situation. Most people create structures without knowing what is going to go on in them; therefore, they fail. We start with what is going to go on and then create the structures for it. The reasons why you are going to see something new in what you usually call adult education is that we have done a step like this.

INTEGRATED TACTICAL ACTIVITY

Is it not interesting that the tactics in training and in nutrition, especially, are integrally related to the ones in agriculture and industry? I have not been pleased with how we handle that division yet. I do not mean that I know how. I think that when you people work on it, it will break loose and you may discover that you only have one category. But do not forget that there was power when these things went up on the board. When we look at the matrix of tactics that has to do with youth and children, it all comes together and ends up as a tactic under social reconstruction. It may be that this is the education, not separate somewhere else, but as an integral part of the total community, combining education and other kinds of involvement. As you go to work and write up the tactics, you have to remember that every one is interrelated with every other one or it is wrong. If you begin to feel that there is overlapping, do not let that worry you. You ought to experience it.

TACTICAL CHART SIGNIFICANCE

One of these days when you people of Maliwada get this under way, I would like to go see Mrs. Gandhi with two or three of you people from the village. Just before Prime Minister Nehru died, I had an exciting interview with him. I think that must have been 1964. We talked precisely about Maliwada, not about the village, but about this kind of need in India. His Excellency was extremely enthusiastic about such a project. If we went to see Mrs. Prime Minister, I would want to call her attention to this chart more than to anything else. And I would want to call her attention to the fact that of the nine major categories, seven are beats on the social, and two are beats on the economic. If we remember that once you do the economic you do the social, then, according to this chart, you can expect an explosion in the local economy of Maliwada.

THE NEXT STEPS

Tomorrow morning I want to talk a little bit on the next steps after the consult. They have to do with what we talked about last Monday, the timelined implementaries. Only the local people and the catalytic staff can do that work. Now there is a lot of material that looks like it has fallen out during the week. When they do the implementaries that material will get back in, because they will have to research the technical information that did not get into the stew this week.

PLENARY 4 PHASE I MOVEMENT 4. Team Instructions

OBJECTIVES: - to ensure the smooth flow of the complex operation of data retrieval

SCRIPT

1. Take your raw data and code it. Number the separate report sheets 1 -_____. Watch out for long reports which go onto second page (1 number per report).
2. Now put this number also on your butcher paper wall charts at the top.
3. Divide team into as many groups as you have reports. This will be equal to the number of proposals you were assigned yesterday. Working in small groups, discern 2 word phrase that holds the unique independent tactic. Use adjective, noun form. Record Code +2 word phrase on report sheets.
   Put nothing in box yet at lower left corner.
4. Team leaders assign 2 runners. They'll bring me data when I call for it.
5. Assign 2 scribes. They'll keep track of where their team's data goes on board and check off located items on their list.
6. Assign 2 reporters (both languages) they'll read what I ask and mark off located items on butcher paper charts.
7. Assign several people to prepare tape. Put on 2 top corners Just before report sheet is given to runner. Take 10 minutes to do this now.

Plenary 4 - Tactics Phase I Movement 4

SAMPLE TACTIC SHEETS

1. Code in top left (follow leaders' directions)

2. Board location bottom right: Fill in only when asked.

3. Write both languages and code in large letters with dark, thick magic marker.

SAMPLE SHEET

5 1/2"

1-3 (code) CREDIT SOURCE (MARATHI)	
SENTENCE	
_____ _____ (ENGLISH)	location I-4

8 1/2"

PLENARY 4 PHASE 2 MOVEMENT 5 Random Sample

OBJECTIVES:

To begin the data gestalting

SCRIPT

1. Now look at the stack of tactics in your group and pull out the most substantial. From these give the 2 best to your runner. Wait until I call for them runners. When I do, please give them to _____ who is the receiver and will give them to me as I need them.

2. First I'd like the runners from team 1 to bring up data (arrange this on board - may be 16 items).
3. Locate this data on the board. If this team worked on five of the 24 proposals it will send up 10 items of data. Depending on these factors (the number of proposals a team worked on, and the number of proposals in the whole proposals chart created the day before) the data in this and each successive specified round through movement 7 will vary.

HINTS

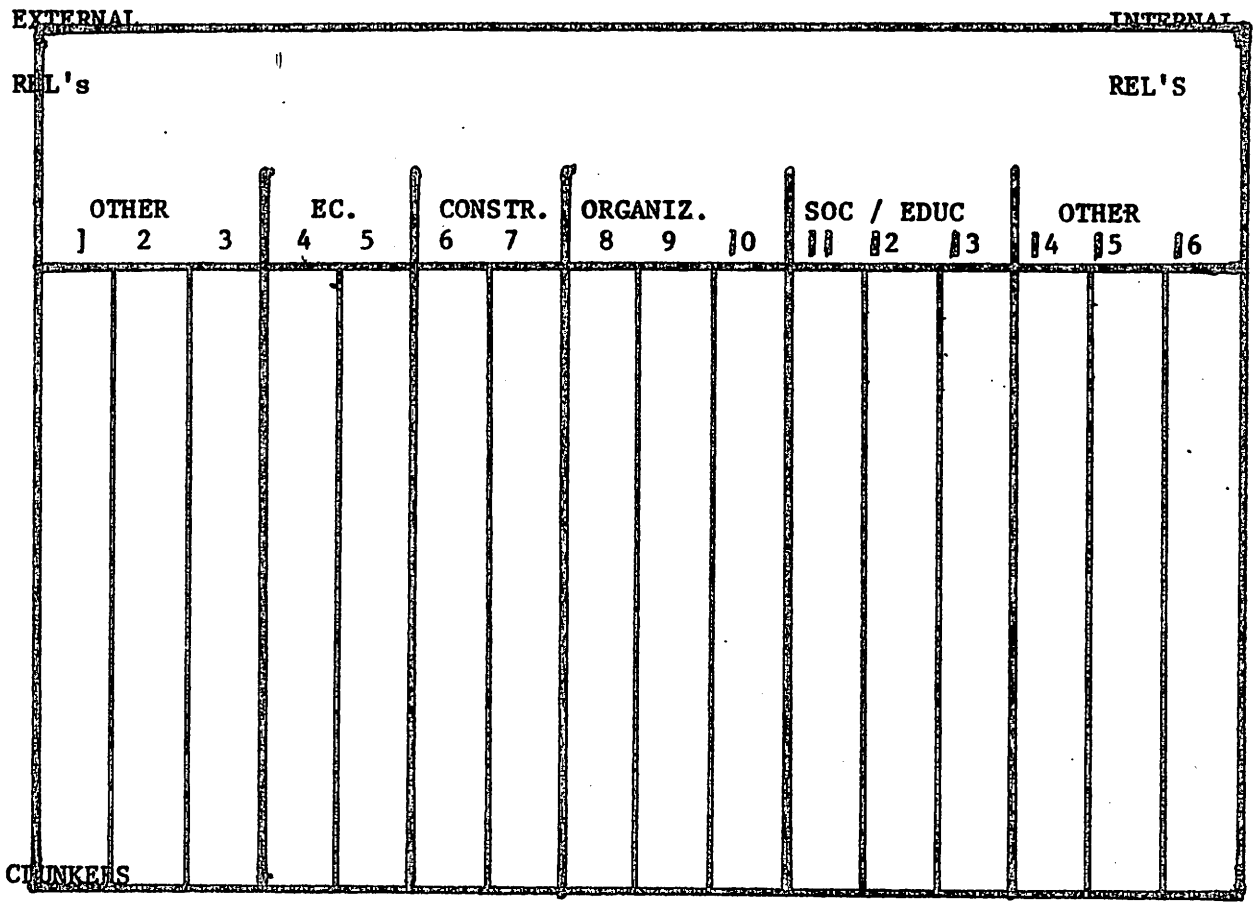
Try to get this round up quickly sorting out unclarities and placing them in a holding category.

Push for the substantial act calling for the sentence to be read for clarity when necessary.

Mentally locate data in some fashio similar to the organizational plan suggested in following chart.

PLENARY LEADERS BOARD

ORGANIZATION SCHEME



A clunker is a cop out - like plan, research, fund, etc. or any infeasible tactic.

Try to work items which are obvious implementaries into boxes with substantial tactics family.

PLENARY 4 PHASE 2 MOVEMENT 6 Specified Selection

OBJECTIVES:

To develop the data spread.

SCRIPT

1. Now I'd like data from team 2 - (continue for other teams. Move quickly putting unclear items in holding category. Then go back to those at the end of the round for further clarification).

2. When needed say "I'm going to ask ____ to send back any tactics like this one that can't be read or that don't have enough tape.

HINTS

see push chart

By this time the board holds items which represent a total of the number of proposals x 2. This ranges from 48-64 items (based on proposal totals of 24-32). Because you have asked for the most substantial tactics, it should begin to give you an initial clue as to the basic tactics located in the mass of 200-400 items which must be gestalted.

PLENARY LEADER REFLECTION CHART for Pushing Raw Data

TYPE	CHARACTERISITICS	HOW TO HANDLE
Abstraction to proposal level (unsubstantiality)	Tend to point to broad actional directions or thrusts rather than concrete actions	Push to get behind abstration - "what's the substantial action being pointed to"
Particularization to implementary level	Tend to answer question of how, when, where, by whom on an implementary level rather than what on a tactic level	"I think this may be an implementary so I'll hold it here
Non feasibility	Seem inappropriate to local situation	Put these up in the clunker category
Overlap	Point to more than one action	"What one action is being pointed to here?"
Cop- outs	Popular versions of implementaties that call for funding research or planning	Deal with in the clunker category

PLENARY 4 PHASE II MOVEMENT 7 Expanding Selection

OBJECTIVES:

-to increase the spread of data in order to discern further substantial tactics held across the work of the teams.

SCRIPT "Now I'd like two more substantial tactics from each group." Select those which are substantial, but which you do not see held in some way already in the data we have plotted. Team one...(proceed thru team 5).

HINTS

Procede as before, beginning to group any boxes that obviously overlap in order to get board as clean as possible for next round. The number of items plotted in the round will be equal to those plotted by the end of movement 6 (48-64 more items). You will have somewhere between 96 and 128 items up either on the board or in a holding category to the side.

PLENARY 4 PHASE II MOVEMENT 8 Reflection

OBJECTIVES:

To reinforce the basic tactic categories that are emerging and and that will be used to screen the next rounds of data.

SCRIPT

Walk through what's up there focusing on getting group clarity on the columns.
There seems to be emerging something to do with ___here etc.....

HINTS

Allow for comments from the floor as appropriate for recommending other possible groupings.
This is not the time for involved discussion. Block this by keeping data in question ungrouped in order to keep board fluid at critically controversial points. You must have a mental picture which allows you to work the rest of the data from successive rounds. Don't shift anything if it confuses your operating picture. Resolving what are controversial subgrouping issues now will be much easier later when more data has been plotted. However, you must see a pattern emerging which holds the data in fewer than 96-128 categories. By this time you should try to find a way to shift items in holding category to the board. .Don't force anything that's still unclear, though.

GROUPING METHOD QUESTION:

"Are these the same activity?"
"Do all these activities have a like substance?"

PLENARY 4 PHASE III MOVEMENT 9 Team tabulation and Locating Duplicates

OBJECTIVES:

To refine remaining data not yet located. To check operating board gestalt by adding duplicates.

SCRIPT

1. Take 10 minutes in your groups and identify all tactics you can readily locate in one of the columns or boxes of the grid. These would be duplicate or closely related tactics. These also may be implementaries related to a basic tactic. In the lower right hand corner of your tactic write the location that seems most accurate - i.e. J-5. If you can't locate an item exactly within a column, simply locate the column letter. Give them to your runner.

2. Then pull out all tactics that are new tactics unrelated to the ones on the board hold these until I call for them.

3. Now runners from Team 1 bring up your duplicates - Team 2 etc. (after first round explain what you've just done.)

HINTS

1. At this point data can arrive massively. Work Team by Team. Keep in mind this will include related implementaries. Don't let the 2 word title mislead you. Allow the team's coding to inform you of the placement. Get all data from all teams plotted before you start any position shifting of groups on the board.
2. Locate duplicates quickly using team's suggested location and your mental grid (referred to in hints of previous movement) as guides.
3. Put items which seem to be brand new in holding category.
4. Move earlier gestalt groupings together where obvious. Shift locations of groups where clearly necessary- i.e. when a group which seemed to be economic is revealed as social shift it over to the right. Let the Consult know your rationale for making shifts but do this quickly. You could have half the data on the board by now.

PLENARY 4 PHASE III MOVEMENT 10 Plot new data first sample

OBJECTIVES: To refine comprehensiveness of operating gestalt

SCRIPT

1. Now from your stack of new items, select the most substantial tactic and send it up with your runner. Team A etc.
2. "Now if you have any in your stack that are like any of these that just went up, mark the column they would relate to in the box at the lower right of your tactics card.

HINTS

This round will add approximately 24-32 pieces to the board although it may be less depending on how comprhensive the gestalt is. and will reveal any holes in the operating gestalt on the board. (step 1 on the board) It will also begin to organize some of the remaining data held by the teams in relation to any new categories that have emerged as a result of testing the gestalt (step 2 above)

In this movement you will probably get a lot of items that are implementaries-that call for the "how to" step of a basic tactic. Be ready to push for clarity so you don't end up creating a new basic tactic which is really a cluster of items pointing to one implementaty common to a number of tactics.

PLENARY 4 PHASE III MOVEMENT 11 Plot another round of left-over data

OBJECTIVES:

To check the gestalt

SCRIPT

1. Now take a minute to look through your remaining data which yo-u din't code after the last round. Team 1 how many do you have left that don't fit in relation to anyghing up here? Team 2? etc. (this tabulation will indicate whether to do another round or to move to calling for all the remaining items. If there are a large # which the teams can't place then proceed as laid out. If the # is small omit this step. If only one team has a significant # call on it first and then decide after that plotting whether to go to next movement.)
2. "Do the same thing once more - select your most substantial new item of data." Give it to your runner Team 1 - etc.
3. Now mark any tactics you still have that are similar to or implementaries for the ones that were just sent up and write their location code in the corner.
4. "Who has any items left tha t don't fit anywhere?

HINTS

After this sampling get the board ready for receiving the massive data onslaught of the next movement.

PLENARY 4 PHASE III MOVEMENT 12 Plot all remaining coded data

OBJECTIVES: To hold all the data within the chart or note its exception

SCRIPT

1. Now look at your remaining tactics. Check each one to see if the code - column letter and box number are accurate relative to its location on the board. If you can still only identify its column, be sure to code that with the letter of the column and place it in a second stack. Place any items that relate to the tactics I have put temporarily here in the holding column in a 3rd stack.
2. First I'd like Team 1's runners to bring up all the tactics stack 1 (those that have column and box location). Locate them where they belong. Same for Team 2 etc.
3. "Next I'd like all data in stack 2 from Team 5." You receive these and plot. Same for other Teams.

PLENARY 4 PHASE III MOVEMENT 13 Plot items on hold

OBJECTIVES: To lot the remaining pieces of data.

SCRIPT

1. Now I'm going to try to place the items we were unclear about and had temporarity put in the holding category.

   Encourage discussion and suggestions from the group.

2. Now code your remaining items and give them to the runners who will bring them up and place them in location on the board.

PLENARY 4 PHASE IV MOVEMENT Identify basic tactics

OBJECTIVES:

To make the final refinement of the board in preparation for creating the rational chart.

SCRIPT

1. Walk thru the basic tactics that have emerged allowing your comments and those offered from the total Consult to decide the placement of groupings that were in question during earlier phases. A rough guideline is that you have 28-38 basic tactics represented in 6-8 columns on the board.

2. Meanwhile the 2nd plenary leader is working out the rational design which will hold the rational design which will hold the gestalted tactics in an art form.

PLENARY 4 PHASE IV MOVEMENT 15 Rationalize interior design of gestalt

OBJECTIVES:

To create the imaginal chart and provide an interpretation of its uniqueness in the work of this Consult.

SCRIPT

1. Now _____ will help us pull what we've come up with here into a rational art form that looks something like this chart (hold up a document Plate 5 worked out by the _____ Consult).

2. Second plenary leader comes forth and affirms the work done by the group and puts up the chart. Then he invites dialogue from the group.

3. Second plenary leader comments on the relationship between this chart, pointing to elements of surprise, shift.

HINTS

In step 3 you can use comment "Ruskin, in dealing with art suggested that an author reveals his point of view by the amount of attention or neglect he gives to particular aspects of his subject. Our chart is interesting to me because it emphasizes ____. It is also interesting because there is no mention made of _____ which I expected. Now I realize that's because _____.

PLENARY 4 PHASE _____ MOVEMENT 16 Closing

OBJECTIVES:

Set context for afternoon work.

SCRIPT

Make assignments to teams
ask scribes to meet by chalkboard to receive back up.
Comment briefly on the next step (refer to orders of the day)

Send out.

TEAM PHILOSOPHY

TEAM FUNCTION

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 humaness, 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 content within which broad orientation can be provided rapidly and effectively thereby engaging newly arriving consultants or visitors in the task.

TEAM OPERATIONS

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, communitylife, 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 PHILOSOPHY

TEAM RESPONSIBILITY

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.

LOCAL CONTEXT

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 indispensible to its operation.

THE TEAM'S DAY

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 tnat 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.

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.

METHODS SUPPORT

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 repidly 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 enabel 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.

TEAM LEADER-SHIP

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 froad arena. About half are local residents and another third are national and global guardians and the reaminder 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.

IIID	TEAM ROLES
TEAM LEADER	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
METHODS CONSULTANT	Provide methods expertise Clarify procedures Troubleshoot methodological blocks
TEAM TRANSLATORS	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
LOCAL AUXILIARY	Provide familiarity with village and its residents Provide awareness of local customs, regulations Learn consult leadership methods in detail for replication consults
TEAM SCRIBES	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
UNIT LEADERS	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
INTERNATIONAL GUARDIAN	Provide practical expertise from context of globe Develop colleagueship with national guardians
NATIONAL GUARDIANS	Provide practical expertise of the resources of the nation that are available to the project.

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.

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 didyou not see? What is the deep pain?

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 interrelated 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.

GUDELINES

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.

CONSULT TEXTBOOK JULY 1977

FIELD VISIT SCREEN FOR CHECKING THE PARTICIPANTS

EDUCATION	1. Schools--availability, costs, requirements. 2. Early education 3. Vocational training 4. Adult training programs 5. Extension Services
COMMUNITY LIFE	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. 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, playgrounds
SERVICES	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	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 5. Resource Ownership
AGRICULTURE	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							TEAM CHECK
12		TEAM CHECK					CLOSING PLENARY
1		UNIT RESEARCH (SITE VISITS AND WORKSHOPS)					DEPARTURE AND/OR DOCUMENT WRITING PREPARATION
2							
3							
4							
5							
6		TEAM PULL TOGETHER					
7	OPENING PLENARY						
8							
9		UNIT REPORT PREPARATION					
10							

CONSULT TEXTBOOK

JULY 1977

TEAM DAILY OVERVIEW

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 LV

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 Field Visits and/or Unit Workshop	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.

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 reponsible 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 30 ELEMENTS OF THE OPERATING VISION	PLENARY REPORT 20 PRITORITIZED 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.	
		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AFTER PLENARY	PLENARY DATA	Plenary Chart & Team Raw Data Re-list	Plenary Chart & Team Raw Data List	Plenary Chart & Team Raw Data List	Plenary Chart & Team Raw Data List	Team Raw Date Brainstorm
	TEAM CREATION	Take each box down to the 4 components underneath.	Naming each sub-swirl & listing sub-swirl data write paragraph describing each contradict.	List the basic proposals.	1. Subtactic list per tactic in adject. noun form. 2: A sentence for each subtactic 3. Back up paragraphs for each subtactic.	

CONSULT

TEXTBOOK

PAINT PALLETTE FOR TEAMS THINKING IT THRU/ACTIONS

	EDUCATION	COMMUNITY	SERVICES	COMMERCE/INDUSTRY	AGRICULTURE
PRE CONSULT	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	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	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?	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.	Soil samples Growing seas. length Water table Rainfall/month Irrigations options Crops/animals grown Crops/animals viable Same tried & failed Look at fields/anim. Successful farms nrby Financing
CONSULT	Set up preschool Vocational education needed Conceptual literacy needed Set-up global language plan Informal education: stakes/guilds	Village projected design Industrial/commercial space Public Service Space (water/sewage trtmnt) Annual events calndr Com. grid consensus Design village ctr.	Corp. construction design/funding Housing const. T/L Health Clinic access Community/family gardens planted Emergency services (fire/snow/ambulance)	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	Net projected income per acre Market Delivery scheme Water access Fertilizer system Plow com. garden Plant things Sources for farm machinery
INITIATION WEEK	Hold education guild meeting Open preschool Hold some adult functional skills class	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	Hold health guild meeting Construct a public facility(road, footpath, sewer pipe,well) Toilets Open health clinic or health transport Bus/taxi transport started	Hold industry & commerce guild meetings Villagers sign contract for commerce/industry Open or visibly expand store or factory Set up community corp. Procure capital	Hold agriculture guild meeting Build animal pens/shelters Procure animals Dig irrigation ditch/pipe Care for gardens Procure machinery

ICA INDIA

CONSULT TEAM FIELDWORK

JUNE 1977

		CONTRADICTIONS FIELD WORK MONDAY	PROPOSALS FIELDWORK TUESDAY	TACTICS FIELDWORK WEDNESDAY	ACTUATION FIELDWORK THURSDAY
ECONOMIC	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'LS SPOTS TO RENEW· LOCAL HISTORY· TALK WITH ELDERS	VISIT POTENTIAL SITES SEEK EXPERT ASSISTANCE TAP LOCAL WISDOM	BEAUTIFY SOMETHING DECIDE STAGES, GUILDS SITES
SOCIAL	HEALTH TEAM	TOTAL COMMUNITY OVERVIEW WATER, DRAINAGE, SANITATION SEWAGE, SPEAK WITH LOCAL HEALTH, CONDITIONS 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 PRE-SCHOOL 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 MAHILA MANDAL 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 mucha 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 practics 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

MORNING — CONTEXT/FIELD WORK — 8:30

Songs:

Get Acquainted Conversation:

1) Name / where from / Expertise
2) One thing you know about this Community.

Overall Context: Monday Design

Field Visit	Lunch	Field Visit	Vision Workshop

Week Design

S	M	T	W	T	F	S
	FV	Vision	Contr.	Prop.	Tactics	Tactics
	FV	FV	FV	FV	FV	Closing
Opening	Vision	Contr.	Prop.	Tactics	Prog. Tactic	

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 conse. 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.

PERIMETER WALK

Walk Quickly!

Walk as units to visit all sections of the Community.

AFTERNOON — LUNCH - FIELD WORK — 12:00 5

Songs

Ritualy: On B½ a local Community

(Pick one in 24 GS)

(Check Registratn

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.)

Be in the field by 1:00

Break from 5 to 6:00

EVENING — DINNER/VISION/BRAINST'M — 6 — 8:30

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 Expections
   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

EVENING — VISION WRITING — 10:00

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

MVT I	MVT II	MVT III	MVT IV

IIID Team Operations DAILY TEAM PROCDEDURES

MONDAY MOVEMENT I

	CONTEXTING THE DAY (TEAM)	NOTES
A	INTRODUCTION CONVERSATION 1. Name, city, expertise 2. One thing you know about the community	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.
B	CONTEXT FOR THE DAY 1. Consult Dynamic 2. Team Function 3. Team operation 4. Field visit 5. Walk through Day's Timeline 6. Spin on operating vision	(See 6 by 4 on next page)
C	ANTICIPATORY WORKSHOP 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.	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.
D	FIELD PLAN 1. Whole team walk whole perimeter of cummunity 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.	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.

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-CONVERSATn NOT INTERVIEW	UNIT REFLECTION	DREAMS/ YEARNINGS NEEDS/ FRUSTRATION
FUN AND FELLOWHOOD	CHECK POINT FOR COMPREHENSIVE OF WHOLE	AUCILLARY TASKS FOOD SCRIBING DECOR SONG WRITING	REFLECT - ASK WHY?	TEAM WORK-SHOP	VISION- WHAT COMM. DISCERNS IS NEEDED RELATIVE TO FUTURE

DAILY TEAM PROCEDURES

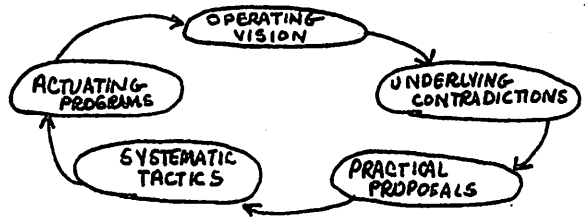
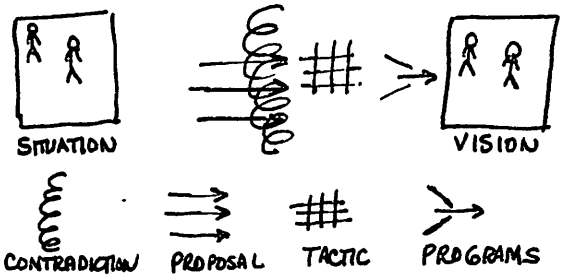
MONDAY — MOVEMENT II

	INVESTIGATION (UNITS)	NOTES
A	DELINEATE UNIT PLANS 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	FIELD WORK (UNITS) 1. Site visits--get into field as soon as possible 2. Research: Look, See possibilities 3. Conversations not interviews 4. Reflection	Be on the walk of the community 30-45 minutes following the time of sitting down to get acquainted with the team.
C	LUNCH REFLECTION (TEAM) Songs: Ritual: On Behalf of (pick a community in the 24 GSD Band) 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?	Announce time & place for dinner & evening set-up assignment. 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?
D	FIELD WORK (UNITS) Continue according to plan as in morning allowing break before dinner for brooding.	At the break a team leader may make assignments to lead various parts of the evening.

IIID Team Operations

DAILY TEAM PROCEDURES

MONDAY — MOVEMENT III

	TEAM PULL TOGETHER	NOTES
A	DINNER MEAL SONGS: RITUAL: On behalf of those who have had a vision about the future -Ghandi-	The story about Ghandi's vision is told.
B	UNIT REPORTS 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?	3 or 4 are two ways to ask same question
C	SPIN OF THE PLANNING METHOD  	An Alternate Image May Be Used. Consistency of the image thru the days seems helpful. 
D	TEAM WORK (VISION BRAINSTORM) 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.	1. Operating Vision is latent, dreams yearnings, needs, frustrations; it is what comm. discerns is needed relatv. 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.

DAILY TEAM PROCEDURES

MONDAY

MOVEMENT IV

	REPORT PREPARATION	NOTES
A	DATA REFINEMENT 1. Reduce list to 30 and clean titles into 3 word phrases	Hopefully this is already done before the send-out of local people.
B	WRITING 1. Pass out a title one at a time (checking if off) to one or two people. 2. Assignment: Write a descriptive sentence Retitle (as necessary)	1. Read examples (as attached ..) if that seems helpful. 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.
C	EDITING 3. Bring descriptive sentences and titles to editorial board. Editorial board renumbers them as they send them to translators.	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.
D	PRODUCTION 4. Send descriptive sentence and title to translation-put translation on the same sheet of paper. 5. Send each sheet of paper to chart for titles onto butcher paper for tomorrows plenary (in both languages) 6. Send each sheet to typing.	5 and 6. These are listed with the new numbers in order as given by the editing board.

VHDP

June 1977

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

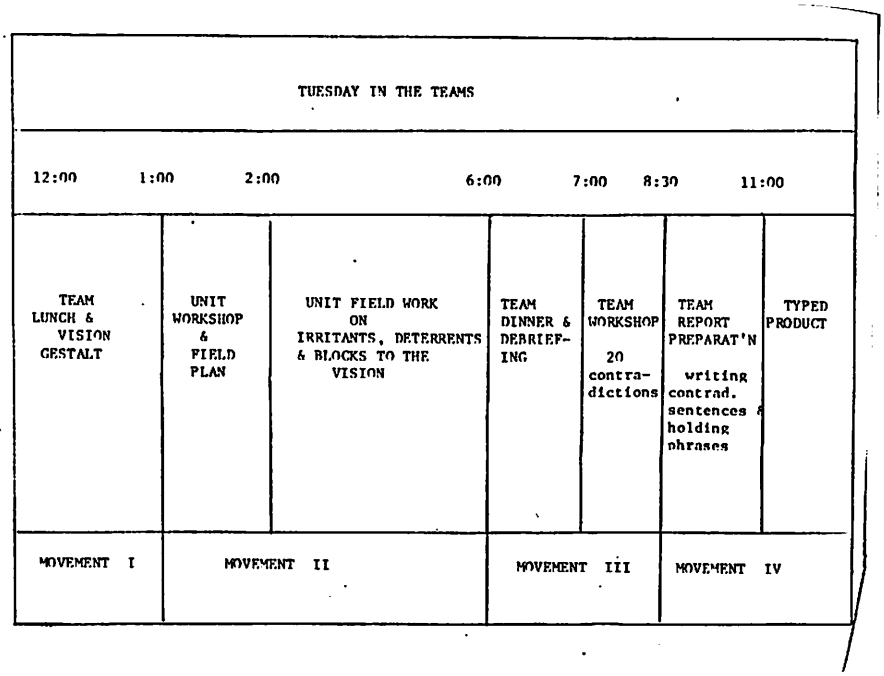
The moments after the plenary always seem chaotic. A rational chart of the operating vision has been created which did not exist before. It seems shocking to have such a gestalt but at the same time the details of the gestalt are not at all clear. Today the team deals with a new step of the method; yesterday 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 & DEBRIEF-ING	TEAM WORKSHOP 20 contra-dictions	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	WRITING REPORT
12:00	12:30	1:00	6:00	8:30

SONGS:

RITUAL: ON BEHALF OF EDUCATORS IN LOCAL COMMUNITIES (ex:)

CONVERSATION:
Where have you seen local man shaping the future?

CONTEXT:
FUNCTION OF THE TEAM IN DECISION MAKING (USE ILLUSTRATIONS OUT OF PLENARY ACTIVITIES)

a) BROAD OBSERVATIONS
b) VARIED PERSPECTIVES
c) OPEN DIALOGUE
d) REPRESENTATIONALLY FOR THE WHOLE

CLARIFY VISION COLUMNS

a) WALK THRU VISION CHART
b) LIST 4 POINTS UNDER EACH VISION COMPONENT IN EACH OF ASSIGNED COLUMNS

CONTEXT: UNDERLYING CONTRADICTIONS

"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 COMMUN."
(EX: AVIS – WE'RE #2 CAMPAIGN)

EXPERIENCE ANGER/FRUSTRATION

DISCERN:
IRRITANTS
DETERRENTS
OBSTACLES
BLOCKS
BRICK WALL

QUESTIONS:
- What is the block in this community?
- Why hasn't the Operating Vision already been accomplished?

PITFALLS: CONTRADICTION IS NOT
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
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

MAKE UNIT ASSIGNMTS
UNITS REPORT AT SUPPER

STAY INSIDE COMMUNITY

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?

UNITS BREAK 5-to 6

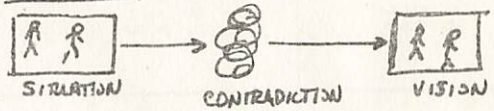
SONGS:

RITUAL: ON BEHALF OF THOSE WHO STOOD IN TENSION BETWEEN PRACTICAL VISION AND CONCRETE BLOCKS (EX: MARTIN LUTHER KING)

CONTEXT: DEFINATION OF CONTRADICTION METHODS OVERVIEW SPIN.

UNIT REPORT:
- WHERE GO/WHAT DO/WHAT SEE
- WHERE DID YOU ENCOUNTER PEOPLE EXPERIENCING SOCIAL PAIN?

WORKSHOP:



CONTRADICTION IS OBJECTIVE/SOCIOLOGICAL BLOCK TO OPERATING VISION
FOCUS ON THIS COMMUNITY – NOTHING WRONG WITH THIS COMMUNITY – JUST SOCIOLOGICAL BLOCKS

QUESTIONS:
1. UNIT WALK THROUGH THEIR LIST
2. CORPORATELY BRAINSTORM ADDITIONS FOR EACH COLUMN TO 20-30
   A) WHERE SEEN PEOPLE HURTING?
   B) WHAT BUGS YOU?
3. PRIORITIZE 20 KEY BLOCKS FOR EACH VISION COLUMN.
   A) MOST CRITICAL?
   B) LEAST CRUCIAL?
   C) THESE ARE THE 20?
4. RESTATE IN THREE WORD PHRASES AS DOING THE PRIORITIZING

"As finish one column of contradictions send off a unit or part or a unit to start the write up.

2. As this subgroup have a descriptive sentence written for each title. Rename title.

3. CAN WORK IN SMALL GROUPINGS

4. BRING to Editorial Board

5. Send to translation

6 Send titles to chart maker (for plenary)

7. Send titles and sentences to typing.

MOVEMENT I	MOVEMENT II	MOVEMENT III	MOVEMENT IV

Daily Team Procedures

Tuesday

Movement I

	Contexting the Day (Team)	Notes
A	LUNCH REFLECTIONS SONG_____ RITUAL **On behalf of educators in local communities (tell story of one)** **CON VERSATION:** Where have you seen local man shaping the future? (share stories)	Remember to introduce any new people, and be sure they are assigned to a unit. Now is a good time to get participants to begin song writing.
B	CONTEXT FOR THE DAY Leader's spin to focus the team: "The function of the team in consensus making": 1. Broad observation 2. Embodies varied perspectives 3. Opens dialogue 4. Makes decisions representationally for the whole	Use illustrations from the vision plenary on how the teams played these functions.
C	METHOD DEMONSTRATION A. Rehearse methods flow. Emphasize location of blocks to vision as task: 1. second step - objective 2. sociolog. reality 3. actually present 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.	Today the task is to discern the irritants, the deterrents to vision actualization. The contradictions will be formed in the plenary on Wednesday. BANANA PEEL ILLUSTRATION: I slip--I'm irritated, because Banana peel deters me., because Monkey in tree blocks my safe travel, cause ~~Zoo gate left open:~~ Contradiction: the city"s security system
D	DATA GESTALT 1. Walk through assigned data 2. List the four points under each vision component 3. Send this gestalt to coordination	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.

IIID Team Operation

Daily Team Procedures

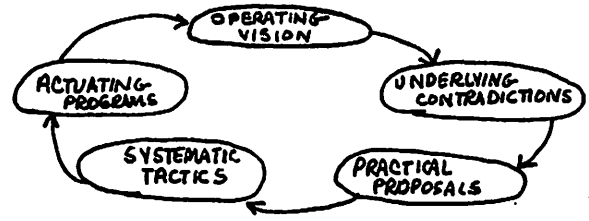
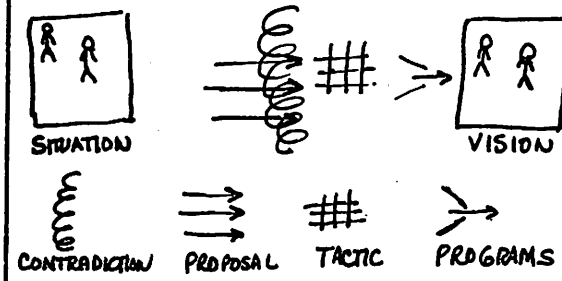
Tuesday — Movement II

	Investigating the Contradictions (Unit)	Notes
A	ANTICIPATORY WORKSHOP (unit or team) 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?	Write questions on board and assign units to vision chart columns. CONTRADICTION IS NOT: 1) Someone Outside Community 2) Spirit Problem/Images/Community Thinks Wrong 3) Money 4) A person or group in the community WAY TO ASK CONTRADICTION: 1) What Social Structure is keeping that image alive? 2) What is keeping that relationship alive?
B	FIELD PLAN (Team & units) 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	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?
C	FIELD WORK (units) site visits research interviews conversation	Review the field visit context again for those who are new and as reminder to rest of necessary style for on-site visit.
D	UNIT REFLECTIONS Pull together first list of blocks as a report for the dinner time.	

III D Team Operation:

DAILY TEAM PROCEDURES

TUESDAY — MOVEMENT III

	COLLECTING THE DATA	NOTES
A	**DINNER MEAL** SONGS _____ RITUAL: On behalf of those who dared to live in the tension of the vision and blocks. Martin Luther King	Alert scribes to take notes during dinner reports.
B	**UNIT DEBRIEFING** (Team) 1. Units report on what did you do? 2. What did you find out? 3. **Where did you encounter people experiencing social pain?**	Encourage stories of the day keeping in mind that unintentional comments or misplaced humor can inadvertently insult local participants.
C	SPIN OF THE PLANNING METHOD  	An Alternate Image May Be Used. Consistency of the image thru the days seems helpful. 
D	**DATA LISTING** 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?	1a-Contrad. is objective, sociolog. blk. to operating vision. b-Nothing wrong w/ this community. Every ciuation has socio. blocks. c-Focus is on block in this community. d-Not a description of situation. ?--Let flow /til begin repeating. "How is this a block to the vision?" Ex.: Vision Compentent--Paved Streets Brst. of Blocks--Winter snows, No funds, No agreed on plan, No time to do work, Don't know how to do job 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

IIID Team Operation

Daily Team Procedures

Tuesday — Movement IV

	Report Preparation	Notes
A	Data Refinement 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.	Guidelines: OBJECTIVE, SOCIOLOGICAL BLOCK TO THE VISION You will be writing on 20 sheets of paper for each vision column you received.
B	Writing 1. Pass out a title and phrase one at a time (checking it off) to subgroups of 1 or 2 people. 2. Assignment . Write a descriptive sentence . Retitle as necessary	1. Read example (as attached) if that seems helpful. "What is going on now in the community?" 2. Each one is on a seperate slip of paper. Can do original writing in any language & then translate.
C	Editing 3. Bring descriptive sentences and titles to editorial board. Editorial board remembers them as they send pieces to translators.	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.
D	Production 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) for tom orrow's plenary. 6. Send each sheet to typing.	5 and 6. These are listed with the new numbers in order as given by the editing board.

VHDP June 1977

PRECONTRADICTIONS

ICA Consultants | Commerce | Team IV

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

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 Proposals	UNIT WRITING 6-POINT PLANS 1 proposal 5 sub-proposals	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 BRNT	PROPOSAL WRITING
1:00	2:00		6:00	8:30

SONGS:

RITUAL: On behalf of those in local communities who are buildings 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 Qs ON CONTRADICTION ARENAS (TAKE 5 MINS/ARENA OF CONTRADICTION)
- TODAY EXPLORE 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 1) Broad Strategies that modify the contradiction
2) Braad Arenas with tactics in the descriptive Q.

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 Strate 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) Imaginally 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 Qs
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 ALTERNATIVES
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 III

DAILY TEAM PROCEDURES

WEDNESDAY — MOVEMENT I

	CONTEXTING THE DAY (TEAM)	NOTES
A	LUNCH REFLECTIONS 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	CONTEXT FOR THE DAY "Function of Team as Motivity Catalyst" 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	PLENAREY DATA REFINEMENT 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	METHOD DEMONSTRATION 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 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.

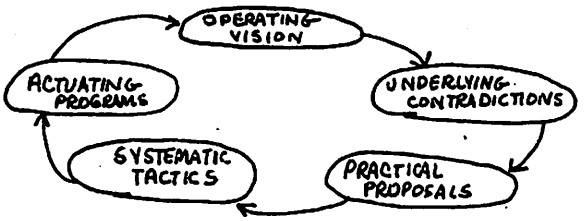
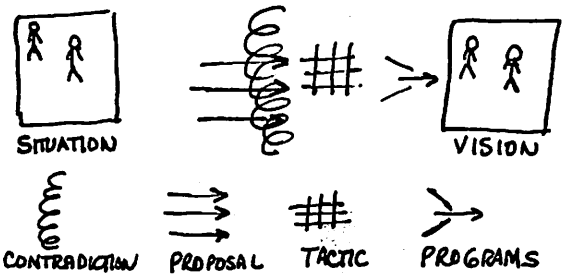
DAILY TEAM PROCEDURES

WEDNESDAY — MOVEMENT II

	INVESTIGATING THE PROPOSALS (UNIT)	NOTES
A	ANTICIPATORY WORKSHOP (Do as Unit) 1. Where might we go to see or learn manifestations of contradiction? 2. Where would we go to see successful and unsucessful 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?	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.
B	FIELD PLAN 1. Organize places, people, data sources listed & assign to units 2. Determine routes 3. Assign sub-groups 4. Practical arrangements	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.
C	FIELD WORK 1. Site Visits 2. Interviews 3. Research 4. Model creation	This is the third day of field work so increasing perception should be expected and enabled.
D	UNIT REFLECTIONS (ONE HOUR) Pull back as unit and get out a list of tenative proposals dealing with contradiction. A long list for each contradiction is fine.	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.

DAILY TEAM PROCEDURES

WEDNESDAY — MOVEMENT III

	COLLECTING THE DATA (DATA)	NOTES
A	DINNER MEAL Songs Ritual: On behalf of the great proposal writers (example)	Inject some discontinuity into the meal singing with new songs, small goups or instrumental accomplishments.
B	TEAM REFLECTION 1. What new aspects of the communtiy 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. 4. See below
C	SPIN OF THE PLANNING METHOD  	An Alternate Image May Be Used. Consistency of the image thru the days seems helpful. 
D	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	QUESTIONS 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?	The liberal temptation is not to decide what ~~the~~ broad strategy is. All the brainstorm wisdom is to be honored in the paragraph.
B	WRITING 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.)	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. 2. See attatched sheet of examples. 3. Ex.: Implementing corporate external visits.
C	EDITING/TRANSLATION 4. Send to editorial board the set of six proposals for each contradiction area. 5. Send to translation for translating	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.
D	PRODUCTION 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.	

Delta Pace Human Development Project

February 1977

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

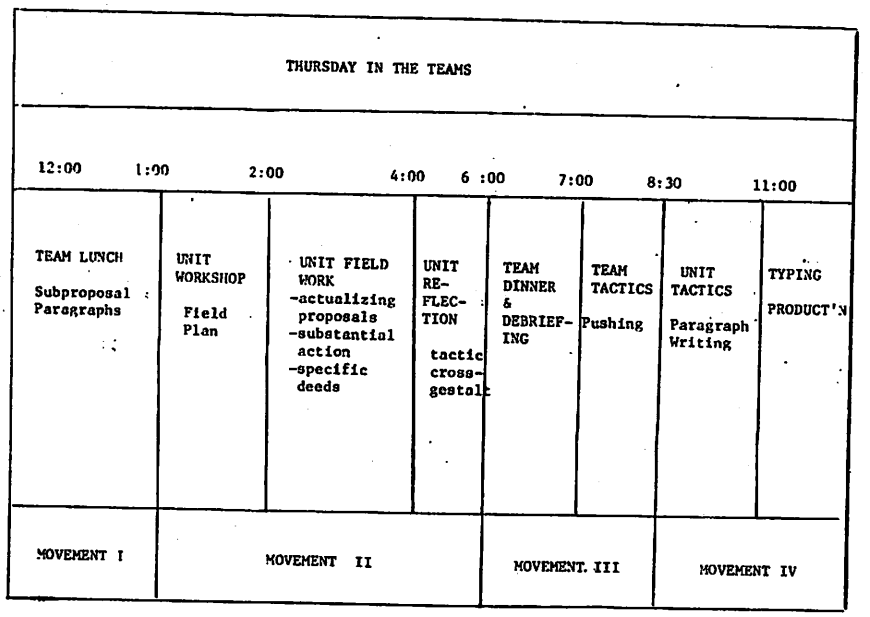
The task of the day is to invent the complex interrelated set of discreet practical acts required to actualize the given inclusive set of proposals. The teams will delineate 6-15 substantial tactics for each basic proposal. To do this, the teams work will be focused in units building tactics all afternoon. 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 PROCEDURES

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

-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

MOVEMENT I

SONGS:

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

CONVERSATION: WHAT PRACTICAL RESOURCES DO YOU WANT AVAILABLE HERE TO IMPLIMENT PROPOSALS?

CONTEXT ON TEAM CORPORATENESS (ILLUSTRATE OUT OF PLENARY)
- 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 Substancial (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 9 ON EACH PROPOSAL FOR TACTICS.

UNITS REPORT AT SUPPER:
- 6-15 TACTICS FOR EACH PROPOSAL IN ADJECTIVE NOUN FORM

MOVEMENT II

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 TACTICS 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 III

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/TI

TACTICS LISTS

ASK TEAMS 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 IV

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

FORM:

TITLE: 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 TITLE
TYPED SENTENCE
ENGLISH TITLE

IIID Team Operations DAILY TEAM PROCEDURES

THURSDAY THURSDAY I

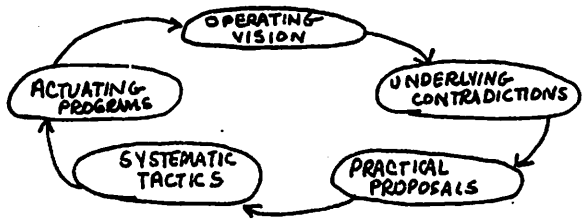
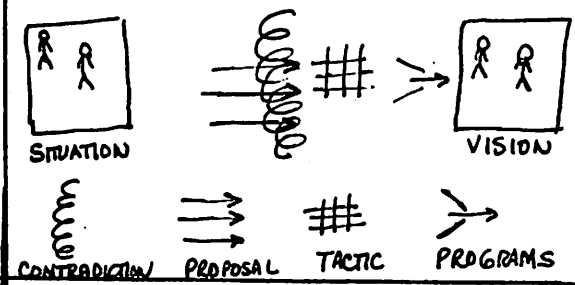
	CONTEXTING THE DAY (TEAM)	NOTES
A	LUNCH REFLECTIONS Songs Ritual: On behalf of those who are creating new community industry (example) Conversation: What practical resources (articles, books, models, lists, designs) would you want available here to implement ~~proposals?~~	
B	CONTEXT FOR THE DAY "Corporateness of Team" 1. Power of corporate expertise 2. Power of engagement of everyone 3. Power of experience 4. Power of wiring different minds together	**Tactics are "do-able" actions which bring about the proposal EX: Adult Re-education is a proposal which the tactic of night classes...
C	METHODS DEMONSTRATION 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*	*FIELD GUIDELINES 1. Look for data under each of the four sub-proposals 2. Focus on what is necessary 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	PLENARY DATA REFINEMENT 1. Review plenary proposal chart 2. Walk through assigned data 3. Determine four subproposals 4. Assign one person to write paragraphs	It is important that you have 4 sub-proposals for each proposal so you know what is involved in proposals you are building tactics Send paragraphs and sub-proposals to coordination.

IIID Team Operation DAILY TEAM PROCEDURES

	THURSDAY	MOVEMENT II
	TACTIC INVESTIGATION (SUB GROUPS)	NOTES
A	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?"	
B	FIELD PLAN (Unit) 1. Plan necessary study and investigation intthe 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.	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.
C	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.	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.
D	UNIT REFLECTION (At end of afternoon) 1. Brainstorm lists of tactics for assigned proposals 2.	

IIID Team Operations DAILY TEAM PROCEDURES

THURSDAY MOVEMENT III

	COLLECTING THE DATA (TEAM)	NOTES
A	DINNER MEAL Songs RITUAL: On behalf of those who dare to concretize the direction of history (ex. Alexander the Great, General Patton) CONVERSATION: 1. What did you learn today?Objective 2. What guidelines in tactic building?	
B	SPIN OF THE PLANNING METHOD  	An Alternate Image May Be Used. Consistency of the image thru the days seems helpful. 
C	REVIEW METHOD Monday's procedures UNITS REPORTS 1. Read proposal paragraphs 2. Have Units review their tactics (5 Min.) 3. Ask Team to brainstorm additional data (10 Min.)	Units put up tactics on board during supper set-up. On expanding data: 1 man 1 day to accomplish a tactic. That tactic should probably join another.
D	TEAM CRITIQUE 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	Tactics critique ?'s- Practicality: do-able, not a prop? Applicability: necessary & relevant? Substantility: Substantial, not abstract or steps? Inclusivness: Anything left out? Is it possible in this comm. Deflect arguments. a) Send two people to come up w/ consensus. b) Move to another tactic and come back.

IIID Team Operations DAILY TEAM PROCEDURES

THURSDAY MOVEMENT IV

	PREPARING THE REPORT	NOTES
A	DATA REFINEMENT (Tactics subgroup) As Unit review tactics	Scribes have a page with notes from the previous discussion for each set of tactics.
B	RELEVANCE RECHECK Check again for: -practicality -applicability -substantiality -inclusiveness	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.
C	REPORT REFINEMENT 1. Tactic Title Form: Adjective noun 2. Tactic Sentence Adjective Noun will be Action verb Descriptive phrases. 3. Write up as much on each sentence as time permits.	1 & 2 Read attached examples if it seems appropriate. 3. Tomorrow scribes will need to use this for back-up folders and may need to send some data to other teams.
D	PRODUCTION 1. Translation 2. Put titles on wall chart form 3. Send sentences to be typed (see ex.) 4. Make up tactics slips for plenary.	TACTIC SLIPS NATIVE LANGUAGE SENTENCE TITLE ENGLISH TITLE

1. Custom-Killing Plant	A custom killing plant will be operated, serving the farmers and 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: muscrat, 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 PREPARATION

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 tobe accomplished. The first job is to transpose the tactical actions of a coordinated tactical system of 25-35 basic tactics with lists of subtactics, descriptivesentences 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 conposed of two representatives from each team.

DAY'S PROCEDURES

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 accummulated.

FRIDAY IN THE TEAMS

12:00	2pm	6pm	8:30	1pm
Team Lunch & Tactic naming & subtactics listing	Unit Workshop Tactic holder Subtactics-sentences & tactics paragraph	Team Dinner & Programs pushing	Unit writing implementaries	Saturday Implementary Field 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 imaginally 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 futuric local actuation is given both substance and form.

A helpful way to begin the process of articulating tactics and subtactics 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.

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 subtacitcs 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 memberslisten 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	SUBTACTICS CHECK	DINNER / PROGRAMS BRNSTORM	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		DINNER	PROG.	Unit	REST		BREAKFAST	Subtactics	PREP	Closing
What is TACTIC What is SUBTACTIC	REFLECT LIST SUBTACTICS WRITE SENTENCES BACK-UP	Break		BRNSTORM	Work			By Teams		By Teams	Feast

SONGS:

RITUAL: On behalf of those who finding new ways of agriculture (ex: 3 cows/family in Maliwada)

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 SENTENCE 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 IMPLIMTABILITY.

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 DOCUMT. 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 TRIPLICATE #ed LIST OF ALL SUBTACTICS
3) MAKE TRIPLICATE #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 Documents ACTUATION
- FINAL PLENARY – every community resident
- TEAM PREPARATION at 10 am.

WHO SHOULD DO TEAM REPORT – THE RITUAL CONTEXT

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	LUNCH REFLECTIONS: 1. Songs 2. Ritual: On behalf of those who are funding new ways of agriculture productivity (ex: 3 cows per family in Maliwada)	The team will need to have large proposal and tactics charts befors 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)
B	CONTEXT FOR THE DAY: 1. Leader does spin on naming tactics and subtactics. 2. Next pass out and art form "Maliwada tactic #35 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?	There is a fine detailed backup document on naming tactics and and determining subtactics. Use this to create a brief context for for the team on the work of movement I. 2. Page 307 these procedures
C	PLENARY DATA REFLECTION: (for each tactic) 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.)	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.
D	SUBTACTICS LISTING: 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.	Read list out of document in your teams' arena. Rehearse that you are 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.

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 gun these business, industry or agriculture ventures? What are workers productivity? What are restraints of local workers? Who are the managers? Are these dedicated leaders?		

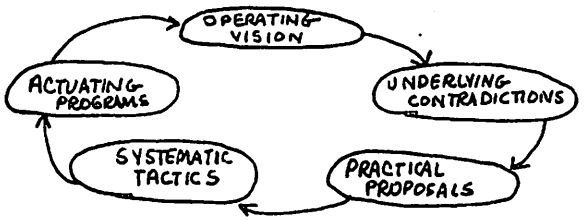
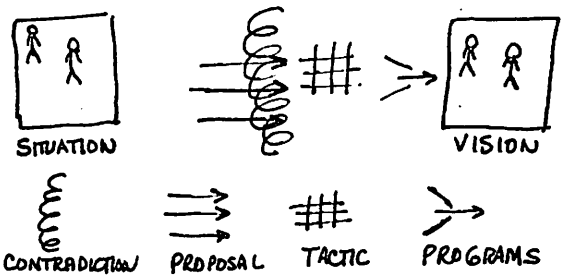
DAILY TEAM PROCEDURES

FRIDAY — MOVEMENT II

	UNIT INVESTIGATIONS (UNITS)	NOTES
A	Backup Review: By units create backup folder for each tactic including: 1. paste-up of tactic 2. list of subtactics-adjective, noun with original and 2 carbons 3. Write sentence for each subtactic	2. These copies are for program document writing and actuation task force 3. The form: Adj.--Noun--will be Action Verb--Descriptive phrase.
B	Subtactics Folders 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.	It is important not to mistake the implementing procedures for the subtactics: a) Subtactic Identification-Naming subtactics is getting clarity on the Whats b) Subtactic Implementation-The Implementaries answer ?'s of how, when, by whom, how often, and where c) Subtactic Justification-Why relates to tactic
C	Tactic Sentence--Unit 1. By units read subtactics sentences 2. Discuss and write overall intent and description sentence for total tactic	2 Example: Look at several examples in team's arena from other project documents.
D	Paragraph Refinement--Pull together: 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.	Type final paragraph if there is time. 3. Use form attached. Then add all additional data and phamphlets to subtactic file folder. (Sample form p. 309)

DAILY TEAM PROCEDURES

FRIDAY — MOVEMENT III

	DAY'S PULL TOGETHER (TEAM)	NOTES
A	DINNER MEAL: Songs Ritual: On behalf of those who organize their tactics so that community passionate participation was released.	
B	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?	
C	SPIN OF THE PLANNING METHOD  	An Alternate Image May Be Used. Consistency of the image thru the days seems helpful. 
D	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)	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	1. Contact other teams 2. 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.

DHDP

ICA Consultants

Research data on Tactic #23
"Monthly Trade Fair"
Additional Data

Data 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 equiped 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.

VHDP
ICA Consultants

March

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 may as are necessary to clarity 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 [illegible] Program
2. Urban [illegible] Demonstration
3. Community [illegible] Center
4. Day Care [illegible]
5. Community [illegible] Corps
6. Community [illegible] Commission
7. Supplemental [illegible] Education Laboratory
8. Urban [illegible] House
9. Consumer [illegible] Cooperative
10. Business [illegible] Agency
11. Public Works Corps
12. Public [illegible] Outpost

SATURDAY IN THE TEAMS

FINAL PRODUCTS

Saturday is the day in the Consult where the subtactic paragrpahs 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 subtactics 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 subtactic inclusing 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

SATURDAY IN THE TEAMS

7 am	8am	10am	11:30
Team Breakfast & Final Context	Unit Field Work - Implementary Paragraphs Completion	Unit Final Production & Back up Filing	Team Gathering Reflection & Send out
Movement I	Movement II		Movement III

IIID Team Operations DAILY TEAM PROCEDURES

SATURDAY MOVEMENT I

	CONTEXTING THE DAY (TEAM)	NOTES
A	BREAKFAST Songs Ritual: On behalf of those who will come forth to lead this community in actualizing these tactics.	
B	FINAL CONTEXT 1) Data Storage 2) Every note important 3) Nest week--Actualization & Writing Document 4) Final Plenary-Every community Resident -Teams prepare Beginning at 9:00 A.M.	
C	REPORT REFLECTION 1) Appoint one member for presentation to plenary	One member of team talk with person selected to assist in rehearsing ritual of presentation.
D	UNIT CHECK 1) Check progress of implementary paragraph writing.	

IIID Team Operations

DAILY TEAM PROCEDURES

SATURDAY — MOVEMENT II

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

IIID Team Operations

DAILY TEAM PROCEDURES

SATURDAY MOVEMENT III

	TEAM CLOSING	NOTES
A	TEAM GATHERING 10:15 A.M. Songs	
B	DATA COLLECTION Collect all files.	Give tactic files to team representative to plenary for presentation
C	FINAL REFLECTION 1) What recall this week? 2) What was funny? 3) What happened this week? 4) What song shall we sing to celebrate?	
	'IT cements	

THE OPENING CELEBRATION

Opening Plenary Construct		
The Opening	Greetings, songs and Introduction	15 minutes
The Meal	Welcoming Letters Local Speeches Special Presentations	20 minutes
The Address		20 minutes
The Closing	Announcements Sending Forth	10 minutes

The Consult week begins Sunday night with a celebrative event gathering Consult participants and wider community leadership together for a festive meal and program contexting the significance of the week to come and building a plane of motivation for the work of the Consult teams.

Usually held in the plenary space of the consult, the evening takes no more than one and a half hours. The food should be fine as befits a state occasion.

Beginning with greetings and songs preferably hosted by local colleagues or national staff, the meal is prefaced with the introduction of special guests. As the food is served there may be time for any welcome speeches appropriate from the local community leaders or national guests.

As the meal is finished a representative of the Consult Team is called upon to make the opening address. This address is passionate in style and sets an overview of the whole week as well as pays particular honor to this local community.

The closing after this address is very brief with necessary announcements and a sending forth to the coming week.

OPENING PLENARY ADDRESS

WHO are we (ICA)	What we do	Why we are here	How we operate
Intra-global Movement	Local Level Demonstration Projects	Unique national Cifts	Dynamics of Subjective and Objective
Outlets in 25 Nations	Shared Training	Local Center of World	Five parts of Method
Human Factor in Socio-economic Development	Global Band	Honored Past	Summary Statement
Those Who Care	Invited Here	Building the sign For the World	Actually Start A Project as glob Sign

THE CLOSING CELEBRATION - Saturday noon

The closing celebration is a plenary gathering of the whole group which occurs around the Saturday mid-day meal. It provides an occasion for the total Consult to celebrate the completion of the work of the six days and to send forth the global and local consultants to renewed engagement in their respective communities. The food, local music and symbolic nature of the reports offered at this time all contribute to the festive but simple and tastefully designed event.

Preparation for this event involves planning by the food services staff for a special menu; arrangements for local musicians with the community; assignments by the team leaders of reporters for each team; assignments by the Consult team of those designated to offer words of appreciation.

The hosts for the plenary are a team comprised of the local symbolic leader and the auxiliary prior. The event begins with songs, the opening ritual and the introduction of special guests invited to participate. The work of the Consult is presented to the body in symbolic reports and a packet of printed materials which hold the four plenary charts created during the week. These reports are given in one form by a representative of each of the five teams and by the coordinator of the Consult. Care is given to insure that the team reporters represent a cross section of the consultants, including both men and women, and local, national and global consultants. Brief words of appreciation to the community are given by representatives of the Guardians and the Consult Team. Words of appreciation are also expressed by the community's symbolic leader on it behalf. This is an occasion for honoring local customs through careful planning before the event with the local leadership about appropriate style and orchestration. The closing address, given by a member of the Consult Team grounds the event of the Consult as a gift to history and claims the promise of its significance in the work of Those Who Care around the globe. The sending forth of the body follows necessary announcements concerning travel arrangements and the schedule of the next week of document writing and actuation announcements. The event concludes with the singing of a song which has been significant in the work of the week.

On the pages which follow the abstract flow of the closing celebration is held in chart form. The time allowed for this is approximately one and one-half hours. A sample construct for the structure of the closing address is also included. The flow and particular content of this address will require adaptation to the uniqueness of each situation.

MAXIMUM TIME
2 HOURS

THE CLOSING PLENARY ABSTRACT

THE OPENING RITUALS 10 min.	The Consult Singing The Contextual Welcome
THE CELEBRATIVE FEAST 20 min.	The Final Meal The Musical Interlude
THE SYMBOLIC PRESENTATIONS 20 min.	The Work of the Teams - team work presen[illegible] by team members rep[illegible] the categories i[illegible] cated Team 1 Team 2 Team 3 Team 4 Team 5 The Work of the Consult
THE WORDS OF APPRECIATION 40 min.	To the Community - 10 min. From the Guardians From the ICA Consult Team To the Consultants - 10 min. From the Community The Closing Address - 20 min.
THE SENDING FORTH 5 min.	The Practical Announcements The Sending Forth The Closing Song

III. C.

THE WORDS OF APPRECIATION: THE CLOSING ADDRESS

Near a Spin 15 - 20 Minutes

Deep Appreciation		Individualize For Particular Consult: This Community's Relation To GSD Band		Relationship of GSD Band To This Community		Writing the Document	
TO COMMUNITY CONSULT-ANTS	Local People					HOLDS VISION OF CONSULT	Write this week
	Leadership						Invite Participate
	Guardians/National						Translation
	Guardians/Global						Write Implimentaries
HONORED THE PAST	Nostalgia					RETURNING A COMMUNITY EVENT	
	Heritage Uncovered						Clearest Task
	Heritage Shared						Locate Work To Do
	Heritage Seen Through New Eyes						Locate Support
HONORED THE FUTURE	Participate in History					PRESENT CONTENT TO COMMUNITY	Begin Implimentation
	Here's Where History Created						Training and Models
	Local Consciousness Developed						
	Primal Community						
LEAVE HERE AS NEW MAN	Author of Human					CALLING CONGRESS OF COMMUNITY	Talk Through Decision
	Society Expenditure						
	Word Accomplished						
	New People						Social Change Mo

MALIWADA CONSULT
CLOSING PLENARY--Saturday Afternoon

INTRODUCTION

I was, as I am sure you were, deeply moved by the celebrat... just before lunch. What an expression of the hospitality of ... community it was. I am sure that all of us who beheld that ... and had the opportunity to participate in it shall not soon f...

CONSULT DOCUMENT

The citizens and leaders of this community need to know that ... of us will stay for five to seven days at the government g... to write a document that holds together the work of the con... will contain all of the wisdom that came out of the Consult... will give it to the community when it is finished. It will be ... document like this one which was done for the community of Kw... Il in South Korea. I will leave the Kwangyung Il document w... leaders of the community. In two weeks, the Maliwada Human D... ment Project document will be printed, and hopefully, we will ... copy for every person in the village.

In three or four days I may leave this community for Bombay ... In Bombay, I will make a report to the Honorable Chief Minis... State of Maharashtra, Mr. Chavan. And in Delhi, to the Home ... Minister of Home Affairs for the nation of India, Mr. Reddi ... to make a report on this consult to the Governor of the State ... Maharashtra, Mr. Aliyawa Jung, on the same trip. However, it ... happens that His Excellency is in Aurangabad today; he has sum... me to make a report to him this afternoon at 5:30. I am extr... pleased at such an opportunity. I am persuaded that all lea... the government of India in the years ahead are going to turn ... attention to the development of this nation's villages. I am

PUBLIC PRIVATE SUPPORT

persuaded that the top leadership of India's private sector ha... ected its concern to rural India. I do not want to take time ... in detail about my visits with Mr. Tata and Mr. Mofatlal and ... of India Tobacco, Ltd., but these men were concerned and the... Indeed, Mr. Bierla helped to set up this consult. I mentioned ... names in the government and in the private sectors for the pur... saying that the people on the top levels of both structures ... about the village people of India, and, in my opinion, intend ... on their behalf. I am an old and hardened warrior in the bat... social change; therefore, I do not believe such things easily. I believe that it is true.

LOCAL MAN RESURGENCE

After this week in the village of Maliwada, I believe that le... is ready to move also. I believe! And I believe that the le... on the local level is ready to move. Often the local leadership ... afraid to move, but I have not found that to be true in Maliwada. When the local people are ready to move and the local leadership ... ready to move, and when the top leadership on the state, provin... and national levels are ready to move, what can stop the success ... the Maliwada Human Development Project! That success lies on ... other side of hard, hard work by the local people themselves, ... hard work by the auxiliary staff that the Institute of Cultural ... Affairs will leave here to live and work with them. As you ... there will be some twenty farmers, machinists, teachers, busine...

and fundraisers, who will be left to work with the local people in accomplishing the project. They will live in the castle that you rebuilt for them. They are fine, fine people and I care very deeply about them. Not only will the staff here be working with you, but so will the guardians who have come to this consult. They have laid aside their own work, paid their own way to come here, and helped to pay for this consult from their own pockets. These guardians, to whom not enough praise can be given, these men and women will be working for Maliwada throughout India and throughout the world.

REBIRTHING SACRED LAND

My parting word to you is found over in the first column of the contradictions. It is that you work together and you work together hard. If you do, in a short time people from all over India will be coming to visit in this land, as they used to long ago. And they shall come from other nations of the world to see what is happening in the rebirth of this sacred land. This is because your nation and local man across the world is standing on tiptoe, looking for a demonstration of what can happen in local communities. In the nation of Mexico, in Latin America, when people depart from one another, they say, "God go with you." With new warmth in my heart, and new hope in my heart, and new courage in my heart, I say, "God go with you."

THE INITIATION WEEK

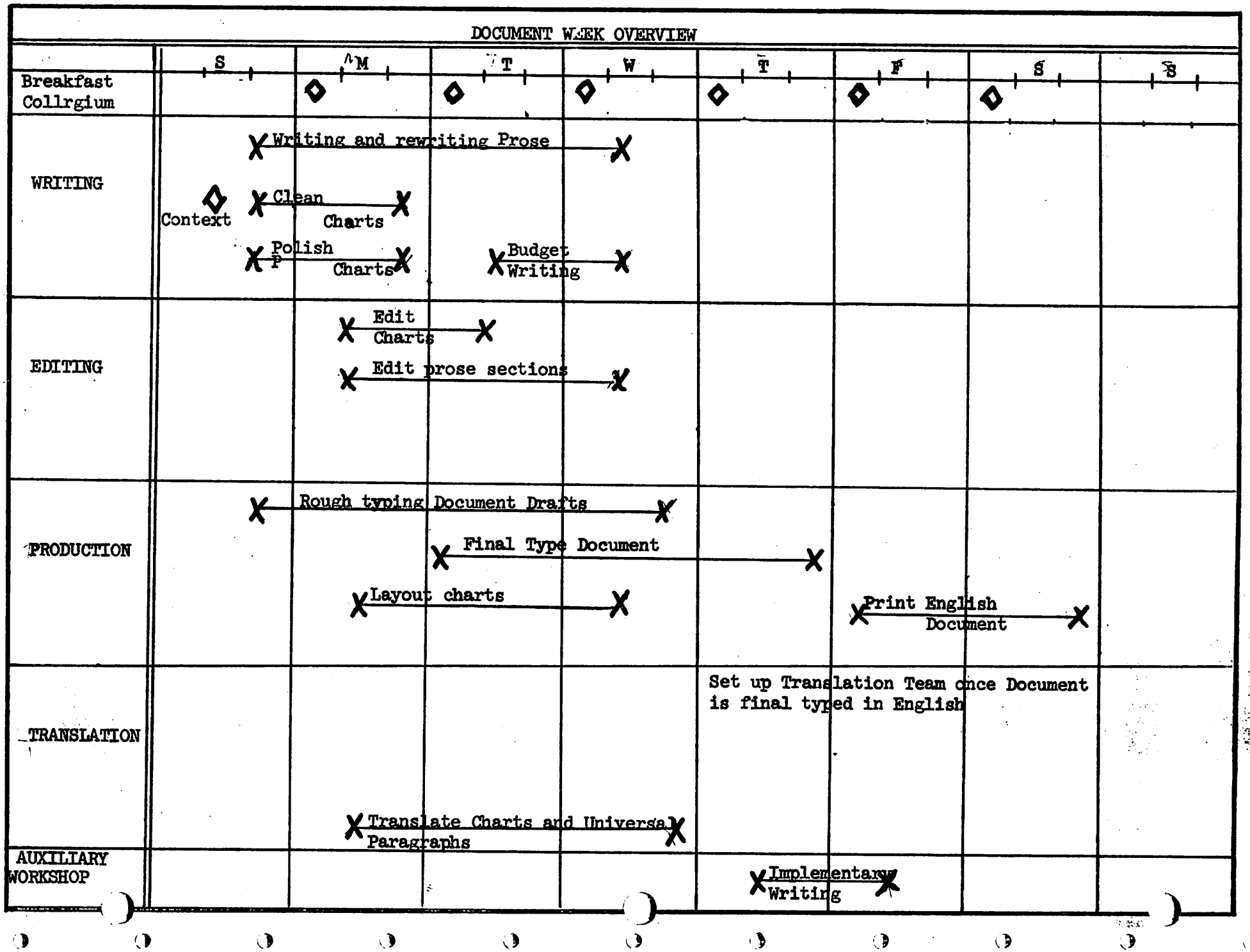
The third week of the Global Task Force is primarily focused on actuating 10-15 substantial highly visible subtactics. However, it is critical to the actuation job that the task of writing and publishing the Consult Summary Statement is finished and that the translation job on the document is well done the road toward completion. In the midst of this the global team brings the methods wisdom to the auxilary on the implementation writing and two year phasing plan of the subtactics in relation to the program components.

The following sections provide a description of the procedures in the five arenas of the global task forces responsibility furing the third week. These arenas include: (1) Overall Initiation week orchestration (2) Document Writing (3) Creating Implementary Battleplan (4) Initial Actuation and (5) Securing Internal Operations. Each of the five arenas is illustrated with specific models and designs and is cross referenced with praetical resources.

V. Epilogue

CONSULT TEAM CHECKLIST- BROODING ARENAS

Re: DOCUMENT	Re: INITIAL ACTUATION	Re: INTERNAL OPERATIONS	Re: GLOBAL
1. Writing team's progress 2. Production issues: -typewriters -printing -cover stock and design -quantity -finances -charts 3. Editorial decisions 4. Distribution model 5. Translation of document: -troops -production -timeline -distribution scheme 6. Special presentations	1. Meeting with local people -key leadership -special groups 2. Authorization -immediate contacts -long range strategy 3. Support networks -meeting with guardians -long range and immediate participation -global and national roles -patron development 4. Funding schemes -immediate moves -proposals -budgetary issues -seed money -long range strategy -major funding contacts 5. Legal issues -receiving agency -registration -credit union and co-op systems 6. Replication 7. Initial miracles 8. Grid 9. Stake meetings 10. Guild meetings 11. Program issues--All at once, likely key programs. most difficult, Guaranteed.	1. Assignments -expertise gaps -work out/development recommendations -symbolic role in relation to local people -program gun suggestion 2. Short courses needed relative to spirit 3. Training in relation to: -implementaries -document study -program initiation -actuation principles -broader relations. Area, Centrum, Post, Band	1. Report from other HDP sites 2. Consult methods 3. Actuation insights 4. Assignments -expertise needed -long/short term schemes 5. Supportive roles of other houses, centrum to the project.


DOCUMENT WEEK OVERVIEW
S
M
T
W
T
F
S
S
Breakfast Collrgium
WRITING
Writing and rewriting Prose
Context
Clean
Charts
Polish
Charts
Budget
Writing
EDITING
Edit
Charts
Edit prose sections
PRODUCTION
Rough typing Document Drafts
Final Type Document
Layout charts
Print English
Document
TRANSLATION
Set up Translation Team once Document is final typed in English
Translate Charts and Universal
Paragraphs
AUXILIARY WORKSHOP
Implementary
Writing

DAILY TIME DESIGN - WEEK 3	
6:30	Task Force Collegium
8:00	Writing Teams
12:00	Working Lunch
1:00	Writing Teams
5:00	Recreation
6:00	Buffet Dinner
7:00	Writing Teams
10:30	Reflection

THIRD WEEK
BREAKFAST COLLEGIUM TIME DESIGN

TIME	MOVEMENT
6:30 THE OPENING	Songs Ritual Breakfast
6:40 THE VISION	The Corporate Spin or Workshop (See suggested collegium format model)
7:10 THE REPORTS	Yesterdays Accomplishments Today's Objectives Implementation Plan (Each writing group reports)
7:20 THE CLOSING	General Issues Battleplan Brainstorm daily checklist Create plan for handling priorities Make special assignments Announcements Send Out

ICA

8 POSSIBLE COLLEGIUM MODELS - WEEK 3

GRA Chicago 1977

TOPIC	THE CONSULT STORY	CONSULT EVALUATION	MIRACLES FOR THIS PROJECT	KEY ISSUES
STYLE	CORPORATE WORKSHOP	CORPORATE REFLECTION	CORPORATE BRAINSTORM	CORPORATE BRAINSTORM
FORMAT	1. What have you learned about doing global social demonstration? 2. What do we need to tell our colleagues about this consult? About this community? 3. How have we been informed relative to the future?	1. If you're glad you've come here, why? 2. What were strengths of the consult itself? 3. Relative to the future what should be done differently?	1. The miracle of this Consult was _____? 2. What must happen in the next six months? 3. What are the concrete miracles for the next three weeks?	1. What issues must be resolved? 2. What are the four contradictions that you will work to release in the next three weeks? 3. Auxiliary create plan for dealing with.
TOPIC	IMPLEMENTARIES WRITING	GLOBAL MISSION	OTHER PROJECT SPINS	24 ACTUATION PRINCIPLES
STYLE	METHODS TRAINING	SPIN	Select people present from other projects to give a talk on what they have accomplished and how they did it.	1. Go over 6x4 categories quickly 2. Spend time on particular principles that are deeply relevant to spirit of this auxiliary and project. 3. Leave time for reflections, questions and comments.
	1. Lay out procedures for Auxiliary T/L implementary writing. 2. Who else needs to participate (local people, local guardians)? 3. What is our T/L for getting this done?	Various spins on aspects of the three campaigns by Task Force personnel.		(see pages 407-412)

A. LAUNCHING THE LOCAL FORCES

PROJECT IMPLEMENTATION

Effective and immediate implementation of the tactical model created by the Consult and reported in the Consult Summary Statement calls for the setting in place of four components that ready the local forces for launching the project. The Consult Team's role in ensuring this readiness involves a variety of activities ranging in style and form from training sessions to informal conversations. The objectives of this cluster of responsibilities are to ensure the publication of the Summary Statement's translated edition, to symbolize auxiliary priorship, to generally context the auxiliary core on the principles and guidelines for actuation and to ensure the scheduling and set up of the first guild meeting.

DOCUMENT TRANSLATION

Because the Consult document (with its companion implementation manual) functions as a tactical handbook for the local actuation forces it is crucial that it be made available in a form useful to the local community residents. Once implementation begins the auxiliary will find the press of other responsibilities make it difficult to mount the considerable effort required to oversee and publish a translated edition. The objective of the Consult Team in this regard is to oversee the completed translation of the document into the local language and to ensure its publication. It is important that the completion of the final typing process of the translation be guaranteed and that the publication plan be pinned down before the Team leaves. The general procedures for setting up the translation team are described as part of the context for the writing task of the third week (see page 378). The particular role of the Consult Team is to assign a qualified member of the English editorial team to serve as a consultant to the local coordinator of the translation team in establishing the translation and editorial procedures and second to hold the local auxiliary accountable for moving the practics of the production work according to the required time-line. The first task must be performed while the editing and production of the English edition is in process. The second task is performed by holding a daily progress check during the breakfast collegium meetings and by assisting in the building of implementation plans for getting each contradiction unblocked.

AUXILIARY PRIORSHIP

Before the Consult Team leaves it is important that they enable the local auxiliary to acknowledge and affirm the symbolic leadership of the catalytic core. In some cases this involves simply lending support to and publicly honoring the assigned priorship. This can be done in a number of ways, both formally and informally. Often, however, it involves giving permission to an indigenous auxiliary family to see itself as the emerging priorship of the project. The importance of enabling such a family to self-consciously mark the beginning of its journey toward assuming full responsibility for auxiliary priorship is related to 1) the need for the rapid training of replication priorship and 2) the crucial liason role a national family can play between the non-national auxiliary and the local residents.

Often it becomes clear early in the work of the Global Task Force that a particular family has been identified by the community as its respected leader among the auxiliary. Such indication in conjunction with the Teams's reflection of a family's potential and operating ability to move the project on all levels of engagement are clues for the Team in making recommendations to the assigned priorship relative to particular training necessary for the leadership development of the family.

AUXILIARY CORE

During the third week, the local project auxiliary is named as the corporate catalytic core of the project frame. This locally assigned ICA staff functions as the resident consultant team to ensure local training and the implementation of the community's plan. The purpose of the Team's role in contexting the auxiliary at this level is to familiarize them with the principles and guidelines for actuation that are commonly operative in the Global Band of Social Demonstrations. The content for this is found in the Appendix (Plate 407 entitled "The 24 Principles of Actuation). This briefing can be scheduled during the third week either during the breakfast collegium as an introduction to the Week II implementary writing for the auxiliary and the Global Team. In deciding the time of this meeting the value of the participation of community residents, other order personnel and guardians would be considerations.

LAUNCHING GUILDS

The local Project Guilds are key to involving all the residents in actuating all the programs. The momentum and motivity which builds during the Consult week sets the stage for planning the guild launch. The Consult Team can be helpful in working with the auxiliary to schedule the first guild meetings in the community. A sample guild meeting format follows. This meeting could include the commissioning of the leadership, contexting the Global Band of Demonstrations distribution of documents and assigning program arena guilds.

II

DIRECTING THE DOCUMENT WRITING

BROAD TASK

Now that the Social Demonstration Consult is over, two thirds of the work of the Global Task Force has been completed. The next step in the process involves the writing of the Consult Summary Statement, hereafter referred to as the Consult Document. This step is important not only because it reflectively summuarizes the finding of the Consult, but also because it subsequently becomes the key tool for project funding, actuation, and replication. Writing the document is an intensive research task. It requires the careful reporting and interpretation of the analysis and conclusions arrived at by the Consult. Although some of the preparation for this work (in terms of cleaning the Plenary Charts and organizing team backup) can occur during the week of the Consult itself, much of it is dependent upon looking at the future of the Human Development Project from the perspective afforded only after the Consult week is completed. The period required, therefore, may take a 3 to 5 day block of time during which a 20-25 man team of local staff the Consult Team and global guardians engage intensively in the writing task. Sometimes it is possible to involve bilingual community residents in the writing week. Their presence is always a great gift in testing the authenticity of many of the document's sections. Adequate facilities located close to the Consult site and practical enablement are crucial for the writing team's effective engagement. This last point cannot be emphasized enough.

FORCES DESIGN

The product of the third week is the Consult document in published form. This necessitates the assigning of forces to five different writing tasks. Each of which relates to the seven sections of the document. In addition to this two special teams are assigned to handle the final editing of all copy and all production matters. Depending upon the number of available forces writing groups can begin work independently. However, the usual arrangement is held in the following design which indicates possibilities for combining tasks across five teams.

DOCUMENT WRITING TEAMS				
1	2	3	4	5
VISION TACTICS	CONTRADICTIONS PROPOSALS	PROGRAMS BUDGETS	EDITING PROLEGOMENA EPILOGUE	PRODUCTION typing charts layout printing

ASSIGNMENT VALUES

The experience of writing the document is both painful and exhilerating. The writing team must be carefully contexted on bothe prospects during its orientation on Sunday morning. The particular assignments of personnel to the writing teams are guided by several values.

CONSULT MEMORY

First, it is important that the core of the team's writers have actually participated in the Consult week. A great deal of what shapes the uniqueness of each document arises from the common memory of the team work, the informal conversations with the local community residents and the emergent motivity which predictably grows as the Consult week unfolds. Most of this isnever recorded on paper, but is recalled in the reflective conversations and brooding that occurs during the writing. Every effort is made to include those staff who did not directly participate in the Consult in the writing groups their fresh perspective is invaluable.

WRITING SKILLS

Second, it is important that a cross-section of writing skills are represented in each of the writing teams. In principle, it is assumed that everyone can do the first and second writing drafts when the objective is to rapidly record the findings of theConsult in order to get the broad picture on paper. This is also true of the task of corporate critiquing of the drafts which requires that as many minds a spossible test the inclusiveness of the contents. As the paragraphs move toward further refinement it becomes more important that the skilled writers in each group are designated as a pre-editorial staff to prepare the prose for final edit. In this task all of the earlier drafts are of great importance for content reference. The sections which involve the most challenging writing in relation to style are the contradictions and programs. The sections which require the greatest strategic sensitivity in relation to the local project story, and the future of the global social demonstration are the Prolegomena and the Epilogue. Experience in development and funding is needed in designing the budgets. Specific assignments can be made in the light of these special requirements.

GRAPHIC SKILLS

Third, it is important that the document team include at least one person skilled in graphics and production who can effectively function as the liaison with the printer in making decisions about cover, stock quantity and printing layout time line.

GESTALTING SKILLS

Fourth, it is important to the timelines of both the final chart production and the prose discussion of the charts (which is the substance of each section) that each team be assigned at least two people skilled in gestalting, cleaning, and editing chart terminology. Working on the basis of the post plenary chart refinement done by the plenary leader, they can move to get their group's charts in final form within the first few days.

EDITORIAL ADVISORY

Finally, it is important that an advisory board function in relatio to the editing team throughout the week of writing. This board includes the editorial gun, and representatives from the assigned local auxiliary, the local guardian network, the global guardian network, and the Consult team prior. This in relation to PARTICULAR ISSUES from time to time and to give the final check on copy ready for final production after each board objectively critiques the copy-in-process. The entire advisory board also functions as members of various writing teams during the week.

The chart in this section suggests a model for the makeup of the writing team. This chart is intended to indicate components rather than set roles. As the flow of writing unfolds, team members may find themselves effectively playing a number of roles simultaneously.

KHDP
Chapter 3

WRITING TEAM COMPONENTS

ICA
Nov. 1975

ARENAS	COMPONENTS	TASKS	SUGGESTED NUMBER	ASSIGNMENTS
EDITORIAL BOARD	* Editorial Team	~~Coordinate~~ Consultant for writing, and translation ~~and typing~~ work through final copy. Edit for content, style and mechanics.	2	
	*Consult Team Prior *Local Auxiliary Prior *National Guardian *Global Guardian	Critiquing and final consensus on production copy that holds imaginal values of global, national, local levels and public and private sectors	4	
GRAPHICS AND PRODUCTION	*Production Coordinator *Chart Designers	~~Rough and final typing coordination~~ Liaison with printer. Final chart copy. Document graphics and layout.	1 2	
WRITING	Skilled Writers	Produce polished excellent readable prose. Critique ideas and form.	6	
	Rough Draft Writers	Produce raw content for early drafts. Critique ideas and form.	10	
	Chart Cleaning	Clean transrational chart form and language.	2	
BUDGET PROJECTION	Program Budget Designers Project Replication Model Builders	Design program budgets. Create funding flow and analysis. Create replication charts.	4	
TYPING POOL	Rough Typists. Final Copy Typists	Rough type paragraphs and charts. Type final perfect copy for production. Make corrections after first proofreading	4 3	
PROOF READERS	Skilled Grammarians	Proofreading each page 3 times. Feeding copy back to typist for correction.	2	

Corporate Writing

The writing team must be willing to function from the start according to corporate writing procedures. This method is the most effective means for quickly producing a document as extensive as the Summary Statement and for reflecting the consensus created during the consult.

The document writing proceeds effectively on the basis of the paragraph type analysis (which follows) as it applies to the step by step procedures for writing each section of the document found in this chapter.

In cases where the paragraphs are totally new creations the content should be corporately brainstormed and gestalted by the writing teams before first draft wriring begins. This insures inclusive content from the outset. Once the raw data and consistent form are decided by the team, individuals within the team are assigned to write specific paragraphs of the overall outline. Once the first draft is completed, the paragraphs are exchanged among team members for revision or rewriting to sharpen the articulation and scope of the content. Often this is preceded by reading each paragraph's first draft to the whole group in order to get a corporate critique before the revision is undertaken. This process of writing, critiquing, and rewriting can continue as many times as necessary until a set of paragraphs is ready for editorial polishing and finally, production. At any point the team and editorial board must be willing to call for a complete rewriting of a paragraph. At the same time the value of previously written work needs to be honored. The final copy of the document should both reflect stylistic unity and excellence and reveal the content and expression of the individual writers who participated in shaping the various parts. Various checks are used to evaluate the comprehensiveness and rational consistency of the writing. For example, a paragraph can be checked against a four-point gestalt of the topic to test its inclusiveness or it can be analyzed in terms of illustrative content to test its clarity or specificity. Corporate writing demands a patient discipline that is not satisfied simply with something that sounds good or reads smoothly, but which responsibly holds the total wisdom of the group and articulates it in a clear, understandable, practical fashion.

Document Function

The function of the document is three-fold. First it is a careful reporting of the consult findings in prose and rational charts to succinctly summarize the planning and analysis aspects of the consult. Secondly, it is a handbook for the local auxiliary whose task it is in the following weeks to create the time-lined implementaries for the programs which actuate the project. In this respect the document is important because the tactics and programs sections become a research reference tool. Far beyond the practical value, however, is the symbolic value of the document which, in reporting the initiating consult, serves as a motivity device that sustains the local auxiliary in the daily practical task of human development. It constantly expands interior space by symbolizing the global band of those who care; it simultaneously extends interior time by placing the human development project in the context of man's past efforts in and future promise of shaping human civilization. Thirdly, the document serves in a number of ways as an important development piece in raising project funds and in engaging support of both public and private sectors. Depending on the particular situation, the document can be used in this respect as a promotion piece in total or in various parts, especially in the Prolegomena and Programs sections. It can be used as a resource for the creation of shorter promotional pieces.

5. THE THREE ELEMENTAL PARAGRAPH FORMS

The orchestration of the writing task is crucial to the effective performance of the team. The Editorial Coordinators will be largely responsible for enabling this to happen. The document paragraphs fall into three categories. 1) Universal paragraphs, or those which appear in the same form in each human development Consult Summary Statement; 2) formula paragraphs or those which require the application of a set paragraph design to the particular local consult characteristics; and 3) unique expository paragraphs, or those which require creative new writing each time.

UNIVERSAL PARAGRAPHS

The universal paragraphs can be considered essentially written even before the Consult begins. They describe the foundational presuppositions of community development and describe the social methods employed in each Human Development Consult. They appear largely in the Prolegomena section, but include also the first two paragraphs of each of the subsequent sections.

FORMULA PARAGRAPHS

The formula paragraphs are those which contain a word, a phrase or several sentences which must be altered to tailor the paragraph to the local situation. These can be written fairly easily after the Consult on the basis of objective data. This type of paragraph appears in the Prolegomena and Epilogue and is represented by all of the paragraphs which discuss the major categories of the master plates. Specifically these the paragraphs entitled "Rsults" in each section; the proposal arena paragraphs; the tactical arena and paratactics paragraphs; and the program "summaries" paragraph.

UNIQUE PARAGRAPHS

The unique paragraphs are those which require creative, fresh effort after each Consult. These include the Prolegomena paragraphs which discuss the host nation and the local community and which interpret the significance and impact of the Consult; the vision arenas the individual contradictions paragraphs; the master proposal paragraphs the individual tactics paragraphs, the individual programs paragraphs; and mayny of the Epilogue paragraphs. They require creative expression in some instances and the faithful but interesting rendering of details in other instances. These paragraphs usually require a greater number of drafts before the final version is complete, partly because they must be written with a greater concern for the audience than the other types of paragraphs. If the chart and brooding work that must go in before these paragraphs are written is done fairly soon after the Consult, this work can get underway before fatigue or deadlines compromise the quality of writing which is necessary.

ELEMENTAL PARAGRAPH TYPE ANALYSIS
(continued)

THE OPERATING VISION	
I	II
1. VISION O	4. INFRASTRUCTURES □
2. PROCESS O	5. ENTERPRISES □
3. RESULT X	6. CULTURE □

THE UNDERLYING CONTRADICTIONS	
I	II
1. CONTRAD. O	4
2. PROCESS O	THE 15 CONTRADICTIONS □
3. RESULT X	
	18

THE PRACTICAL PROPOSALS			
INTRO	I	II	III
1. PROPOSALS O	5. PROPOSAL ARENA X	8. PROPOSL ARENA X	12. PROPOSED ARENA X
2. PROCESS O	6.	9.	13.
3. RESULT X	MASTER PROP 7. □	10. MASTER PROPSALS 11. □	MASTER 14. PROPOSALS □

O UNIVERSAL
X FORMULA
□ UNIQUE

ELEMENTAL PARAGRAPH TYPE ANALYSIS OF SUDTONGGAN DOCUMENT

THE PROLEGOMENA

I THE LOCATION		II THE CONSULTATION		III THE PRESUPPOSITIONS		IV THE APPLICATION	
1 5		6 11		12 15		16 17	
1. SHDP	X	6. AGENT	○	12. FORMATION	○	16. DOCUMENT	○
2. PHILLIPINES	□	7. ORIGIN	□	13. ECONOMIC	○	17. PRACTICALITY	○
3. CEBU	□	8. PARTICIPANTS	X	14. SOCIAL	○		
4. SUDTONGGAN	□	9. DESIGN	○	15. ACTUATION	○		
5. BASELINE	X	10. Impact	□				
		11. FOLLOW-UP	X				

KEY: ○ = UNIVERSAL X=FORMULA □=UNIQUE

THE EPILOGUE

ACK	I PHASING	II FINANCE	III FORCES	IV BENEFITS	V REPLICATION	VI SUPPORT
1	2 4	5 6	7 10	11 18	19 22	23 26
X	2-○	5-X	7-○		19- □	23- □
	3-X	6- □	8-○	□	20- □	24- ○
	4-○		9-○		21-X	25- X
			10-X		22-X	26- X

○ = universal X = formula □ = unique

ELEMENTAL PARAGRAPH TYPE ANALYSIS
(continued)

THE TACTICAL SYSTEMS

INTRO	I	II	III	IV	V	VI	VII	VII	IX
1 TACTICS O	9 PARA- X TACTIC	14 PARA- X TACTIC	18 PARA X TACTIC	23 PARA X TACTIC	26 PARA X TACTIC	32 PARA X TACTIC	36 PARA X TACTIC	41 PARA X TACTIC	45 PARA X TACTIC
2 PROCESS O	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS	BASIC TACTICS
3. RESULTS X									
ARENAS 4-8 X	10-13 □	15-17 □	19-22 □	23-25 □	27-31 □	33-35 □	37-40 □	42-44 □	46-49 □

THE ACTUATING PROGRAMS

INTROD.	THE 14 PROGRAM DESCRIPTIONS													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
O 1 PROGRAMS														
O 2. PROCESS	□	□	□	□	□	□	□	□	□	□	□	□	□	□
X 3. RESULT														
Y 4. SUMMARY														
	5-7	8-10	11-13	14-16	17-19	20-22	23-25	26-28	29-31	32-34	35-37	38-40	41-43	44-46

O = universal □ = unique
Y = formula

AUDIENCE GUIDELINES

AUDIENCE			REPRESENTATIVE	TONE, STYLE, LANGUAGE GUIDELINES
PUBLIC	GLOBAL	Symbolic Power		
		Operating Power		
	REGIONAL	Middle Bureaucracy		
		Regional Leadership		
	LOCAL	Local Leadership		
		Mass Mind		
PRIVATE	GLOBAL	Top Executive		
		Executive Counsel		
	REGIONAL	Middle Management		
		Regional Leadership		
	LOCAL	Global Guardians		
		Local Guildsmen		

WRITING STYLE

It is helpful for each team leader to discuss elements of style before writing proceeds. All writers need to be clear on the audience for whom the document is intended. The Audience Guidelines worksheet is a helpful tool in this respect. Within each section of the document, they should identify paragraphs which require a tone of clear, objective reporting and those which require a subtle understated enthusiasm. They should understand the paragraphs which present analysis and those which offer recommendations. They need to understand the dimension of the document which depends upon the indicative spinning of an intriguing picture of the future and those which simply list or discuss components. They should plumb the bottom of the various ways by which the very mode of expressing ideas shapes a particular audience's openness to funding, authorizing, or supporting the project which is built on those ideas. It is helpful if the team explores together the power of using new language to point to the new social realities and processes being described in the dynamic of a human development project. Judiciously used, new language can release the reading audience to embrace new images and participate vicariously in the process of creating new consciousness. Finally the team at every point must be looking for the profound uniqueness that needs to be expressed in the document for the sake of both the local community and the entire globe.

LOCAL TRANSLATION

In communities where the local language is other than English it is often decided to translate the document. This decision cannot be automatically assumed but must be the result of careful consideration in relation to both the local need, and the troops available to carry through the burden of the translation task. The usual procedure in these cases is to write the whole document first in English and as sections are completed, to assign several groups of people from 3-6 to work together on the translation work. The charts are translated first. It is helpful for one or two people from the English speaking writing teams to be assigned to discuss the nuances of a word or phrase or the meaning of a sentence in order to get the best translation. The translation group holds all the values employed in writing the document in English with the additional intent that the second language read as smoothly as if it had been originally written in the language. An editorial board should be established as the translation work moves to the stage of final draft. It is important that one person on the translation team be assigned to coordinate the work, making the assignments, collecting finished writing and proofreading final copy. The translated work can be sent through the English edition graphics and production channels but more often require a separate pool of rough and final typists and a differently phased production timeline.

WRITING ORIENTATION

The orientation for the writing team is held on Sunday morning and creates a common context for the task of the week. The Consult _Team member who leads the Editing group presents the broad overview of the task based on the discussion which is held on the preceding pages. The total group does a brief workshop together using the audience guidelines worksheet. In order to create a common focus and understanding of how to effectively speak to the broad audience for whom the document is intended. At this time the leader of the Production team makes the back-up files available to each group and provides, each team with copies of their writing procedures. Production guidelines are noted for the information of the whole team. The writing groups are encouraged to seek consultant assistance from the Editorial team. The daily time-design is presented, announcements are made and the groups move to their assigned spaces to begin work.

Global Research Assembly — July 1977

WRITING TEAM TIMELINE

DAY		SUNDAY		MONDAY	TUESDAY	WEDNESDAY
EDITORIAL		Check Signals	Review procedures Complete 1st draft Proleg and Epilogue	Complete 2nd draft PeE Prep P&E for final type Edit Vis+Prop Charts + prose	Edit subproposals and rest of document as it comes in. Edit all charts + send Vis+Prop to type.	send charts remaining to typesetter. setup proofing/corrections team.
PRODUCTION		Together chart document	Type drafts, Make folders	construct + type charts Visit typesetter	typeset charts, do final typing	+ arrange printing, collating + binding.
WRITING TEAMS	VISION	Review procedures Check, finalize + turn in chart Final edit + turn in prose		Join Tactics group	Rewrite, edit and turn in paragraphs	Join proofing and corrections team.
	TACTICS	Review procedures Organize backup folders Check + finalize chart Clean subtactics		Write 1st draft #s Make final chart decision + turn in Turn in subtactics Critique paragraphs		
	PROPOSALS	Review procedures Check, finalize + turn in chart Write prose		Write subproposals, count spaces, edit and turn in Edit and turn in prose Join Contradiction Group	Critique drafts Rewrite Polish/Edit Turn in	Join proofing and corrections team.
	CONTRADICTIONS	Review procedures Swirl Check + finalize chart		Edit + turn in chart Write 1st drafts Critique Write 2nd drafts		
	PROGRAMS	Review procedures Create programs + components charts		Clean charts Rewrite #3 drafts	Turn charts in Rewrite #s 2 + 3 Write #1 first drafts	Count words and clean programs. Turn in. Join Actuation
	BUDGET PROJECTIONS	Plot—subtactics Write #3 first drafts		Write #2 second drafts	Create first drafts of budgets using #3 drafts	Double check budgets Rewrite Turn in. Join Actuation

PROLEGOMENA PARAGRAPHS

The Prolegomena, or introduction of the Consult Summary Statement is a preface or orientation piece for understanding social demonstration as a philosophy and a method of community development as well as an introduction to the document. Because of this broad function, it is the most universal and unchanging section of the document. Its modifications from one consult report to another appear first, as attempts to ground universal statements about the method in the particularity of the community and nation where the consult takes place and second, in the paragraphs that give the broad national historical context. Obviously, the various audiences who are identified and anticipated as readers of the documenat will affect the expression, style and ordering of some of the Prolegomena paragraphs. In general, however, this alteration is largely an editorial consideration, rather than alteration in the content of this section.

WRITING GUIDES

In the following pages, several charts are included as guides for shaping the uniqueness of the Prolegomena section of any Consult Summary Statement. Plate 1, entitlied Prolegomena Structure, analyzes the content of each paragraph in relation to the four or five major points contained in each. It provides a tool for the study of this section of the document as well as a writing outline for those paragraphs which are unique and, therefore, need to be written anew for each consult. Plate 2, entitled Elemental Paragraph Analysis, identifies each paragraph on the basis of the categories defined earlier in this chapter: universal, formula and unique paragraphs. Half of the paragraphs in this section are universal, or essentially unchanging in content. The Audience Guidelines Worksheet introduced in the orientation section identifies the relevant audiences for whom the document is intended. This chart is a working tool for each writing team and can be modified to suit the unique complexities of the local, national and global framing and funding strategy. Space is provided for notations about style which will be also helpful to the writing of each successive section of the document. The intent in employing this kind of analysis early in the writing task is not to dilute the report in an eclectic attempt to couch the consult in terms acceptable to all possible readers, but rather, to identify the strategic audiences and appropriately design the tone, style and language in relation to framing and funding goals. This exercise of course, is paritcularly important to tne work of the Editorial Team which also is assigned to write the prolegomena.

PREP WEEK INCLUSION

Global Team East, (1976-77) experimented with a Prep Week workshop with the Auxiliaty where all the data for paragraphs 2,3,4, & 5 were brainstormed, written out and handed out in the Guardians packet. Then this was used as the 1st draft for these paragraphs in the Prolegomena. Pages 43-45 is a sample of such a draft

PROLEGOMENA WRITING OUTLINE

I THE LOCATION					II THE CONSULTATION						III THE PRESUPPOSITIONS				IV THE APPLICATION	
X HDP	□ HOST NATION	□ METRO AREA	□ LOCAL COMMUNITY	X BASELINE	○ AGENT	□ ORIGIN	X PARTICI-PANTS	○ DESIGN	□ IMPACT	X FOLLOW UP	○ FORMATION	○ ECONOMIC	○ SOCIAL	○ ACTUATION	○ DOCUMENT	○ PRACTI-CALITY
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
INITIATES PROJECT	SOCIO-ECONOMIC TRENDS	GEOGRAPH SURFACES	COMMUNITY RESIDENTS	GEOGR. BOUNDARIES	3-FOLD FUNCTION	COMMUNITY NEED	DATE & LOCATION	COMMON METHODS	LOCAL READINESS	ACTUATION STEPS	DEMON-STRATION POSSI-BILITY	INDEPEN-DENT UNIT	DELINEATED AREA	PUBLIC/ PRIVATE	PROLEGOM-ENA	CONSULT SUMMARY
ONSTRA-ION CATION	LOCAL SELF-HELP	HISTORICAL ROLE	COMMUNITY HISTORY	ESSENTIAL SERVICES	ICA LOCATIONS	RESIDENTS DECISION	NATIONS REPRESENT-ED	TEAM/ TIME	COMMUNITY TESTIMON-IES	COMMUNITY STRUCTURES	VISIBLE PLAN	CASH FLOW	ALL PROBLEMS	LOCAL PARTICI-PATION	VISION/ CONTRA-DICTIONS	SYMBOL-IZE DECISION
MUNITY'S NTENT	BROADER IMPLICA-TIONS	SOCIO-ECONOMIC TRENDS	RECENT HISTORY	SOCIAL STYLE	NOT-FOR-PROFIT STATUS	LOCAL SET-UP	LOCAL/ GLOBAL EXPERTISE	MORNING PLENARY	NON-RESIDENTS' INTEREST	LEADERSHIP TRAINING	SOCIO-ECONOMIC	RETAIN MONIES	ALL PHASES	CATALY-TIC STAFF	PROPOSAL/ TACTICS	EDUCA-TIONAL TOOL
											LOCAL/ OUTSIDE	RAPID CIRCULA-TION	DEPTH PROBLEM	ONE THRUST		
PILOT PROGRAM	RELATION-SHIP TO HDP	PRESENT ROLE	INDICATIVE CHALLENGE	ECONOMIC SUPPORT	GLOBAL SUPPORT	ICA INVITED	PUBLIC/ PRIVATE	CONSULT AIM	BROADER APPLICA-BILITY	SUPPORT SYSTEMS	REPLI-CATION POTEN-TIAL	GLOBAL RELATION-SHIP	SYMBOLS KEY	PHASED TIME/LINE	PROLEGOM-ENA/ EPILOGUE	REPLI-CATION HANDBOOK

PROLEGOMENA PARAGRAPH TYPE ANALYSIS

Type		Title	Writing Hints
UNIVERSAL	6	Agent	USE AUDIENCE GUIDELINES CHART **TO CHECK SENSITIVE ISSUES**
	9	Design	
	12	Formation	
	13	Economic	
	14	Social	
	15	Actuation	
	16	Document	
	17	Practicality	
FORMULA	1	HDP	Use Operating Vision components
	5	Baseline (conditions)	**Check** with local auxiliary for expanded data
	8	Participants	Use consultant expertise **lists** and directory
	11	Follow-up	**Check** with local auxiliary prior
UNIQUE	2	Host Nation	**Check** with indigenous local auxiliary
	3	Larger Area	
	4	Local Community	
	7	Origin	Consult with auxiliary prior
	10	Impact	Use notations and tapes from final plenary

PROLEGOMENA WRITING PROCEDURES

Localizing the Universal Step 1	Utilizing Local Research Step 2	Incisive Introduction Step 3
1. Review writing procedures 2. Read Prolegomenas from several consults 3. Review Prolegomena Writing Outline to get an image of the product. 4. Discuss the audience guidelines. 5. Review the paragraph type analysis and priority list to build paragraph assignments. 6. Write first draft	1. Build back-up files out of the pre-research and consult research data Review pro-consult brief paragraphs. 2. Discern sections requiring fresh writing. 3. Brainstorm comments made in the final plenary testimonials for the impact paragraph. 4. Check host nation, local community. origin paragraphs with auxil. 5. Content critique 6. Rewrite 7. Edit 8. Type	1. Style Critique 2. Type in form style 3. Final Edit
WRITING WEEK Sunday	WRITING WEEK Monday	WRITING WEEK Tuesday

THE OPERATING VISION

VISION PARAGRAPHS

The Operating Vision section of the document can be undertaken as soon as the plenary chart is completed. It is comprised of two universal paragraphs which explain the intent and the process of this step in the method, a formula paragraph describing the total chart and several unique paragraphs, the number of which depends upon the major sections of the final version of Plate 1 of the Consult Summary Statement.

WRITING GUIDES

The greates difficulty in writing the Operating Vision paragraphs arises from the possible blurring of focus on the Vision which occurs when this section is written after the Consult workshops and plenaries on the proposals, tactics and programs. Although there is some value in waiting to write the vision paragraphs until after the Consult, it is helpful if the first draft of this section is written as soon as possible after the interpretation of the plenary chart is presented at the Wednesday early collegium. This is the responsibility of the Vision plenary leader. These four or five paragraphs can be assigned to several members of the Team or guardians to work on. In this way the Consult's initial understanding of the Vision is available to the writing team as it begins to write the second draft informed by the completed work of the Consult. Particular attention needs to be given by the writers and the editor that the language of this section avoid communicating the idea of proposals or programs. It is in this latter respect that writing the first draft of these paragraphs during the Consult is most important.

PROCEDURAL CHART

Plate 4, entitled Practical Vision Procedures, indicates the procedures for writing the Vision section including editing the chart. The major task in writing this section is the cleaning of the chart of the Operating Vision including taking it down a level from the plenary. The first draft of this process is done by the plenary leader during the Consult week. The revision process, then, can be completed by Sunday night after the Consult. This section can then be written on Monday and be ready for final edit by Monday morning.

OPERATIN ; VISION PROCEDURES

Working Chart	Master Paragraphs	Final Chart	Final Writing
Step one	Step two	Step three	Step four
Finish plenary chart. Take plenary chart down one level. Check gestalt categories and clean master categories.	Write master chart paragraphs. – first draft	Clean vision chart on basis of new perspective provided by total consult. Edit chart language. Present final chart to writing team for paragraph revisions.	Rewrite master chart paragraphs on basis of final chart. Rewrite introductory paragraphs (universal) on basis of new insights gained during consult. Send to final edit.
Consult week Tuesday afternoon and evening	Consult week Wednesday evening	Writing week Sunday	Writing week Monday

THE UNDERLYING CONTRADICTIONS

The Contradictions section involves the most challenging and the most creative writing in the document. At the same time it requires the greatest patience and precision, for it is the section that can be most easily misunderstood as a negation of the local community if it is not sensitively undertaken from the beginning. This section is comprised of two universal paragraphs which describe the intent and process of this step in the method, a formula paragraph discussing the master chart and a number of unique paragraphs, the total of which depends upon the number of major contradictions reflected in Plate 2 of the Consult Summary.

The first step is to clean the plenary chart. Each major swirl developed in the plenary is checked to see if the data belongs in the arena where it was initially placed. This work is most easily done by recreating the contradictions holding charts on a large butcher paper wall chart that holds every piece of data. During this process of initial checking, one or two of the major categories may disappear if is becomes evident that original backup data does not in fact support, but is better help elsewhere on the chart. The number of responses relating to any one of the major categories may change, thereby shifting the percentages and the initial interpretation of those percentages made during the Thursday early collegium. A word of warning would be well taken here. The process of arriving at the contradictions is intuitional; therefore, the original work on the chart is to be listened to and trusted. The task here is not to force every piece of data into a tight rational gestalt based on a consciously or unconsciously preconceived analysis. This task is one of cleaning--of spotting obvious error--in preparation for the second step which is large analytical. The intent is not to reconstruct the chart but to honor the data.

The second step is to write a first draft of the unique paragraphs. The team as a whole has a general feel for the contradiction arenas by now. It also has at its disposal the holding paragraphs written by the five Consult Teams on Wednesday afternoon during the Consult. This task of first draft writings is intended to hold the intuitional grasp of the contradictions reflected in the swirl produced by the Consult plenary. It later serves to check the direction of refinement which occurs after the next step.

Once the data has been assigned to one of the major contradiction categories, the subswirls within each category are identified in a manner similar to the original work of the plenary. This process is crucial, as the subswirls expose the many facets of the contradictions and thereby give shape to the content of each paragraph in this section of the document. Careful working with each piece of data and depth discussion of the subswirls is necessary. It is important to use the original sentences written by the consult teams as a major resource for the discussion. Additional materials needed include the scribes' notebooks which identify irritants, deterrents and blocks as well as notes from the Wednesday morning breakfast conversation on the waves of history. The task of the team is to build a chart which identifies the following:

(1) the arena of society to which each contradiction relates

(2) the global wave of history to which the contradiction most accurately relates

(3) the objective situation which is the local sociological manifestation

(4) the subjective response elicited by the objective manifestation of the contradiction.

Also helpful in this step is the Contradictions Content Chart included in the section of this chapter which deals with methods for studying the document (see p.352)

the Contradiction Procedures chart which follows illustrates the method used in analyzing the contradictions in preparation for writing. As this method is employed, it is important that a scribe record the discussion, for it is on the basis of this material that the first draft of the paragraphs can be written and the contradictions chart phrased in contradictional language. This discussion is always interesting, stimulating, profoundly exciting and time-consuming. It is necessary for corporate wisdom; however, it is but one step toward the task which is to ~~write~~ rewrite the paragraphs.

The analytical method employed to discern the contradictions is one task; the writing of the contradictions paragraphs is entirely another. In approaching the writing it is helpful to rehearse the nature of a contradiction, for its very nature informs the structure, style and language of the paragraphs perhaps more directly than is the case in any other section of the document. The term "contradiction" is a relational category used to indicate coagulations of objective, sociological blocks to realizing the practical vision. Contradictions are closely related to the somewhat invisible, deep currents of history and therefore are difficult to discern. At the heart of a contradiction is contained a tension between the deterring obstacle and the creative means by which future change occurs. For this reason a contradiction cannot be easily named. Stating a contradiction, therefore, is somewhat similar to describing the center of a cyclone: it is more like describing the flying particles of matter than defining the vortex itself. The statement of a contradiction indicates the local manifestations or the facets of the contradiction, while avoiding the simplistic discussion of a "problem". It suggests the related, profound motivational lack in terms which are indicative and sociological in tone rather than moralistic or imperative. The writing of the contradiction is, therefore, an attempt to articulate the nature of the transparent center which is seen beyond the pattern of relationships revealed in the various subjective and objective blocks, and which is intuited beyond the everyday encounter with the tension between negative and positive aspects of past concerns and future needs. By looking through the transparent center within which the element of mystery is always present, and intuiting the proposal which will release the contradiction, one is able to state the contradiction. The statement of a contradiction, however, is never synonymous with the naming of of the contradiction; mystery or transparency can never be held in a word or a phrase. The statement is a verbal, symbolic expression of the human discernment of a local historical contradiction; nevertheless, it communicates both the awe inherent in the encounter with the Other, and the radical possibility, which if not creatively harnessed, blocks the realization of human development in a given situation.

CONTRADICTION PROCEDURES

CLEANING UP THE PLENARY CHART	ANALYZING THE SUBSWIRLS	STATING THE CONTRADICTION
STEP ONE	STEP TWO	STEP THREE
Clean the Contradiction Elements: 1. Clarify model contradiction titles (3 words) 2. Locate inadequate phrases in the columns 3. Create common phraseology in all the phrases 4. Avoid repitition of words "limited" "inadequate" 5. Send chart to editorial	I. Swirl each column (category) on a separate sheet of paper a. What is going on b. Start to talk about it c. What is this saying d. What is the wave e. What is the sociological manifestation f. This contradiction has to do with... g. What is our anxiety or irritation h. Where is the heart of this swirl II. Identify the shifting pattern a. In what specific social arena in community is this located b. What is the block there c. Where is the passion, pain, and vision III. Write first holding paragraph	I. How do you state this in a way that avoids communicating "We outside see that you inside lack something." State the total situation including inherent gifts of the community as well as the objective blocks and the responses that come from the residents. Stand inside the community to voice the contradiction. II. Who is your audience III. Use form paragraph (p.314) This may take as many as five drafts.
WRITING WEEK SUNDAY	WRITING WEEK MONDAY A.M.	WRITING WEEK MONDAY/TUESDAY

THE PRACTICAL PROPOSALS

The Proposals section of the document contains two universal paragraphs which describe the intent and the process of this step in the method, and a number of formula and unique paragraphs depending on the proposal arenas and master proposals reflected in Plate 3 of the Consult Summary.

The universal paragraphs can be polished on the basis of new insights gained from the experience of each consult. This revising in each case will be large an editorial task intended to sharpen expression and articulate the edge understanding of this step of the method. Therefore, such revision can be done during the consult after the Friday early collegium reflection on the proposals plenary or during the next week of writing. The other proposals paragraphs can be written only after the plate is cleaned in final form and the proposals charts have been built. These charts and proposal paragraphs are most helpfully undertaken in relationship to the completed contradictions chart, as the proposals, by definition, point to crucial arenas of needed future action relative to the contradictions. Often it is helpful to have a small group from the team working on contradictions writing move into writing the proposals paragraphs as soon as the contradictions chart is initially cleaned on Sunday night.

The Master Proposals charts (Plates 3A of the document) represent the several related proposals of each proposal arena and their four component parts or sub-proposals. Each sub-proposal, then, is further described in a four-word gerund phrase which pinpoints the intent. Such refinement of the master proposals charts requires extensive use of the team scribes' notes from both the proposals and tactics sessions as well as data from the proposals plenary. As this work will often slightly alter the Master Proposals chart terminology, it is wise to hold writing any of the paragraphs until all the plates have been through the final editing stage.

In writing the prose which describes the charts, the challenge lies in describing the proposal arenas and master proposals in fresh, interesting language which suggests, but does not reiterate, the contradictions and which imaginally describes the arenas of action within which tactics must be forged. Four guidelines are helpful in writing these paragraphs:

(1) Discern the difference between the practical vision, which reveals the image of the future out of which the community presently operates, and the practical proposals, which reveal the image out of which the community needs to operate relative to the contradictions.

(2) Describe the futuric proposals rather than reiterate the contradictions which the proposals address.

(3) Avoid using tactical language to describe the sub-proposals (read proposals and tactics sections of a previous summary statement and procedures for writing tactics to illustrate this difference.

(4) Avoid anticipating the programs, which are imaginal coagulations of the tactics, thus losing the initial focus and intent of the proposals articulated by the consult.

These values can be best held by dealing faithfully with the consult back-up data related to the proposals section of the method and by rigorously checking the tendency to create new proposals to fit a preconceived, imposed rational gestalt. The consult data itself is adequate to provide four sub=proposals for each of the projects (boxes) which emerged in the plenary gestalt (reflected in Plate 3). A careful review of the definition of a proposal and its function in relation to the preceding and successive steps of the method is also helpful in the writing (review methods spins and universal paragraphs on the consult methods in the document). The Proposals Procedures which follow outline the sequential steps required in writing the proposals section.

PROPOSALS PROCEDURES

Cleaning Plenary Charts	Create Master Proposal Charts (pt 3a..	Final Edit of Master Chart (pt 3)	First Draft Writing	Rewriting and Final Edit
step one	step two	step three	step four	step five
Take plenary chart down one level, checking proposals with team work on proposal components Check rational organization of proposal arenas and master proposals	Check four project components with consult backup data create four word gerund phrases Clean and check project language and gerund phrases for precision and absence of repitition	Make alterations on basis of master proposals charts Clean language for consistency and absence of repitition Send to final edit	Write first draft of master paragraphs for proposals write first draft of master chart paragraph write first draft of proposal arena paragraphs on basis of related master proposal paragraphs	Read, critique and rewrite Check for overlap and clarity submit to final edit with Master Proposals charts
SUNDAY	MONDAY	MONDAY	MONDAY	TUESDAY/WEDNESDAY

THE TACTICAL SYSTEMS WRITING

TACTICS PARAGRAPHS

The introduction to the Tactical Systems section of the document contains two universal paragraphs which describe the intent and process of this step in the Consult method, a single paragraph describing the tactical systems chart Plate 4, and several other formula paragraphs the number of which depends upon the tactical arenas and paratactics represented in the chart. The body of this section consists of unique basic tactics paragraphs which describe the practical intent and subtactics of the system.

WRITING SCHEDULE

The universal paragraphs can be rewritten on the basis of new insights gained from the experience of the Consult. Such revision will be largely an editorial task intended to sharpen expression and articulate the edge understanding of this step of the method. This revision, therefore, can be done immediately following the Consult on the basis of the Saturday early morning collegium reflection on the tactics plenary. As the major part of the document is comprised of tactics paragraphs, it is important that a writing group immediately begin to work on cleaning the master chart and creating the subtactics charts. This task spelled out in the Tactics Procedures which follow is foundational to the writing of the tactics paragraphs. Once these paragraphs have entered the stage of final editing the paratactic and tactical arena paragraphs can be written. The tactics paragraphs play a c-ritical role in project actuation for it is on the basis of these paragraphs that the local auxiliary designs the project implementaries. The basic data for the tactics writing comes from the raw data of the tactics plenary as it is supplemented by the paragraphs written in the teams on Friday afternoon and evening and Saturday morning. Writing the tactics, therefore, requires the precise reporting of theConsult findings.

WRITING GUIDES

The intent of the tactics paragraphs is to communicate the swirl of subtactics which have to be done in order to actualize the tactical action of the primary tactic. The intent is to explain the "whats", not the "how" and "where", or "when". These latter questions are the concern of implementation. Therefore, the paragraph is built with an introductiory sentence which broadly holds the intent of the primary tactic and one or two additional sentences which identify and explain each of the subtactics. The content of these sentences is found in data from the Consult. All specific, relevant information from the paragraphs written by the consultants and from the back-up material in the scribes' notebooks is useful. It is helpful to remember that these paragraphs are not occasions for spelling out philosophy. Since internal organization of the subtactics may lead to programmatic expression, it

is avoided. That is, no attempt is made to gestalt the subtactics into components or to rationally list them in temporal sequence within the paragraph. Finally, tactical language is most effectively held if the action is expressed in the passive voice of the future perfect tense of the verb. For example, "two hundred yards of six-foot, dingo-proof fencing will be erected around the chicken yard,' is the kind of sentence most appropriate for the tactics paragraphs.

TACTICAL SYSTEMS WRITING PROCEDURES	
ORGANIZE THE GROUP STEP ONE	Get acquainted with the group (experience). Individually study tactic procedures. Go over task of tactics section reminding the group that key is clarifying subtactics first and reflect on writing method. Assign 2 people to build huge wall size tactics chart leaving room for subtacts to be written into each box. Assign rest of group to organize files. Give each basic tactic a number. Label folders for each tactic with name and number. Compile backup data into folder including team's subtactic list, team's description of each subtactic and any previous backup work. Mark any suggested changes with arrows. Check master list of plenary items from coordination to be sure all pieces are covered and in right order. Transfer obvious changes to their new folder.
BUILDING THE SUBTACTICS LIST STEP TWO	Divide up the tactics so that each person has a number of tactics to work on. Individually study all of material in folder making a list from plenary data of subtactics related to tactic. Give each an adjective noun title. You should have 3-10 at least. Use an example out of a document for illustration. Be comprehensive, writing down as many subtactics as you can find. Initial each folder and pass it on to someone else to make a fresh list of subtactics for the tactic and then compare and combine the 2 lists into a comprehensive list labeled second draft.
CLEANING THE SUBTACTICS STEP THREE	Pass tactics folder out to group. On blackboard list subtactics for each tactic working on a column at a time. List as many subtactics as you can. Now look at the whole column using tactics screen from Friday to clean and clarify the 3-20 subtactics in each tactic. Write these subtactics on the big wall chart and each person make his own copy. List separately any subtactic that seems to fit elsewhere for future checking. When all columns are complete go over wall chart cleaning each subtactic box and sharpening overall box titles. This is the time to consense on tactics and subtactics and their location.
WRITE INITIAL PARAGRAPHS STEP FOUR	Begin writing on each tactic. Let people choose tactic they would like to write on, distribute folders until all are assigned. After first drafts are written (Guideline:1 sentence per subtactic plus 1 introduction sentence) read all paragraphs aloud in order that they appear on the chart. Critique paragraph taking careful and complete notes. Individually rewrite paragraphs and where difficulty arises, rewrite a second time. Simultaneously send off people who are finished to start writing overall and paratactics paragraphs. Use tactic folders for material and a consult document as a guide.
CLEAN AND FINALIZE WRITING STEP FIVE	Read paragraphs on each tactic and check to see that subtactics in prose show up in listings on the wall chart. If there are new subtactics then decide if they are necessary and put them on the wall chart or if not necessary eliminate them from the prose. If subtactics are missing from the prose then write more prose. Check against tactic screen again.
TEAM EDITING STEP SIX	Clean chart for editorial one more time. You may have to move subtactics. Avoid collapsing at this point. Send chart to final edit. Set aside a group to read final form of tactics and subtactics paragraphs and do any editorial writing. Set aside 2 people to finish off paratactic and overall paragraphs and 1 person to copy charts for final edit and number subtactics. Have someone carefully go through and put backup files in order. Pull together in order and carefully label all paragraphs and charts. Send them to final edit.

THE ACTUATING PROGRAMS

PROGRAMS PARAGRAPHS

The programs section of the document is comprised of four introductory paragraphs and unique paragraphs which vary in number according to the number of actuating programs. The first two universal paragraphs explain the intent and process of this step of the method. The rewriting of these paragraphs is largely an editorial task intended to sharpen and incorporate new insights gained during the week of the consult. Such revision can be done at any point after the conclusion of the consult. The formula and unique paragraphs can be written only after the programs have been discerned and the four components of each program have been identified in relation to the tactics, proposals and vision. Most of this is undertaken after the conclusion of the consult.

PROGRAMS FUNCTION

The actuating programs are programmatic coagulations of all of the tactics. They are entities which are capable of standing on their own as focused efforts which can be accomplished by the local people. They are simple, yet not shollow. In providing an answer to obvious need, they are capable of eliciting the interest of the public and private sectors which generates funding. Therefore, it is important that the programs bear exciting motivating titles and that they are accompanied by budget pro ections which reflect the realistic costs of each component. The function of the three paragraphs written on each program is to communicate the necessity, demonstrate the inclusiveness and illustrate the unity of the Human Development Project. The programs create motivity by indicating practical possibility both to the local actuating forces and to prospective funding sources. They ground concretely the underlying principles of local economics, social development and project formation put forth in the Prolegomena section of the Consult Summary. At the same time, the programs are empty forms which hold tegether the tactics and symbolize the initiation of the whole project.

WRITING PROCEDURES

The first draft of the Programs Chart is created down to the four components for each major program during the first day of writing. After the team leader quickly contexts the team on procedures, each team writer then creates his own list of programs. This is done through the conults tactics chart first and the consult proposals chart second, making sure that all tactics and proposals are covered in these programs. Then the contraditions and vision charts are checked to insure comprehensiveness of the intuited programs. The writers next meet in two-man groups and create a program chart (usually about three groups are operating). These charts are then looked at by the whole team, and a final chart consensed on. The final chart holds the entire group's wisdom and contains three-word titles that are exciting, saleable programs. The chart is then quickly redesigned with four component programs drawn under each major program and rapidly filled in again using three-word titles, the third word being "program." The whole chart is checked out with the present list of sub-tactics that the tactics writing group is working on. These are plotted into each component program. The group talks through the chart to see where components are weak and contain none or too few sub-tactics, or where too strong, containing too many sub-tactics and might be split into two or more components. The whole chart is redesigned where necessary. Once the group consenses on the solidity of the chart, the first draft writing on the components paragraph can begin.

COMPONENTS PARAGRAPH

The components paragraph is comprised of the introductory sentence followed by one or two sentences for each of the four components which describe "what" that component program will do. It is important that these sentences avoid dealing with the issue of implementation (who, how, when, where, and why).

DESCRIPTION PARAGRAPH

Neither does it reiterate the contradiction nor anything negative about the community. It might be helpful to have the team writers follow a structure something like: world situation, describe program itself and its impact on community, and then how and why this impact works in the community. These structured paragraphs can then be stylized by a good writer or the team.

IMPLEMENTATION PARAGRAPH

When the components paragraphs are drafted, holding the chart components data well enough, the implementation paragraphs of each program is then written. This paragraph suggest the broad arenas of action--such as securing equipment, enlisting personnel, providing training and obtaining materials--which will be necessary for program implementation. It is important that these paragraphs identify the 4-6 major implementation thrusts and communicate a sense of ordered simplicity that authenticates the program budget. It is helpful to remember that these paragraphs are written for project funders, not for the local auxiliary who build time-lined implementaries on the basis of the tactics rather than the programs.

PARAGRAPH LENGTH

The final draft of each program's three paragraphs should be 150 words in length. In order to allow for the sequential layout of the program prose and program budget (see document) it is important to hold prose copy on one page. The number of revision necessary after the first draft can be limited if the writing group is clear on its audience and has identified the very different function, style and language required by each of the three paragraphs. This set of paragraphs for any one program should be able to stand on its own as an introductory piece for the funding of any related component and therefore requires a sharpness, precision and creativity different from those required by other sections of the document.

ACTUATING PROGRAMS WRITING PROCEDURES

CREATING PROGRAM CHART

STEP ONE

1. Gather copies of all 4 charts from Concult plenaries
   a. Have each team write & individually create programs.
   b. Gather in about 3 small groups of 2 people and create program chart
   c. Look at each chart and consense on major program chart
2. Creat Components
   a. Quickly write out 4 components for each program (using 3-word title with "Program" as 3rd word.)
   b. Plot subtactics into appropriate component programs
3. Check Chart
   Talk through where programs are weak (not conveying subtactics) or too strong (too many plotted subtactics.) Redesign chart where necessary.

WRITING WEEK-SUNDAY

FIRST DRAFTING THE THREE PROGRAM PARAGRAPHS

STEP TWO

1. Write 2nd paragraph first (component paragraph)
   a. Describe the four components of the program and what they do or what they are. This is not a list of implementaries. It describes the actual day to day doing of activities.
   b. Initially write and exchange and rewrite, eliminating implementaries.
2. Write the third paragraph second (implemenation)
   a. Describe in the broad the implementation steps in sequence
   b. Exchange for checking and rewrite
3. Write first paragraph last (description paragraph) (This paragraph sets context of relationship to other program and benfits to whole community.)
   a. The first sentence or two are the most important since they set the program in an indicative mode or establish the obvious necessity for the program. It is important to avoid any negative relationship to the local people that the program is designed to serve. (Use Maliwada document as an example of nature of the first sentence.)
   b. The next few sentences describe how the program operates in relationship to the whole
   c. The next few sentences describe the benefits of the whole, derived from the program.
   d. After the first sentences for the program are out on the board where they can be evaluated by the whole group for checking of indicative power.

WRITING WEEK-MONDAY, TUESDAY

REWRITE & POLISH

STEP THREE

1. After writing all 3 paragraphs, put them together on one page. Select the best for reading aloud and assign for cleaning and rewrite. Cleaning involves eliminating overlap, that is, pulling implementaries our of the component paragrph and component out of implementary paragraph..
2. Rewrite each program several times
3. Polish the paragraphs by reducing or expanding to 150 words each and cleaning language and poetry.
4. Assign units to the 2 formula program paragraphs

WRITING WK-TUES OR WED

BUDGET
INTRODUCTION

The budgets section of the document is comprised of individual budgets for each program, a summary budget of the cost centers for each program for the first year of the project, a summary of the project cost by programs over the lifetime of the project, and a funding flow chart. The budgets are intended to display the projected costs and a viable funding scheme. This section of the document is vital to organizing the resources that will be required for the project and for providing the basic information to develop the project financing. The budgets cannot be created until after the programs have been determined and clearly defined. This is undertaken after the conclusion of the consult.

BUDGET WRITING PROCEDURES

The end products of the budget writing procedures are:

1. an individual budget for each program for the life of the project,
2. a projected cost for all the programs for the life of the project,
3. a summary chart of the project cost for the first year delineated into cost centers, and
4. a transrational project funding flow chart.

The individual program budgets are created first. Generally two or three people who have been writing on the programs are assigned out of that group to begin on the budgets. Before creating any of the budgets the project salaries should be established to provide consistency through all of the programs. Guidelines for doing that are:

1. The community wage is at the level of the national minimum wage, which is generally higher than the average family income of the project site. If there is not a minimum whage law, then a second guideline could be 50% to 100% higher than the baseline average family income.
2. The apprentice wage is generally one half of the community wage.
3. The auxiliary salary might be two to four times that of the community wage in a village or close to equal in an urban situation. A second guideline for assigning the auxiliary salary is to determine the total sustenance and mission budgets for the project and divide that by the number of auxiliaries to arrive at the individual salary. The total auxiliary salaries usually run between 8 to 11% of the total budget fo the project.
4. Consultant salaries for outside consultants as a rule can be charged at $500 (U.S.) per month. This could be higher or lower depending on the local economy.
5. Check your determined figures with the local auxiliary for appropriateness.

After the salary and wage scales are established, read and review the program paragraphs that have been written to determine what the cost items are. Each program is costed by capital expenses, salary or pay and operating costs for the first year and then for the remaining fiscal years (generally, three to four years). Guidelines for allocating expenses are:

1. The major share of capital expenses fall in the first year, with some carry over into the second year.
2. Some salary costs could be phased out in the final year, especially in economic programs that should be self-supporting in one or two years time.
3. The final fiscal year would almost exclusively by carried by local income and must therefore be realistically projected and assessed.
4. Capital expenses and operating expenses should be charged at local costs. Local guardians or consultants who know costs for services, equipment, materials, and supplies are invaluable at this point. In lieu of these resources, assign one person to telephone local manufacturers and retailers to get actual costs for the desired items.
5. The travel costs include local travel, travel for training at other locations and at least one trip for each auxiliary to an area or continental council yearly.

After the individual program budgets are completed, create a chart detailing the total project cost by programs and fiscal years. Generally speaking, the first projection is high and the costs need to be revised at this point. Valuable resources for checking the feasibility of your projected costs are local guardians, consultants, and auxiliary. Other guidlines include:

1. Determining the first year cost in relation to current annual income of the project site.
2. Comparing the cost of the project to similar community development projects in the city and/or nation.
3. Determine the cost of the project in relation to what various governmnet funds are allocated to this community or one of its size. Calculate the per capita investment requirements used by the government in allocating funds.
4. Compare the cost of the first year and lifetime budgets of the project as a percentage of the cities (provinces, states) annual budget.

When the project cost by fiscal year has been establihsed, then a chart is created analyzing the first year expenses by cost centers and programs.

The final step of budget writing is the creation of transrational funding flow chart. As a rule this funding scheme is comprised of outside injected capital and local monies. Of the outside monies these are defined by public and private funding. In developing nations the greater share of the project cost should probably be in the public sector. In developed nations it should probably be in the private sector although this is not the case in a developed welfare state. In the first year of the project the local economic participation should be low (five to twenty per cent) of the first year costs. By the final year of the project outside monies would essentially phase out with the local economy carrying the bulk of the expense. In determining the local contribution to the project income items to be considered are in-kind labor, local loans, local cash donated or paid into programs for services.

When all of the budgets are completed the writing team would then write the project financing paragraphs for the epilogue. As a rule the budgets should not be started until the programs are established and well defined. At this point two or three people could complete all the budget work in two days.

SOME HELPFUL GUIDELINES:

1. Program budgets reflect who we say we are as well as become a winning tool in doing socio-economic development. So we do the social and economic on a shoe-string.
2. Auxiliary staff is self-supporting, hence we build "auxiliary salary" into program budgets. Avoid terms like "project director" "coordinator" "manager" etc. and use only the term "auxiliary"; this salary is unlike expert's salaries.
3. Our staff rapidly replicates local leadership--shadows--hence, our auxiliary salaries move toward the vanishing point after two years.

NOTES ON CONSULT BUDGET PREPARATION
FROM: GLOBAL DEVELOPMENT CENTRUM: CHICAGO
1/77

TOTAL BUDGET AMOUNT

In determining the total budget figure, the following are considerations:

1 - Project location
Budgets in developed countries will be higher than those in developing countries, both in total amount and in per capita amount. The accompanying chart shows a great range in amounts per project and per capita. The population ranges also contribute to these variations.

2 - Per capita breakdown
In general, the per capita figure should not exceed the per capita GNP of the nation.

3 - Amounts spent on comparable community projects in the area.

4 - Existing government funds coming into the community.

PHASING CHART

Format

The intent of this chart is to show where funds will come from for the project in such a way that restrictions and limitations are not imposed upon future funding efforts. The Maliwada format is recommended which uses broad categories rather than those which break into sub-categories. If figures for these sub-categories are known, (e.g., national/local, corporations/individuals, long term/short range loans) then they are logical breakdowns. Otherwise, it is wise to avoid them.

Percentages

In a perfect universe, the four funding source categories: Public Sector, Private sector, Cash Contributed, and Loans Assumed will each provide 25% of the monies injected into the project. However, this has not yet been encountered in any of our projects to date and percentages vary. In developing countries where local resources are very limited, outside sources provide the major source of funds initially. In developed countries, community monies (particularly in the form of loans assumed) make up a larger percentage of the 1st year budget.

Capital costs/salaries/operating expenses - A guideline is 50%, 25%, and 25% for the three categories.

Yearly Totals

Generally, the budget will drop approximately 50% after the first year due to the fact that most capitol costs fall into the first year budget. Each year thereafter, the totals drop approximately 50% from the preceding year.

Consult Budgets (Cont.)

Community Monies refers to money which the local community invests in the project, in the forms of: cash investment, in-kind contributions, and loans assumed by the community. This amount will increase over the four years and the outside monies are phased out.

Loans can pick up a good portion of each year's capitol expenses with 75% of all construction expenses funded through loans.

BUILDING PROGRAM BUDGETS

In building program budgets, the tension must be held between being specific enough to give a picture of the program and general enough to allow for flexibility in later proposal budget preparation. Excessive details in spelling out items of equipment may make the task of the auxilliary difficult when a clearer picture of program needs emerges during actuation

The rationale for writing in salaries is not clearly consensed upon at the present. The best guidance at this time is to consider what has been done in previous Consults over against the particular project budget being prepared.

The number of auxil[illegible] salaries is determined by a realistic estimate of the number of ICA staff that will be assigned to the project. Ten to thirteen is a reasonable number. These are generally designated as Auxilliaries at a common salary level. This makes clear our method of operation, our committment to supporting the project with staff and, in actuality, provides operating money for the globe. Community salaries are generally designated by this title with one, two, or three funded per program in the "shadow" positions.

However, in some budgets, all salaries - auxil[illegible] and community salaries - are identified by function and/or position rather than by these terms and do not always have a common salary. This has been the case primarily in urban communities where the unclarities of budget writing are intensified.

In some budgets, the employees in a civic work force or an industry or commercial enterprise have been funded as apprenticeships and in some as work force members on a minimal salary. Some budgets have not included these salaries but dealt with their funding through a different rationale. How this is handled will certainly effect the total budget figure.

MHDP [illegible]
ICA Consultants

Key: 1.0=Rs 1000

PROJECT FUNDING FLOW CHART

toward local self-sufficiency

1976

Plate 6B.

items \ years			year one launching	year two expanding	year three resolving	year four rendering	Four Year Totals
Monies Injected And Stimulated	Outside Monies	Public Sector	1000	200	150	—	1350
		Private Sector	2100	600	—	—	2700
		Total	3100	800	150	—	4050
	Village Monies	Cash Contributed	50	75	100	150	375
		Loans ASSUMED	150	225	300	300	975
		Total	200	300	400	450	1350
	Total Monies		3300	1100	550	450	5400
Village Income Development	Village Annual Income	current 720	1440	2160			
	Family Average Annual Income	current 2.4	4.8	7.2			

SOCIAL DEMONSTRATION BUDGETS

PROJECT	POP	TOT BUDG	1st YEAR	PER CAPITA	1st YEAR PER CAPITA	OUTSIDE $	COMM $
Cano Negro	43 Family (200)	567,500	264,700	2,837	1,323	67%	33%
Delta Pace	629	$1,913,350	$897,100	$3,042	$1,426	52%	48%
El Bayad	10,000	£E751,540	£E474,200	£E75	£E47	98%	2%
Fifth City	20,000	$4,521,300	$1,692,000	$ 226	$ 85	44%	66%
Hai Ou	824	NT 29,360,000	NT 18,941,360	NT35,631	NT22,987	88%	12%
Inyan Wakagapi	735	$ 824,000	$ 398,000	$1,121	$ 541	80%	20%
Ijede	3,000	₦ 1,654,200	₦ 935,600	₦ 551	₦ 312	78%	22%
Isle of Dogs	13,000	£33,200 $ 886,480	$402,080	$ 68	$ 31	84%	16%
Ivy City	1,800	$3,695,000	$1,993,000	$2,053	$1,107	43%	57%
Kelapa Dua	1,500	494,900	294,900	330	197	98%	2%
Kreuzberg Ost	16,200	$4,300,900	$2,421,100	265DM $1,060	149DM $ 596	91%	9%
[illegible]ngware	20,000	1,600,000	700,000	80	35	99%	1%
Kwangyung Il	1,500	460,000	160,000	307	107	94%	6%
Lorne de L'Acadie	1,050	$1,037,800	$ 573,800	$ 988	$ 602	46%	54%
Majuro	12,000	$7,959,345	$3,981,405	$ 663	$ 332	80%	20%
Malewada	2,000	5400RS $ 45,360	3300RS $ 27,720	$ 22.68	$ 13.86	94%	6%
Nam Wai	500	HK 3,578,180	HK 2,436,070	7,156HK	4872HK	77%	23%
Oombulgurri	200	2,576,400	942,500	12,882	3,141	99%	1%
Oyabari							
Shantumbu	1,800	K650,890	K440,690	K362	K245	93%	7%
Sudtonggan	850	300,000	150,000	353	174	93%	7%
Sungai Lui	232Family 1,200	$ 750,000	$ 498,000	$ 625	$ 415	67%	33%
Termine							
Vogar	200	$ 426,900	$ 205,000	$2,135	$1,025	93%	7%

Budget Writing Procedures

Budget Creation

1. Determine the project lifetime and the basicsalaries to be changed.
2. Read each program and list all capital items, personnel required and operating expenses.
3. Assign costs to each item for the lifetime of the project - by fiscal years.
4. Secure actual costs for equipment, materials, and services from local manufacturers and retailers.
5. Total and check the costs for each program.
6. Create a four year project cost chart.
7. Review project totals by years and adjust the costs to give a decreasing cost over the project lifetime.
8. review and modify the budget after consulting with local guardians and the auxilliary. Review and modify the budget after consulting with local guardians and the auxiliary.
9. Review and modify the budget in light of local income, government spending and known costs for other development projects.
10. Create final program budget charts.
11. Double check all mathematical calculations.

writing week
WEDNESDAY

Funding Design

1. Review previous days product.
2. Make revisions in light of any new data.
3. Create a chart of projected costs over the project lifetime.
4. Create a budget summary chart for the first fiscal year.
5. Make sure that all budgets balance and correspond.
6. Create a project funding flow chart.
   a. Review local input monies from in-kind labor, cash, and loans generated.
   b. Assign portion of the budeget to private sector and public sector.
   c. Determine impact on local economy in terms of income generation.
   d. Design a transrational funding chart.
7. Submit all final budget forms and charts to editorial.
8. Write project financing paragraphs for the epilogue.
9. Review, clean, nad final type paragraphs.
10. Submit all paragraphs to editorial.

writing week
THURSDAY

THE EPI LOGUE

EPILOGUE FUNCTION

The Epilogue, or conclusion to the Consultation Summary Statement, summarizes in six sections of paragraphs the broad implementation of the Human Development Project. The Epilogue states simply yet profoundly the future of the Human Development Project in the arenas of Actuation Phasing, Project Funding, Implementing Forces, Anticipated Benefits, Replication Schemes and Support Systems.

EPILOGUE PARAGRAPHS

The epilogue begins with at least one paragraph of appreciation and acknowledgement for all those whose practical assistance and encouragement were crucial in the successful completion of the Consultation. The rationale includes 1) Authorization 2) Businesses who participated and who donated goods and services 3) Institutional Hosts to Consult Teams 4) Translators and 5) Local Hosts and Leaders. The intent of the first sections, Actuation Phasing, is to explain the universality and uniqueness of the methods, give an overall view of the consult and to say a word on the 4 Year Phasing Model. In the second, Project Funding, the Epilogue states where funding is needed, where it can be found as well as an overall analysis of project cost in relationship to the phasing out of all costs at the end of four years. Three charts--Budget Summary Chart, Projected Costs, and a Product Funding Chart--are included along with theparagraph. The Implementing Forces Section lays out the possible structuring of local forces and names the role and function of the guardians and the function of the auxiliary. A visual image of the anticipated benefits of the Human Development Project (social change that might be seen on a tour of the Human Development Project in 6 months time) is projected in the next section. The Replication Schemes Section presents a broad image of possibilities of replication locally and nationally with a word on personnel and financing. The sixth and final section, Support Systems, summarizes site selection data and support services (ICA and local residents) data. This section concludes with a statement on global support of the Human Development Project Band around the globe and the community's new found relationship to its own nation and to the rest of the world.

WRITING GUIDES

In writing the Epilogue it is crucial that all back-up data and research is completed inorder to enable the effective and efficient pulling together of materials for the paragraphs. Pre-Consult Research includes collaborating with the local auxiliary to find out: (1) who sponsored, authorized, funded and participated in the consult; (2) what did they do?; (3) what are the replication possibilities; and (4) what were the values held in site selection? Immediately after the consult a visioning conversation asking for concretion on future anticipated actuation should take place using the Program Chart as a guide (see Week 3 Collegium Design). The next step is to gather a set of previous documents (at least 3 for reference and study) and to gather necessary materials -- blank charts, paper, pencils, documents and writing/editing procedures. Next skim documents using screen of types of paragraphs. Using plenary products and documents sum up intent of each section using team writing and editing procedures (found in document writing section previous). Fill out necessary funding and cost charts from the rest of the document. Be sure to write all summary statements from consult documents and plenary statements to get comprehensive concluding statement on the consult. Constant conversation with the auxiliary is crucial on the statements contained in this section.

THE EPILOGUE

EPILOGUE FUNCTION

The Epilogue, or conclusion to the Consultation Summary Statement, summarizes in Six sections of paragraphs the broad implementation of the Human Development Project. The Epilogue states simply yet profoundly the future of the Human Development Project in the arenas of Actuation Phasing, Project Funding, Implementing Forces, Anticipated Benefits, Replication Schemes and Support Systems.

EPILOGUE PARAGRAPHS

The epilogue begins with a paragraph of appreciation and acknowledgement for all those whose practical assistance and encouragement were crucial in the successful completion of the Consultation. The intent of the first sections, Actuation Phasing, is to explain the universality and uniqueness of the methods, give an overall view of the consult and to say a word on the 4 Year Phasing Model. In the second, Project Funding, the Epilogue states where funding is needed, where it can be found as well as an overall analysis of project cost in relationship to the phasing out of all costs at the end of four years. Three charts--Budget Summary Chart, Projected Costs, and a Product Funding Flow Chart--are included along with the paragraph. The Implementing Forces Section lays out the possible structuring of local forces and names the role and function of the guardians and the function of the auxiliary. A visual image of the anticipated benefits of the Human Development Project (things that might be seen on a tour of the Human Development Project in 3 to 6 months time) is projected in the next section. The Replication Schemes Section presents a broad image of possibilities of replication locally and nationally with a word on personnel and financing. The sixth and final section, Support Systems, summarizes site selection data and support services (ICA and local residents) data. This section concludes with a statement on global support of the Human Development Project Band around the globe and the community's new found relationship to its own nation and to the rest of the world.

WRITING GUIDES

In writing the Epilogue it is crucial that all back-up data and research is completed in order to enable the effective and efficient pulling together of materials for the paragraphs. Pre-Consult Research includes collaborating with the local auxiliary to find out: (1) who sponsored, authorized, funded and participated in the consult; (2) what did they do?; (3) what are the replication possibilities; and (4) what were the values held in site selection? Immediately after the consult a visioning conversation asking for concretion on future anticipated scenes should take place (see Week 3 Collegium Design). The audience exercise should also be used. The next step is to gather a set of previous documents (at least 3 for reference and study) and to gather necessary materials--blank charts, paper, pencils, documents and writing/editing procedures. Next skim documents using screen of types of paragraphs. Using plenary products and documents sum up intent of each section using team writing and editing procedures (found in document writing section previous). Fill out necessary funding and cost charts from the rest of the document. Be sure to write all summary statements from consult documents and plenary statements to get comprehensive concluding statement on the consult. Constant conversation with the Advisory Board is crucial on the strategy statements contained in this section.

EPILOGUE WRITING--INTENTS OF PARAGRAPHS

Section	Intent	What possible questions asked
ACKNOWLEDGE MENTS	Honoring the authorization and participation and development	Who participated? In what way?
ACTUATION PHASING	Explain universality and uniqueness of methods. Overall view. Phasing model.	Use previous documents for general forms. Where were indications of concern? Where is the emphasis in this section? What is the intent? What is the phasing emphasis each year? What phase is the project in?
PROJECT FUNDING	Funding is needed. Where funding can be found? Overall analysis of project Cost in relationship to the phasing out of all costs at end of four years	Use previous documents for general forms. In terms of what funding is needed where are the possible resourses? Use budget summary charts to do analysis. Figure out % and projections for site.
IMPLEMENTING FORCES	Lay out possible structure Name roles of guardian Function of the Guardians Function of the Auxiliary	Use previous documents for general flow Consider audience chart for style and language adaptions
THE BENEFITS	Visual image of the transformed life occasioned by the project	Get Program Chart from group Walk through each Actuating Program Art form Conversation What would you see? is the major question Push for concrete visual images Gestalt into aprox 6 categories
REPLICATION SCHEMES	Present broad image of the possibility of replication	Brainstorm particulars of replication possibilities using the catergories in the document from another site. Use the document for paragraph structure filling in unique items relative to site information.
SUPPORT SYSTEMS	Site selection data Support services data	Refer to site selection criterea form Use general outline of previous work The variables need to be brainstormed How was this location chosen? What criteria was used? What support will be needed here

EPILOGUE WRITING PROCEDURES

Pre-Consult Research Step I	Post-Council Research Step II	Gathering Materials Step III	Writ. Para. & Fill Charts Step IV
Collaborate with local auxiliary to find out the following information: 1) Who a) Sponsored b) Authorized c) Funded d) Paritcipated in the consult? 2) What did they do? 3) Discern replication possibilities 4) Review site selection data 5) Hold initial prep week collegium on anticipated programs (art form programs chart from other projects)	Visioning conversation asking for concretions on act actual scenes.	Gather set of previous documents (at least three for reference and study)	Skim documents using screen of types of paragraphs. Read paragraphs out loud in writing group.
	Brainstorm audience guidelines chart in context-setting session which begins Document writing. Record all data for writing	Gather necessary: -materials -blank charts -paper -pencils -paper -documents -writing procedures	Using plenary products and document sum up intent of each section and use team writing and eciting procedures. Fill out funding and cost charts taking data from rest of document. Write summary statements out of that.
BEFORE CONSULT INITIATION WEEK	AFTER CONSULT	AFTER CONSULT	AFTER CONSULT

EDITORIAL TEAM

The Editorial Team plays a critical role during the week of document writing. In addition to functioning as the writing team for the Prolegomena section of the document it also performs the following functions in overseeing the final editing of the document:

1. It receives all final draft copy and prepares it through editing for final typing. This involves returining drafts for revision by the original writing teams if the final copy is not up to necessary standards. It also involves checking through certain editorial points which bear upon project strategies, funding designs and authoriaation issues with the advisory board described earlier in this chapter. This process is critical to the reception of the document and therefore the project by a broad audience and requires a keen eye to discerning potentially sensitive issues.

2. It functions as a writing team consultant body, visiting other writing groups on request to unblock issues of style and content and receiving and critiquing early draft copies of sections of the document from writing groups who are uncertain about the necessary next step. This role demands that the editing team be well grounded in the objectives for writing each of the sections of the document as they have been described in this chapter.

3. It functions as a consultant to the translation group which is called into being as soon as the first edited copy has passed through the stage of final type. This consultant role is important as it facilitates the flow of the translation effort and thus effects the time line by which locally consumable copy can be put into the hands of members of the community. For the first two days the translation team coordinator - a bilingual national - functions as part of the editing team, thereby becoming thoroughly familiar with the editing procedures and guidelines, and aware of the issues about which decisions must be made in conversation with the Advisory Board. As all these factors also influence the accuracy of translation, this training aspect of the translation team coordinator is vital. The responsibility of creating a second language version of the document which adequately and authentially communicates the same story is a tremendous burden, and the English editorial team provides a supportive network to the translation coordinator and his whole team.

The style of the editing team is one marked by corporate discipline, and creative fun. Th press of deadlines as the week proceeds necessitates the adjustment of a normal daily time design to allow for work around the clock. It is critical, therefore, that corporateness develop early in order to sustain the team in the long haul of handling final draft copy once it begins to arrive. Practical suggestions for shaping a context which allows for accurate and creative work are contained in the following construc ts.

A. General Contexting Procedures

1. Briefly outline responsibilities of the team
2. General brainstorm of issues and concerns related to the task
3. Workshop to determine required tone, style and language guidelines using Audience Guidelines Worksheet (Plate _____)

B. Set-up Guidelines

1. Establish copy reading symbols immediatley. Post in the editorial and typing rooms.
2. Establish and distribute key hints to good writing. See Style Guidelines which follow.
3. Creat a visual chart which displays every paragraph in the document and can be used as a working chart for writing the Prolegomena and editing the balance of the document.
4. Assign one person to be the data systems coordinator who keeps track of document copy flow and location.
5. Establish space set-up and a commonly usable method to trace in-coming and outgoing pages.
6. Always keep document sections in folders. Staple the latest typed copy to the top of back drafts. File carbons in a cont file.
7. Editors initial each section when edited. Two editors (minimum) review copy before it goes into final type.
8. Arrange for typing pool to be located in close proximity to editorial staff.
9. Always have advisory board check final edit copies for suggestions about how to appropriately handle issues in question.

C. Materials for Editing

The editing team depends on a wide variety of resources in order to insure that the project document will be a professional piece of work that can be used as a handbook for project implementation, a promotion piece for development, and a motivity tool for initiating future demonstration projects. These resources include a reference library, a working list of spelling idiosyncracies, a common list of copy readiing symbols. The accuracy of the document depends on the availability of baseline resources such as a map of the demonstration area, current socio-economic files, and several historical pieces on the community and area. Other consult documents are valuable tools for illustrating the style and format of the draft at hand. Below are listed particular reference texts and materials.

1. Dictionaries, including a Concise Oxford Dictionary
2. Fowler's Modern English Usage
3. Roget's Thesaurus
4. Sets of document writing procedures
5. Paper clips, pencils, rulers, scratch paper, stapler

D. General Guidelines

Some simple guidelines for document writing serve to keep before the team the corporate decisions that have been arrived at during the contexting session. Guidelines common to a document written at any consult would at least include the following:

(2) Agree upon basic editorial markings (see handout sheet)
(4) Keep a basic spelling "idiosyncracies" list posted on the wall.
(5) A rhythm of assignment which varies editing, proofing, and writing. Short breaks (10-15 minutes), shifting personnel or varying types of work sustain engagement over long time blocks and give fresh perspective for accuracy and sophistication.

E SUPPORT PROCEDURES

The Room Set-up

Tables and chairs are to be set up in a way which allows enough writing room and space for reference materials. The set-up should also enable easy conversation among the group members. The lighting should be excellent.

Symbolic Decor

A world map, a community grid and the communit's symbol serve as pervalent wall decor. Working decor in the form of quotations and charts are developed from the task of the teams.

The Wall Charts and Quotes

On the wall will be two charts, drawn on butcher paper, one laying out the paragraphs of the Prolegomena, and the other the paragraphs of the Epilogue. The serve as reminders of the structure of the work and allow for discerning adaptations. Quotations such as the following help to memind the team of the intentionality of the task.

"The poet is a man who rides easy in his harness." -- Robert Frost

"All right is not good enough." -- J. W. Mathews

"Igotta use words when I talk to you."

-T.S. Elliot

"Eschew surplusage." Rule 14

-Mark Twain

"Language arises out of a social situation and expands only in a problem-solving context."

-L. S. Wgotsky

"For one word a man is often deemed to be wise and for one word he is often deemed to be foolish. We ought to be careful indeed what we say."

-Confucius' pupil

Meals, Readings

The buffet style of lunch and dinner allows for a relatively unbroken block of time in the writing teams. Mealtime in the work groups become a source of relaxation and discontinuity where the pace of work permits mealtime readings related to the task, become a motivity tool. During the Fifth City Consult, for example, the Editorial team assigned one person each day to select a reading to share over dinner. The style and language considerations of editing the document but a new relevance to Carl Sandburg's "Chicago" and Mark Twain's "On the Art of Composition" A current article of the

Chicago Triaune on Jesse Jackson and an article on Benjamin Simms who created the transportation model for 40,000 people during the busy boycott at Montgomery, Alabama illustrated the pain of the social change in America which was part of this community's history.

GERUND PHRASES

The following sample, taken from a list of gerund phrases compiled in the Isle of Dogs, illustrates a helpful tool for editing charts (Note the local spelling idiosyncracies).

installing
lodging
locallising
situating
inserting
plaoing
laying
seating
stationing
stocking
posting
depositing
locating
engaging
contracting
employing
utilizing
involving
using
applying
organising
co-ordinating
maximising
expanding

THE COPYREADING SYMBOLS

Delete
Remove a letter and/or close up space
Reverse order of letters or words
Insert-marginal addition
space
New paragraph
Spell out a number, abbreviation or word
Lower case
Substitute in capitals
spelling error
Underline letter which should be capitalized

THE SPELLING IDIOSYNCRACIES LIST (a working list to be compiled by the editing team)

1. Style and Language

a. Do not avoid the use of common words.
b. Context all newly created words
c. Avoid "jargon words; at the same time recognize that new perceptions of reality can often only be expressed in new configurations and uses of the inherited linguistic forms.
d. Use language understood by the establishment and the community.
e. Be Lucid: sensible, realistic
f. Be Crisp: to the point, minimize superlatives, descriptive adjectives, duplication and commas.
g. Be Compact: shorter sentences, divide three-line sentences into two; organize thoughts, such as "It is to be anticipated that it will be possible to..." Don't retard the reader with extra, unnecessary, useless, unclear and redundant words.

COMMON TENDENCIES AND PROBLEMS IN CORPORATE WRITING

A. Using two or three words to modify such as "The program will include a comprehensive and systemmatically designed plan" Use one adjective only when necessary.

B. Rendundan cy - "It is the form and structure which is of the foremost importance in the creation and design of the plan".

C. Using "The" too much - "The office facility will require the purchase and the installation of the appropriate telecommunication" rather "office facilities require purchase and installation of appropriate telecommunication"

D. Using "will be" too much

2. OPERATING PRINCIPLES FOR THE WRITING PROCESS

(1) Honor all data that comes in for editing. Do not change content; work to retain style which is appropriate and effective.
(2) If content changes appear to be necessary, check with the group from which it came to prevent distortion of meaning.
(3) Use an affirmative writing style.
(4) Affirm the community, even in its negative aspects.
(5) Be open to change. Be willing to correct, revise of completely rewrite at any time.
(6) Give attention to small detail such as punctuation, spelling, and fine points of grammer.
(7) Continually check writing style for sophistication.
(8) Remember your audience; the establishment, the government and the community.

3. ORGANIZATIONAL PRECAUTIONS

(1) During the audience guidelines workshop discern the degree of writing detail to be used in each section.

TRANSLATION GUIDELINES

1. Treat editorial and translation as one group with two parts.

2. Use three kinds of people in the translation group:
   a. Bilinguals whose first language is English (eg, Auxiliary who have learned a local language)
   b. Bilinguals to whom the local language is the first language (eg, guardians, scholars, volunteers from tranlation institutes)
   c. People who speak only the local language, but are well-educated in it.

3. Try to have at least one person on this team who is well-experienced in in "Movement terminologhy", in the country, who will know what terms have been used to correspond with English terms such as "vision" and "contradiction" and so forth, in previous translation in the local language.

4. On Sunday, translation and editorial meet together after they have met together with production. They work together to do the first edit of the Prolegomena and Epilogue draft. They write remaining paragraphs, such as the "Impact" and "Participants" paragraphs from the Prolegomena, which could not be done before this time. Translators expecially need to carefully review the first five paragraphs of the Prolegomena and the financial and legal comments made in the latter part of the "Epilogue," to ensure that they speak discreetly and accurately to the local context. No one else in the Editorial team has reason to be adequately on top of this context the way the translators do.

5. Set up editorial files for the two sets of document sections. English and local language folders must have identical categories.

6. On final type, including typed copies of charts to be typeset, production is to make two carbons.
   Original goes to editorial to be proofread.
   Copy #1 (correct these carbons as you type!) goes to translation after editorial has checked to ensure it is right. Translation uses this to work from.
   Copy #2 goes into another file which is a valuable resource.

7. Translation spends Monday translating all of the universal paragraphs in the document, creating their glossary and editorial standards as they go. After Monday, they go through the carbons of final-type originals which they receive from editorial.

8. The translation process is most effective in three phases
   a. Rough draft done primarily by the least skilled translators.
   b. Final draft done primarily by the most skilled translators.
   c. Final polish done by non-English speaker chosen by the auxiliary.

9. It is absolutely urgent to establish early the image that anyone can type any language that uses an alphabet they can recognize. The typing pool as a whole needs to believe this. Proofing can be done by a pair, only one of whom understands anything of what he is reading and correcting. These images are more needed the fewer local bilinguals you have.

10. Provide as many examples as you can of non-English models of the six holding charts. Discuss fully with the translation team the rationality of these charts. Show the visual rationality as we created it in English, as we did it with languages which use prepositions and articles in ways which English does not to do what our English three-word things do. Then set up a way that the local language charts can be translated to be both artful and accurate. Remember that art in these charts is a major value. There should be no more reason to use hyphens, inconsistent apostrophes and so forth in another language than there is in English, but the translation team has got to understand what art in a chart is in order to figure out how to do it in their own language. Sudtonggan's Cebuano, Nam Wai's Chinese charts as well as the format (not the production!) of Lorne's French charts are good examples

11. Once the 3rd edit (finesse) has been completed, the Editorial Chief and 5 to 10 other translators meet to complete the translation. This should take no more than a week to ten days. Select a convenient office which provides equipment needed.

DOCUMENT PRODUCTION

The task undertaken in Week 3 of the Global Task Force for which long range planning is perhaps most critical is document production. The team cannot begin early enough to work with the assigned task force personnel to pin down every detail which contributes to this effort - from checking paper supply and typists to reserving printing time and selecting cover stock. The document can usually be produced through the soliticing of in kind equipment,supplies and labor. All arrangements should be made and firmed up in detail before the week of the Consult. It is helpful to keep in mind that this 120 page text will need to be produced in many cases virtually overnight in order to be used immediately for project framing. It also is intended to be of "first quality" as it is becomes an important tool in relationships with both the public and private sectors. All production materials and personnel should be reviewed during the week of the Consult to assure the smooth flow of all copy through the processes of rough typing, final typing, proof reading, correcting, printing, collating and binding. On the day of launching production a "dry run" of all machinery and electrical outlets is made. Production activity is s set up in a location which avoids distracting the work of the writing groups, but is preferably in close proximity with the editorial team with which constant interchange is necessary, especially during the end of the week.

An important aspect of the production task is sustaining momentum and assuring the involvement of the production crew. Careful attention to the assigning and rotation of troops is required throughout the week. The crew typically begins work at the beginning of the day by publishing those pages that can be printed up ahead of time. It is best to arrange in advance for four typists to be available for the whole day of "deadline" style work. A minimum of six charts and the document cover will need to be typeset, drawn and pasted up and made photoready by a lithographer and a professional graphics team. Where skilled labor and resources are extremely limited, the cover can be prepared with transfer letters carried with the team as part of a portable production kit for emergencies. If proofed, typeset material can be obtained, several people can work at drawing the charts and laying out the material. This whole process will need to be repeated for translations of the document and will, in many cases, necessitate different equipment and personnel, such as a Hindi typist and typewriter.

The production and distribution of the document is the initial symbol of the new project's participation in the global social demonstration band. It is the vehicle for the story of the unique situation of the consult to be rehearsed and given to the globe. The consult team works with the task force Panchayat to ensure that the document gets to the printer, that the targets for distribution are identified, and that there is a consensed plan for distribution in operation before the team leaves the site. Plate____ outlines a recommended distribution scheme which can serve as a model for allowing the story of the Consult to be shared with the globe.

CONSULT DOCUMENT PRODUCTION TIMELINE: ONE WEEK

MOTIF	A THOUSAND DRAFTS			THE FINAL FORM			DONE
TASK \ DAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
OVERALL COORDINATION	Design and set up space.	Check document final typing, printing, and typesetting arrangements.	Build initial layout chart of document in pencil.	Check final form and make adjustments on final copy.	Create 24-hour schedule for Thurs.--Fri.	MAKE A PHOTO COPY OF DOCUMENT. TAKE CAMERA READY COPY TO PRINTER	Print, collate and bind 1,000 copies of the finished document. minimum
ROUGH TYPING	Tactics Pars. Backup prose →	5-10 drafts of all document paragraphs					
FINAL TYPING		Prolegomena Vision → Proposals → Title page, etc	Ed. Transcript. Proposals Chrts	Programs → Tactics Contradictions Tactics Charts	Epilogue Contents Budget Charts		
PROOFREADING			Proofread the final typed copy and corrections made on final copy twice.				
CHARTS	heck to see here help is eeded cleaning harts & distrib te Gerund Lists	Gather all necessary supplies & equipment. Draw & type charts as rdy	Draw Proposals Charts (Pl.3A-) Typeset Vision & Proposals Charts (Pl 1&3)	Draw Tactics Charts (Pl.4A-) Typeset Contradictions Chart (Plate 2).	Draw Budget Charts (Pl. 6A-6C). Typeset Tactics Chart (Plate 4).	Typeset Programs Charts (Plates 5&5a).	
FILING	ollect, sort, abel & distribute all backup research files butcher paper	Build Consult Team and Project archives.	Collect, check, straighten, and relocate files as groups complete their work.				
TRAN - SCRIPTIONS	egin transcribing tapes.	Transcribe and check/listen tapes.					

CONSULT PRODUCTION PROCESSES

Process	Instructions
PRODUCTION COORDINATION	Clarify all production arrangements, on site and from outside sources. Build layout chart page by page, of the document in pencil. Establish production team procedures and quality control. Create 24 hour schedule for Thursday and Friday. Creating the team and project archives is a function of production.
ROUGH DRAFT TYPING	The handwritten drafts (often as many as 5-10 in number) of all document paragraphs are typed for revision by writing teams. The first rough drafts which arrive in production are the transcriptions from the consult which become part of the archives of the team and project. Extensive tactics paragraphs and back-up prose also are available.
FINAL TYPING	Set 1" margins on left and right. The first line of type starts on the 6th line from the top of the page, with the heading on lines 6 & 7. The text continues on line 10. The last line of the text is typed on line 60 (1" from the bottom of the page). The page number is centered ½" below this on line 63.
CHART PRODUCTION	Maintain ½" margins on all sides. The line around the outside of the chart and the line dividing the abstract categories or headings from the rest of the chart are the same width (c.2mm. or 1/12"). Other lines are thinner. Detailed charts should be drawn large, to scale, and then photo reduced when camera-ready.
PRINTING	Shift the front side print of prose copy ¼" to the right and the back side ½" to the left to allow for binding. Centre all charts and cover.
COLLATING	Collate by sections, checking to make sure pages are printed on both sides. Coat fingertips with glycerin as necessary for easy pickup. "Glycerin can be dispensed by a sponge, using a small amount in a cup, saucer, or cap from an aerosol can.
BINDING	For initial copies it is possible to staple twice ½" from the left edge and cover with a strip of 1¼" wide cloth binding tape cut to size. The preferred binding is wrap-around or perfect binding. The Duo-Tang binding (or spiral) is the first alternate; the Gestetnerscrip binding process is the second alternate.

SDCT

PRODUCTION REQUIREMENTS

PROCESS	QUANTITY	EQUIPMENT	MANPOWER	SUPPLIES
FINAL TYPING	35 Charts 85 Pages of prose	3 Elite typewriters with the same type face, preferably electric, clean and in good operable condition	5-6 Good typists 80 MANHOURS 2-10 Proofreaders 20 MANHOURS	1 Ream paper Carbon paper Correction material Extra ribbons
CHART PRODUCTION	6 Charts 1 Cover design	Typesetting machine(s) Light boards Scalpels Drawing pens Photo reduction equipment	Typesetting: 20-50 MANHRS Layout: 20-50 MANHOURS Photo reduction: 2 MANHRS	White-out Clay paper or equivalent Rubber cement Washable black India ink Graph paper Transfer letters--3 sizes Magic tape, White tape
PRINTING	120,000 Impressions	Offset press(es) Plate maker (Photocomposing camera-ready material is preferable to typing directly onto the Master.)	Press time and manhours vary with the number, type, and speed of the presses used.	160 Reams of good offset paper, 8½x11 or standard size and weight or uncut equivalent for larger presses 2,500 8½x11 Sheets cover
COLLATING	70,000 Sheets	Collating machine	80 MANHOURS by hand	For coating fingers, helpful, but not necess. 1 Pint of glycerin and Sponge pieces or Commercial product
BINDING	1,000 Booklets	Binding machine or 2-3 Heavy-duty staplers	30-40 MANHOURS by hand	4,000 Heavy-duty staples 1,000 Feet of 1 1/4" wide cloth binding tape

PRODUCTION PROCEDURES

PROCESS	INSTRUCTIONS	NOTES
FINAL TYPING	Set 1" margins on left and right. The first line of type starts on the 6th line from the top of the page, with the heading on lines 6&7. The text continues on line 10. The last line of the text is typed on line 60 (1" from the bottom of the page). The page no. is centered ½" below this (1.63)	
CHART PRODUCTION	Maintain ½" margins on all sides. The line around the outside of the chart and the line dividing the abstract categories or headings from the rest of the chart are the same width (c.2 mm. or 1/12"). Other lines are thinner. Detailed charts should be drawn large, to scale, and then photo reduced when camera-ready.	
PRINTING	Shift prose "fronts" 1/4" to the right and prose "backs" 1/4" to the left to allow for binding. Center all charts and cover.	
COLLATING	Collate by sections, checking to make sure pages are printed on both sides. Coat fingertips with glycerin as necessary for easy pickup. (Glycerin can be dispensed by putting a small amount in a cup, saucer, or cap from an aerosol can, together with a sponge.)	
BINDING	Staple twice 1/4" from the left edge and cover with a strip of 1 1/4" wide cloth binding tape cut to size.	

SECTIONS THAT CAN BE INDEPENDENTLY TYPED IN FINAL FORM PRIOR TO PAGE NUMBERS

1. Contents page - general
2. ICA statement
3. Detailed contents page
4. Prolegomena
5. Operating vision introduction
6. Contradictions introduction
7. Contradictions paragraphs
8. Proposals introductions
9. Proposals paragraphs
10. Subproposals charts (Plate 3A series)
11. Tactics introductions
12. Tactics paragraphs
13. Subtactics Charts (Plate 4A-E series)
14. Programs introduction
15. Programs summaries
16. Program budgets
17. Epilogue
18. Budget summaries
19. Back page with address

The first line of type for continuing pages of a section (line 10)

SECTION NUMBER (line 15)

SECTION TITLE (line 18)

The first line of the first paragraph of a new section (line 22)

Center paragraph titles along the length of the paragraph and from a point 1½" from the left side of the paper represented here by a dotted line.

TACTIC 31: ORGANIZING VILLAGE CARE NETWORK

Subtactics Type the tactic number and title as above. Double space. Type the word "Subtactics." Reset the page margin at 3". Type the tactics paragraph. Space the subtactics numbers evenly along the length of the paragraph and center between the 2" and 3" margins (on the dotted line.

232

233

234

235

PRINTER:
Shift fronts ¼" to the right
and backs ¼" to the left
to allow for binding.

The last line of type (line 60)

page number (line 63)

CONSULT DOCUMENT DISTRIBUTION PLAN

DOCUMENT DISTRIBUTION SCHEME

Document Targets	(recommended) Number of Copies		Distribution Channel Advised
	English	Indigenous Language	
A. Consult Participants Continental/Global Guardian	(100)		HDP coordinating nexus
Local Residents	(50)	(50)	HDP local house
B. HDP Local	(400)	(300)	HDP local house
Development Area	(400)	(300)	HDP area house
Authorization Global	(50)	(50)	HDP coordinating nexus
C. Area Order Families 1 p/fam in each Reg'n/Met. in HDP area	(5-50)	--	Area House
D. Global Nexus Operations and Research	(5)	(5)	Bombay
	(25)	(5)	Brussels
	(150)	(5)	Chicago
	(5)	(5)	Hong Kong
	(5)	(5)	Nairobi
	(5)	(5)	Singapore
E. Global Houses (1 per house)	(100+)		NA.SA: CHI HK-TOK: HK EUR: BRUS SING-SID: SING AF: NAIR SUVA: NAME: OTHER:
TOTAL COPIES			

DOCUMENT DISTRIBUTION TOTALS

AREA			GLOBAL		
send to	# Documents		send to	# Documents	
	English	Trans		English	Trans
HDP Local House			Nexus Bombay		
			Nexus Brussels		
			Nexus Chicago		
HDP Area House			Nexus Hong Kong		
SPECIAL			Nexus Nairobi		
			Nexus Singapore		

CREATING IMPLEMENTARIES BATTLEPLAN

INTERNALIZING DOCUMENT COMPONENTS

Before the process of determining the implementaries begins, the auxiliary needs to familiarize itself with the newly created document. A full rationale for studying the document follows. In a seminar-like setting, it will be key to focus in on the contradiction and tactics sections by getting clear on the basic objective points of each and the intrinsic depth insight in each as it relates to community building. Such study can be initiated by the Consult Team, but would more likely be recommended to the summary prior as relevant collegium study over a period of time.

BUILDING IMPLEMENTARY TIMELINE

The writing of the timelined implementaries for actuating the projects tactics within the program arenas starts as soon as the auxiliary can be released from the document writing groups. This usually begins on Friday of the 3rd week when the English Edition of the document is being printed, and necessitates planning ahead by the teams to insure that other troops are in place to gun the English production and continued translation work. A minimum of one membrr of the team works ahead of time with the auxiliary priorship to familiarize them with the implementary writing procedures, the back up files which contain the paragraphs written by the consultants during Friday and Saturday of the Consult Week and build a realistic timeline for finishing the writing and production of the implementary paragraphs. The question of local community and local guardian participation in this work is also raised at this time, and invitations extended where appropriate. The Global Team member sets the context for the auxiliary during the first session of writing which is usually Friday evening. The procedures used are those laid out in the implementation manual (Chicago GRA S "76). Following the first session, the Team pulls out to leave the auxiliary priorship in charge, but is available through the weekend to serve as a consultant when needed.

CREATING A WEEKLY TIME-TASK CALENDAR

In order to insure the unified thrust of the project as a whole at the same time that all the programs are being initiated, it is important that the auxiliary create a weekly calendar that holds the aspects of its internal life and the program manual maneuvers within the community. This allows for a weekly review of the comprehensive and practical demands of the project and as both a symbol and a tool serves to remind the auxiliary of its decision. The Consult Team's week 3 checklist needs to include consideration of this item which it can handle in a number of ways depending on the local situation. An illustration of a typical weekly calendar is included later.

REPLICATION PHASING PLANS

In order to establish a common story and ground the role of the particular project in catalyzing social demonstration across a broader geographical area, a tentative replication strategy must be discerned. Often this is not immediately shared beyond the common mind of local ICA forces, but in other situations it is helpful to lay it out in some detail in the Epilogue section of the Summary Statement. The Consult Team's role is to inform the auxiliary of current replication thinking and to encourage them to do homework in this arena. The Actualization Phasing section of the Epilogue of the HDP document is a helpful tool for initiating this kind of discussion, some of which will need to take place early in week 3 in order to write sections of the Epilogue.

V.

THE DOCUMENT STUDY PLAN FOR LOCAL AUXILIARY

	PROLOGUE	VISION	CONTRADICTION	PROPOSALS	TACTICS	PROGRAMS	EPILOGUE
STUDY METHOD	Chart Whole	Read paragraph 1 carefully Skim other paragraphs	Read all Par. Fill out the Contradictions Content Chart	Study paragraph 1 Skim prose, Plate 3 and Plates 3A-F	Divide into small groups by paratactics Study assigned tactics listing subtactics for each on chart	-Divide into groups according to major divisions of Plate5 -Study P.1, PartV -Study P. 1, 2, & 3 or each assigned program	Divide into groups accord to sections of the Epilogue Chart the sections
TEACHING METHOD	Seminar Study	Art Form (Plate 1)	Corporate W/S of chart in relation to Plate 2 Add other illustrations	Art Form the sub proposals Chart (Plate 3)	-Workshop brood picture noting relationships -Focus on one paratactic to demonstrate interval relationships -B/S implementaries	Workshop -Images of program in operaton -Identify Components -What local expertise & organization is implied?	Seminar Study
FOCUS	Philosophical Presupposition (Section III)	The Operating Vision Chart (Plate 1)	* Key section The Underlying Contradictions Paragraphs	Sub proposals Chart	*Key section Plate 4 Key paratactic column	Relating components back to Plate 4 (tactics)	Replication Schemes
AIM	To ground the philosophy of community development	To illuminate operative vision held by the community prior to the consult	To ground the underlying contradictions and illustrate them out of own encounter with community.	To illustrate the proposals level of the method	To set context for comprehensive implementation	-To demonstrate the function of the programs in relation to local forces -To relate programs to tactics chart	To illustrate funding replication, forces, & support system strategies

Plate _____

THE CONTRADICTIONS CONTENT CHART - a study for grounding the Consult summary statement

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

INITIATION WEEK IMPLEMENTARIES PREPARATION

A team of 4 persons is needed on Wednesday and Thursday of the writing week to prepare all of the materials needed for the auxiliary (and any village people who have been recruited) to complete the implementaries process and quarter plan on Friday and Saturday. This team needs to have one auxiliary member from the programs group and one auxiliary from the tactics group. The other 2 persons can be anyone freed up from a writing task. The 2 auxiliary members need to do Task 1 (Plotting Subtactics); all other tasks can be done by anyone on the team. Check points can be arranged with a member of the Global Consult Team. Models for all charts and forms are in the Revised Implementation Handbook which can be gotten from a member of the Global Team.

Task 1: Plot the subtactics into program components. Create subtactics for any program component which has none. Number these additional subtactics from the last existing one.

Task 2: Build a wall-sized "Phasing Chart" like the model on page 396 Using the data from Task 1, fill in the subtactic numbers beside each component. The size of the chart depends on where the auxiliary will be working and what large wall is available there.

Task 3: Duplicate 200+ "Subtactic What Worksheets" (see page 394). These can be mimeod, zeroxed or printed. This data is gleaned from Forms (p. 309) created in Cons

Task 4: Create 200 "Subtactic Slips" about 1" x 2".

Task 5: Duplicate enough Program Component Charts (5a) for each member of the auxiliary and the Global Consult Team.

Task 6: Duplicate 2 copies of the tactics paragraphs which describe the subtactics and 2 copies of the subtactics charts.

Task 7: Create a file folder for each program.

Task 8: Prepare a sheet for each program listing the assigned subtactics. This is done by cutting up the duplicated subtactics charts and pasting them according to the plotting in Task 1. Put these sheets in the above folders.

Task 9: Collect all the subtactics folders. Create a file box which organizes the subtactics folders according to programs, with the Program Folders from Task 7 in front of all the subtactics folders assigned to that program.

Task 10: Collect the program back-up folders and place them behind the subtactics folders which are with each program.

Task 11: Create a light-weight warboard 5' x 8'; folding in the middle, if possible. Follow the design on page 398. Make pockets for each week which will hold several 3" x 5" cards.

Task 12: Duplicate 100 Maneuver What" worksheets.

Task 13: Create 800 "Maneuver What Cards", 3" x 5". This can be done by getting heavy-weight paper and making a stencil of several cards. After they are run on both sides, cut the cards apart.

Task 14: Prepare sheets on "Subtactic Plotting". Follow the design on page 401, Make these sheets sufficient enough to include 80 events.

Task 15: Prepare 4 sheets according to the design on page 402 on "Additional Maneuvers". Put on a long wall sheet and also make paper sheets for future filing.

Task 16: Prepare an annual calendar for wall decor that displays the national and regularly scheduled village events and holidays that are outside the Project but influence decisions about its timeline of events within the Project.

GRA Chicago 1977

ACTUATION PLANNING PROCEDURES

Implementing Handbook
Human Development Project

Task		2 YEAR TIMELINED IMPLEMENTARIES		PLANNING PROCEDURES QUARTERLY			
Session		1	2	3	4	5	6
Title		INITIAL WHATS	TWO-YEAR PHASING	PROJECT VISION	CURRENT CONTRADICTIONS	SIX-MONTH MANEUVERS	QUARTER TIMELINE
Time		Six Hours	Three Hours	Two Hours	Two Hours	Four Hours	Six Hours
Context		This step grounds & clarifies the total catalog of specific jobs to be done in the project. An initial set of implementaries will be created.	The purpose of this step is to organize project activities so that Phase 1 launches all programs & builds momentum throughout two years.	Creates a vision for implementation in 1st six months & to generate a list of immediate steps for launching project.	Discerns contradictions which are currently blocking realization of 6 mo. vision & illuminates arenas in which to act.	Calls for a new configuration of concrete actions. These maneuvers are community happenings which move on the swirled contradictions.	Involves creating a 13-wk battleplan for Quarter to bring off all maneuvers so that subtactics will be implemented through launching of all programs.
Steps	1	Review assigned back-up files	Write out 2-word cards on whats and subtactics	Review 26 week phasing chart	Brainstorm blocks by 5 vision parag's	Individually list 20 manvrs for 6 months	Brainstorm steps needed for ea. event
	2	Fill in basic data on what worksheets	Place cards on timeline	Brainstorm 6-month objectives	Group into swirls with 4-word names	Clump intuitively into 3 arenas	Record, fill out & post 3x5 cards
	3	Brainstorm whys, hows and whats	Consense on sequence over 2 yrs and title phases	Write paragraphs, read aloud, revise, polish & produce	Write paragphs by teams, read aloud, revise pol. & produce	Reflect as grp, combine & expand, plot by prgm & subtact	Review, consense on program grouping for assignments
Forms		Subtactic sentences, Consult back-up file what worksheets	1x2subtactic cards, 2-yr, timeline	5 Vision Paragraphs	5 to 7 Contradiction Paragraphs	2 yr. timeline chart, Sub-tactic charts	6 mo. warboard 3x5 cards, maneuvers worksheets

PROCEDURES

1. Initial What

INITIAL WHATS	TWO-YEAR PHASING	PROJECT VISION	CURRENT CONTRADICTION	SIX-MONTH MANEUVERS	QUARTER TIMELINE

CONTEXT

Fill out a Subtactic What Worksheet for each subtactic. This step in the implementary process grounds and clarifies the total catalog of specific jobs to be done in the project. These whats specify the sub-tactics created during the project consultation and give you an initial set of implementaries. These initial implementaries will be grist as the maneuvers are planned for each quarter of the 2-year project.

PROCEDURES

1. Quickly review subtactics plotting to consense on subtactics being plotted into the right programs. Assign the auxiliary to five teams and assign them two to four programs per team. Each program will have subtactics plotted into it on the 2-year Phasing Chart. A sub-tactic What worksheet is filled out for each subtactic (30-50 per team).
2. To fill out each worksheet each team will need the Tactics back-up files including the various drafts of sub-tactics sentences and the implementing models created by the consultants on Friday and Saturday of the Consult week.
3. As each file of subtactics is reviewed list out Why and How and What for each subtactic. As a team consense on the four Whats and underline two words that hold the action of each What.*
4. File the sub-tactic What worksheets in the two to four programs file folders provided.

TOTAL TIME

One six-hour session

MATERIALS

Carbon copy of final type sub-tactic sentences, Consult back-up files, Sub-tactic What Worksheets, one file folder per program.

*Write out a full phrase or sentence for each What. The phrase or sentence needs to be full enough to be able to hand the What Worksheet to someone else and he could do that what.

GRA Chicago 1977

SUB-TACTIC WHAT WORKSHEET

Program Name_____
Component Name_____

Sub-Tactic No._____Sentence:

In order to actuate_____ (Subtactic Title) we will:	Additional Notes (Who, Where, When)	So that: (why and how)
What 1:		
What 2:		
What 3:		
What 4:		

2. 2-Year Phasing

I IAL WHATS	2-YEAR PHASING	CURRENT VISION	PROJECT CONTRADICTIONS	6-MONTH MANEUVERS	QUARTER TIMELINE

ONTEXT

Build a two-year phasing chart for the sub-tactic Whats. The purpose of this step is to organize project activities so that Phase 1 launches all the programs and momentum builds throughout the two years of model community actualization. Since these first two sessions are meant to hold the wisdom of the Consult week as representing the consensus of the project and the community, the 2-year timeline is a touchstone throughout the two years.

ROCEDURES

1. Set context for 2-year timeline
   1. Read Section I: Actuation Phasing of the HDP document.
   2. In light of Auxiliary turning over the Project to the community after one year, plot subtactics accordingly, that is, most of the subtactics may need to be done in the first year.
   3. Add additional insights.
2. Using the completed sub-tactic What worksheets, the teams place the two-word holding phrases for each subtactic on cards (approximately 1x2). Include the sub-tactic number on each card.
3. As teams, place the 2-word subtactics cards on the two-year timeline with at least one subtactic card in the first quarter for each program component.
4. In plenary, walk through the sub-tactic sequences reading sample Whats. First, go through each Program (horizontally), in some cases by components, and check the sequence over the two years. Are these subtactics done quickly enough or too quickly? Are they spaced appropriately? Have the group consense to change the timing on any sub-tactics.
5. Secondly, go through the same sub-tactics by phases (vertically). Ask, what is being done in this phase? What kinds of activities? Give each phase a functional or descriptive name of 3 to 4 words. Then name the phases with imaginal titles.

OTAL TIME

One three-hour session

ATERIALS

1" x 2" What and Sub-tactics cards, 2-year timeline in 5 phases, completed Subtactic What Worksheets.

GRA Chicago 1977

2 YEAR PHASING CHART

Commun. Arena	Programs	Components	PROJECT PHASES / Qtr.	FIRST	SECOND			THIRD		FOURTH	
				I	II	III	IV	V	VI	VII	VIII
USE 3 OR 4											
MAJOR PROGRAM HOLDING CATEGOR-IES											

PROCEDURES

3. Project Vision

INITIAL WHATS	2-YEAR PHASING	CURRENT VISION	PROJECT CONTRADICTIONS	6-MONTH MANEUVERS	QUARTER TIMELINE
		▲			

CONTEXT

Create a vision for implementation in the first six months. The purpose of this step is to create a scenario of what the model village will be life at the end of the first six months of implementation, and to generate a list of immediate steps for launching the project on site.

PROCEDURES

1. Create a wall chart of 26 weeks (see page ___). Take tactics charts from 2-year phasing chart and plot into this chart. Working as a total group review this chart and note any sub-tactics and program components that are currently spinning in the activities of the village. Jot down any immediate reflections on where the hopes of the community are after the Consult.
2. Quickly brainstorm strategic objectives for the first six months by discussing what physical transformations need to occur, what economic and social marks need to be realized and what leadership skills need to be achieved by which leaders. Each individual writes down thirteen things that need to be done immediately to launch the actuation of the programs.
3. Divide into 5 teams. Assign teams 1 to 4 to pull together one paragraph each on physical transformations, economic marks, social marks and leadership skills. Assign team 5 to gestalt the individual lists of actualization steps into one list of 21 points.
4. Read aloud the four paragraphs and the gestalted list of actualization steps in plenary. Check over against the 2-year phasing chart to ensure no sub-tactics unnecessarily fall out of the paragraph data. Receive suggestions for revision and finalize the paragraphs into a scenario. Assign a production team to polish and type.

TOTAL TIME

One two-hour workshop

MATERIALS

2-Year Phasing Chart

GRA CHICAGO 1977

26 WEEK PHASING CHART

PROJECT PHASES / Community Arena / Major Programs	QUARTER I													QUARTER II											
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9	10	11	12	13

4. Current Contradictions

INITIAL WHATS	2-YEAR PHASING	CURRENT VISION	PROJECT CONTRADICTIONS	6-MONTH MANEUVERS	QUARTER TIMELINE

CONTEXT

Discern the contradictions which are currently blocking the realization of the six-month vision. The purpose of this step is to state the immediate objective realities that are calling for expenditure in order that the six-month vision will become reality.

PROCEDURES

1. With the whole group context what a contradiction is and illustrate examples of good contradictions. Then, divide into 5 teams, each one assigned to one of the 5 vision paragraphs. Each team will brainstorm blocks to implementing each aspect of this vision paragraph.
2. Group the blocks of all 5 teams on blackboard swirls into five to seven groups. Number each swirl and give four-word titles (first two words are the block, last two name the social arena). Divide into teams and assign each swirl to the teams.
3. Each team writes a paragraph, stating the underlying reality into which expenditure must be poured in order to unlock the situation. Follow the paragraph structure of:
    1. Social Arena
    2. Wave of History
    3. Description of Situation
    4. Passion: "If this is not done, then....."

This constitutes a statement of current contradictions. Be sure to include each item contained in the swirl.

4. Read the statements of contradictions aloud in plenary and revise as appropriate from the group discussion. This discussion is key to the consensus of the auxiliary so time should be taken to get corporate clarity and consensus. Assign a team to polish and type each paragraph.

TOTAL TIME

One two-hour session

MATERIALS

5 Vision Paragraphs

5, 6-MONTH MANEUVERS

INITIAL WHATS	2-YEAR PHASING	CURRENT VISION	PROJECT CONTRADICTIONS	6-MONTH MANEUVERS	QUARTER TIMELINE

CONTEXT

Brainstorm the events needed in the first six months. On the basis of these contradictions a new configuration of tactical actions is called for. These are maneuvers that are community happenings which move on the contradictions so that all programs are released into catalyzed operation. The events are swirls of sub-tactics that often cut across or combine program components.

PROCEDURES

1. In plenary recall major maneuvers that have catalyzed other HDP projects. Working as individuals list 20 events that need to be done in the first six months to move through the current contradictions.
2. In plenary send 3 people to the blackboard to list out 3 clumps of events. Ask for the events on the individuals' lists: ones that impact the most people, ones that involve the most people, the most impossible ones, the easiest ones and the least expensive ones. As the events are read off decide quickly and intuitively which of the 3 clumps the events fall into. Go through programs to see if all are covered. Have the clump scribes number the events as they write them on the board.
3. When maneuvers are all listed, reflect on them as a group. Combine any that obviously would be done as one maneuver. Any that look weak expand to a full maneuver, subsume with another maneuver or drop. When this is done, the maneuver for the first six months are considered named. Have the scribes renumber the maneuvers (one to 80) across the clumps.
4. Have two people check the comprehensiveness of the maneuvers. One person will take the total list of subtactics and plot them into the new maneuvers that have just been created (approx. 80). This should be done on an 8½x11 sheet for filing and also on a wall sheet to be reported to the whole group. All subtactics not readily plotted into maneuvers should be listed on another wall sheet and on sheets for filing in preparation for the plenary session to create new maneuvers. In the plenary, ask about any subtactics that will be done after this first 6 months. Is there any new event needed for this subtactic as pres for later? Ask of each subtactic whether it is actually covered indirectly or as a part of regular program operations. For any subtactic that is neither plotted nor for which a new maneuver has been created record comments on when and how this subtactic will be done. Create new events for any subtactic that will b e done or initiated in the first 6 months and give each maneuver a number, continuing on from the original maneuver numbering (such as 81 to 98).

TOTAL TIME

One four-hour session

MATERIALS

2-year timeline wall chart with column for the event #'s. A copy of the Subtactic Charts from the document; 2 wall sheets (plus filing), one for plotting subs into maneuvers and one for creating new maneuvers.

SUBTACTICS PLOTTING

_____ HDP

EVENTS		SUBTACTICS	EVENTS		SUBTACTICS
#	TITLES	NUMBERS	#	TITLES	NUMBERS

ADDITIONAL EVENTS

_____ HDP

SUBTACTIC		To be done after this 6 months	Already covered in other events/ programs	COMMENTS on when and how it will get done	NEW EVENTS		
#	TITLES				X	#	TITLES

PROCEDURES

6. Quarter Timeline

INITIAL WHATS	2 - YEAR PHASING	PROJECT VISION	CURRENT CONTRADICTIONS	6 - MONTH MANEUVERS	QUARTER TIMELINE

CONTEXT

Create a timeline for each event. The purpose of this step is to create a thirteen-week battleplan for the Quarter that shows how the maneuvers will be brought off that will implement all the necessary sub-tactics through the launching of all the programs.

PROCEDURES

1. Divide the Auxiliary into teams according to programs and give them the maneuvers that have been plotted into these programs. Each team should have 20 or more maneuvers and will fill out a Worksheet for each one, selecting 5 to 12 whats for each maneuver with two word titles.

2. Have each team place just each What title and its event number on a 3" x 5" card. The Auxiliary needs to plan to fill out each what card with who, where, how in weekly preparation sessions throughout the Quarter. Don't fill them all in now, just those that already have a solid date on them, for new data during implementation will give these cards more concretion--doing them now is too abstract an exercise. On the back of the card is an evaluation step done the week after the what has been done. Each team then places these cards on the Warboard.

3. In plenary the teams report by maneuvers and broadly by whats. Consense together on correct distribution of maneuvers over the next 6 months.

4. After reviewing the work load, decide best grouping of program components in order to assign Auxiliary forces for the Quarter. Assign guns and troops to teams for the Quarter. In a close-out session walk through the models for Stake and Guild formation and weekly implementary planning. Sessions 3 through 6 of these procedures are repeated quarterly.

TOTAL TIME

One four hour session

MATERIALS

Six-month warboard, 3" x 5" cards, maneuver Whats Worksheets, Implementary Handbooks.

GRA Chicago 1977

MANEUVER WHAT WORK SHEET

_____ HDP

Number_____ Maneuver_____ Program_____ Phase_____

BRAINSTORM	REFINEMENT QUESTIONS	SELECT 5 - 12
What must be done to bring off this maneuver? 7-15 items	Funding and Framing . how will the maneuver be paid for? . who will sponsor or give permission for the maneuver? . Who needs to be invited to participate or be a guest? Program Operations . What program functions will be started in bringing off this maneuver? . How will existing programs be involved in bringing off this maneuver? Leadership Formation . Who will be trained through this maneuver? . How will the maneuver train project leadership? Other . What preparations must preceed the maneuver?	

WARBOARD EVENT WHAT CARDS

FRONT

Maneuver No. Title	Qtr. Wk _____	Day _____
WHAT	WHO	
	WHERE	
	HOW	

BACK

EVALUATION
Done _____ Started _____ Undone _____
Benefits to Project : (What impact it had)
Do Next Time:

Week 3

KEYS TO RAPID VISIBLE ACTUATION

1. Form a task force on the day following the consult closing composed of as many auxiliary as possible, and as many guardians, consultants from other projects and ICA staff as are not needed in the writing.

2. Look at the subtactics lists from the teams and find 10-15 subtactics that could be visible signs within seven days. Also consider the announcements of actuation underway that were made at the closing plenary.

3. Recruit local residents to participate in the work (and participate in the implementary writing if they wish).

4. Use the resources of the village.

5. Inkind the materials needed. Use the contacts from national guardians developed during the consult and the inkinding done prior to the consult.

6. Write the standard development proposal using the document formula on the first day and get at least one person plus a villager out contacting companies for the needed money on the second day following the consult.

7. Organize a work day for the following weekend (Saturday or Sunday depending on the village work patterns) as an event that actualizes several subtactics and celebrate its closing with presentation of at least one document copy.

8. Building something massive and visible is key.

9. Actualize subtactics that deal with the most broadly expressed contradiction (ex: the fire truck in Lorn de L'Acadie, the footpath in Termine)

10. Actualize subtactics that deal with the village symbolic life or space design (ex: the flagpoles and sign in Lorne de L'Acadie, the newspaper in Delta Pace)

11. Write the implementaries and build the 2-year phasing chart for the project. This can be done with villagers.

12. At least one member of the global consult team needs to work with this task force during this week. The rubric is "Move It, Move It, Move It"!

13. Begin key subtactics in both the social and economic arenas (like the preschool and the community garden)

14. Hold guild meetings in all six arenas (Health, Education, Welfare, Commerce, Industry, Agriculture).

15. Do stake calling.

TWENTY-FOUR EMPIRICAL PRINCIPLES OF ACTUATION IN SOCIAL DEMONSTRATION

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

July, 1976
JWM

TWENTY-FOUR ACTUATION PRINCIPLES

Set I

1. To do a demonstration you do not need the funding you are after. You could use the money if it were there. But to do demonstration all you need is about one bowl of rice a day. Some of you meanwhile work your head off to get the funds, but you don't wait until you get money, you go in and do wonders.

2. The nod you get before the consult is sufficient authorization for beginning actuation. You may be scared, because you know every government we serve has a deep file on us. But once you've got the nod, you've got it until somebody takes it away and the evidence you still have is that you're still sitting there. So you don't sit paralyzed with fear, you trust that nod and actively go out to expand authorization. And here it is like the old stratagem of making a friend out of somebody by asking them to do something for you; tell the story, turn them on and make a practical request.

3. To get what funds, expertise, services, etc. you need in actuation, you cultivate and organize the access channels of the service agencies of that community and that nation. This goes for developing nations, too. The problem is not resorces but delivery systems and we are serving those governments to get them functioning because almost every nation has the funds, goods and services to do massive community development.

4. In actuating social demonstration you need to participate in the delivery system for goods, information, personnel and services we are building here. But the global repository is a two-way system. You've got to feed in everything you can get of practical human wisdom, not university knowledge, but the stored-up wisdom of local man which can be used someplace else.

Set II

1. We discovered this year in the social demonstrations our colleagues had very unclear ideas of how they were doing in terms of actuation. There is an objective checklist over which the auxiliary can grade itself. It is a checklist over against the programs. The consult textbook is the Bible--the only relevant handbook for that situation. How long to do t e program. How inclusive of the population is the program: Are all the programs done at once? These kinds of things....

2. You cannot check yourself if you don't do the implementaries. You must have a set of them. Then you've got to do them on your timeline. After that you have a checklist. The princple is that without the checklist, you do not have a chance. Then you must move it. not take 8 months to do one fine think, or do some great program which excludes 90% of the population.

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

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

Set III

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

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

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

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

Set IV

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

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

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

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

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

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

Set V

1. For profound change your only serious weapon is symbolism. We get so used to the things (decor, symbols in guild hall) in this room we forget that this is what keeps us capable of ever being tomorrow. What we are not today, because you just get soused to it. Those of you who first saw Maliwada remember the most god-aweful thing in the world was the little bus stop at the edge. It was terrible looking. Well now it is something to behold. It is something and depth profound change has taken place. Everybody in the state of Maharastra you bump up against has one question. How did you do it. How did you motivate the people? Well, how do you motivate people? It is very simple in a way, isn't it. It doesn't take much effort

2. We still don't understand the Xavierism symbol. Xavierism is doint the global from the local. It comes from the story of Xavier in Japan doing the Roman Catholic Church without any possibility of communication with Rome on what he should be doing. He grasped that wherever he was, was the whole globe. If you find a delimited universe to work in and think you can get it done in a hurry you're wrong - even an Indian reservation is the whole universe and there is no end to it. We are not out to realize any goals. We are out to get a process going which when it's going we can pull out.

3. Do all the programs at once. Now I'm not a cynic, I don't mean tokenism - an industry is an industry, not one catfish. It would obviously take a little time to figure out how to do all programs at once. I wouldn't let anybody out of the house until we had discovered how we were going to do all of the 168 tactics and all 16 programs at once. Then I'd build a battle-plan for every step so that at sun-up somebody could initiate any program in 15 minutes. If that included a sign on December 15 that said on January 1 at 12:01 the fish pond would be full of fish.

4. Evenly operate trans-rationally. That means you've got to think through to the detail every single thing you expect to accomplish then push the organization of these until you create art. Such an organizqtion has absolute steel in it relative to the "real" but is also so ordered that its a symbol. You can hold it in your head, and it moves you because of the layers of significance that are there. This trans-rationality is not a luxury, its crucial for without it you become paranoid.

Set VI

1. Only a religious order can do what we are doing. Never in history has this kind of change happened out side of a religious order. This represents depth courage in standing before the Mystery

2. Those who care is a far broader category than we realize. It's

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

3. Discipline ourselves that we are nothing - we cannot serve another and try to be someone at the same time. We are the ones sho remain nobodies. We're not after money, notoriety, credit or recognition. We try always to remain out of newspapers and journals for the sake of getting our job done. This is why we say no to publicity. But when the press comes to Town Meetings on its own you can't stop that. Something will happen but we are nobodies. There is a practical discipline in being nobodies, such as eating off the land.

4. Take care of yourself spiritually everyday, otherwise you have twice the burden the the second day. This is not an exercise to keep us religious. You can't endure in the mission without it. Find RS-I all over again and I don't mean RS-I as a course, I mean it as the way life is. If you don't you may not see your slip showing, but it shows.

LAUNCHING GUILDS

The local Project Guilds are key to involving all the residents in actuating all the programs. The momentum and motivity which builds during the Consult week sets the stage for planning the guild launch. The consult Team can be helpful in working with the auxiliary to schedule the first guild meetings in the community. A sample guild meeting format, along with a time-line and auxiliary formats (Implementary Handbook, 1977) could include the commissioning of the leadership, contexting the Global Band of Demonstrations distribution of documents and assigning program arena guilds.

V A LAUNCHING LOCAL FORCES

SAMPLE GUILD MEETING FORMAT

RATIONALE	INTRODUCTION	CONVERSATION	REPORTS	PLANNING	SENDOUT
EXAMPLES	COLLEGE	SEMINARY		SODALITY	
	SINGING ACC'T RITUAL	SPIRIT CONVERSATION GSD STUDY SPINS	IMAGINAL LOCAL and global GSD EVENTS	ISSUE BRAINSTORM ISSUE WORKSHOP WEEK GUILD STRATEGIES CROSS GUILD PLANNING (commissions-economic and social)	Reports Assignments Singing Ritual

MHDP Majuro	STAKE MEETING	Quarter IV Week 13 1975-76

		Mat'ls
SONG	"IRON MAN"	song sheet
CONV.	LIFE METHODS 1. Where have you seen people making plans lately? 2. In the past--how was planning carried out within the community? 3. What are the key parts in planning? 4. How does your participation in planning affect the future of Majuro?	
STUDY	SMALL IS BEAUTIFUL --"Give a man a fish. . . " (have someone read the paragraph from the group)	on song sheet
WORK-SHOP	QUARTER PLANNING CONTEXT: 1). Everyone knows today that what they do affects what happens in the future. 2). The Yellow Book was long range planning "Lets look at what we want to see happen in the Next Quarter (13 weeks)." 1. If you were making a report to the DISTAD, how would you finish "WHAT IF _____." 2. Which of these could be done next quarter? (locate some on the 13 week t/l) 3. What particular signs of corporate CARE are needed in our Stake in the next quarter? How often do we need to work on these signs? "LETS BROOD ON THESE AND FINISH OUR PLANNING NEXT WEEK." 4. How are we different by having worked last Saturday and our planning tonight?	t/l form
SEND OUT	ANNOUNCEMENTS: RITUAL L. WE GO TO BUILD THE MARSHALLS FOR THE WORLD C. WE BUILD IT WITH OUR POWER L. RIGHT C. RIGHT	

OPENING: Songs
Accountability/Absolution (by wards)
Ritual

CONVERSATION: Local Community

Context: Paint a verbal picture of a community in which you have lived. The emphasis in on local community--a geographical entity, not on social or ethnic communities.

Objective:

1. What Marathi word would you use for "local community"?
2. What pictures of local community come to your mind?

Reflective:

3. What are some stories you've seen or heard about events that portrayed the particular qualities of local community? (Give an example).
4. When have you been personally involved in such an event?

Interpretive:

5. What are the qualities of local community?
6. What is its function in the larger society? (state or nation)
7. How are local communities changing today?

Decisional:

8. What does the new role or function of the local community in the larger society need to be?

WORKSHOP: According to stake timeline.

CLOSING: Announcements
Send Out
Ritual

MHDP MAJURO	GUILD MEETING	QUARTER IV 1975-76
SONG	NEW DAY	
RITES	Alele, Farm, Sawmill, Breadfruit Tree, TASC, MPRC	
CONV.	CONTEXT: REVIEW WORLD GRID BY HOLDING UP SHAPES AND IDENTIFYING AND PLACING ON WALL IN ITS PROPER POCITION. South: 1. What are the 3 continents in the south? 2. What nations are located in the south? 3. What events are taking place? 4. What are they struggling with? 5. What is their gift to the world?	
REPORTS	1) income 2) total up	
WORKSHOP	CONTEXT: NEEDS ARE OBJECTIVE AND ENABLE A NEW LEAP. 1) What major equipment does each guild need that will enable a new leap? (list on board) 2) What 3 minor pieces of equipment would release new productivity? (list on board) 3) What are ways a small industry could begin to acquire these? --sources --implications	
SEND OUT		

MARSHALLS HUMAN DEVELOPMENT PROJECT

GUILD RITUALS

ALELE RITUAL

Traditional Skills

Alele

Quality Baskets

Alele

Feminine Power

Alele

Gifts to the World

Alele-Alele-Alele

TASC RITUAL

Our Task is Clear

We Move as a Team

(Repeat 3 times)

MPRC RITUAL

These Hands

Work Hard

These Hands

Build the Marshalls

These Hands

Decide the Future

SAWMILL RITUAL

We are the Sawmillers

We cut the trees

That make the lumber

That made the houses

That build the Marshalls

For the world.

PRESCHOOL RITUAL

We are the teachers of the Marshalls,
right?

Right!

We will share our skills with all the islands,
right?

Right!

We will shape the future of the globe,
right?

Right!

FARM RITUAL

We grow local food

We feed local people

Right?

Right!

BREADFRUIT TREE RITUAL

Yokwe

Yokwe

We are the Chipmakers

We are the Chipmakers

We are the Weavers

We are the Weavers

We are the Tailors

We are the Tailors

We buy local products

We buy local products

We sell local products

We sell local products

Let us go to build the Marshalls

for the world.

Right!

Lecture /Short Courses

Stake/Guild System PSU (Auxiliary)

MARSHALLS HUMAN DEVELOPMENT PROJECT

Qtr. IV

1975-76

GLOBAL HUMAN DEVELOPMENT		THE THIRD TIME		LOCAL ECONOMICS		COMMUNITY DEVELOPMENT	
Philosophy	Dynamic	Three Times	Ancient	Small is Beautiful	Old Images	Undergirding Principles	De-limited Area
	The 24		Foreign Impact		Inappropriate Answers		All Problems/ All Ages
	Replication		New People		New Economics		Depth Issue
	New Society		Present		New Decision		Power of Symbol
Local Man	Resurgence	Heritage	Navigators	A Developing Economy	Separate Economy	Actualizing Forms	Community Organization
	Social Vision		Assigned Roles		Local Products		Stakes
	Motivity		Social Care		Local Consumption		Guilds
	Leadership		Stories		Local Labor		Congress
Principles	Social/Economic	Diamond	The Symbol	Revolution'y Economic Principles	Import/Export Ratio	Futuric Methods	Gridding
	Private/Public		Crossroads		Retained Dollars		Imaginal Methods
	Int'l/Ext'l.		Resources		Increased Capital		Social Methods
	Local/Univ'l		Recovered Space		Rapid Turnover		Intellectual Methods
TWC	Consult I	Third Time	Gifts of Past	Role of Work	Every Man	Sustaining Motivity	Humanizing Structure
	Signs Implemented		New Structures		Comprehensive Training		Community Dynamic
	Consult II		Global Gifts		Small Industry		Common Story
	Intensification		New Story		Corp. Power		Corp. Power

MHDP

MALIWADA — GUILD LEADERS MEETING — (Friday night)

Time	Structure	Content	Assignment
8:00	Singing Ritual: Account-ability Absolu'n	Bharat ke gaon agay Bharengay Maliwada uska chinna haiz Let the 6 guilds of Maliwada account for their presence at this meeting:	
8:10	Conver-sation	Reflection on methodology	
8:20	Study Reflec'n	Social Demonstration Project	
8:35	Workshop Reflec'n	Current Issue	
8:55 9:00	Announce-ments Sendout		

MHDP

Majuro

COMMUNITY QUARTER PLANNING

PLANNING FORMAT AND COMMUNITY PLANBOOK LAYOUT

MHDP Majuro — PLANNING SESSION 1 — QTR. IV	
OPENING	Songs Guild Rituals Meal
PLANNING	Accomplomat Conversation --Accomplishment of the past quarter Challenges Listing --List of what the future holds for the next quarter Proposals Gestalt --Gestalt of Quarter 1 Proposals by Guilds Plenary -- Report by each guild of its proposals --Timeline projection
CLOSE	Announcements Send Out Ritual

COVER	page 1 PLANNING SESSION		MHDP page 2 16 PROGRAMS CHART	page 3 SONG SHEETS
MHDP QTR. I 1976-77 PLANBOOK	OPEN			
	PLANNING			
	CLOSI			

page 4 WORKSHEET	page 5 WORKSHEET	page 6 WORKSHEET	page 7 QTR. TIMELINE WORKSHEET
ACCOMPLOMAT	CHALLENGES	PROPOSALS	

/MHDP

QUARTER I

Majuro

FIRST COMMUNITY CONGRESS FORMAT

1976-77

I	II			III
GREETINGS Andrew Bilimon	REPORTS FROM GUILDS	Alele	Report/Song	FEAST
		Sawmill	"	
		Landfarm	"	
		Breadfruit Tree	"	
		Bako	"	
		Merchandising	"	
		Multi-Purpose Repair Center	"	
		Pre-School	"	
SONGS AND CONTEXT Walkup Silk George Holcombe	STAKE CALL		Signal Event	ENTERTAINMENT
		Stake A	"	
		Stake B	"	
		Stake C	"	
		Stake D	"	
		Stake E	"	
GUILD RITUALS	RESPONSES	Family	All	SEND OUT
		The Islands	The World	

MHDP

MALIWADA

COMMUNITY MEETING CONSTRUCT (Saturday morning)

Time	Structure	Content	Assignment
8:00	Singing Ritual Accountability Absolution	Bharat ke ghar aaugay bhadengay Maliwada Uska Chinha Let the 6 guilds of Maliwada account for their presence at this meeting:	
8:10	Reports	Farmers Builders Traders Teachers Doctors Ambassadors	
8:28	Singing to receive & celebrate reports		
8:30	Guest Speaker		
8:45	Announce-ments by guilds		
8:55	Send Out Ritual		

URBAN-RURAL COMPARISON: THE HUMAN DEVELOPMENT PROJECT
CONTEXTUAL STATEMENT

Four out of the original 24 social demonstrations are urban. They are: Fifth City, Kreu zberg Ost, Ivy City, Isle of Dogs. Given this fact it is helpful relative to the plentiful wisdom obtained from rural type demonstrations to illuminate unique aspects of the urban demonstration in anticipation of acceleration teams and treks facing intensive operation in this area and the possibility of new project launches. It must first be stated that urban demonstration is in the first instance universal with all other Human Development Projects. It was discovered that in order to deal with uniquenesses and subtle nuances a comparison was necessary in order to get clarity on critical adaptations. What was obvious from the comparison is that the urban is a more consciously knowledgable arena. Data was obtained from a sampling of the urban and rural auxiliaries, as well as local residents of the Human Development Projects, and is by no means exhaustive. Some of the more helpful were selected for corporate sharing. Further data and wisdom will be obtained on the otherside of immersion. For point of reference, at least one of the 4 urban demonstrations, Fifth City, is a form of laboratory and testing ground and has the longest history of operation. The first urban replication done was Isle of Dogs. All 4 urban demonstrations will serve as a model for further demonstrations in the urban setting. Fifth City, as the mother, faces the issue within this next year of what it means to "move out" of a demonstration, and in this light will probably be the prototype for acceleration regarding other urban projects. It is the above screen that calls for sensitive filtering of insights that will give speedier development and solidity to the task of global social demonstration and is therefore presented as a working guideline and testimony.

TASK FORCE N

URBAN-RURAL COMPARISON: THE HUMAN DEVELOPMENT PROJECT

THE URBAN DEMONSTRATION

-urban demonstrations create or raise up an identity
-urban demonstrations are learning to use small plots of land with appropriate technology
-property and livelihood are not always synonomous
-education is a formal structure usually out of the hands of the extended family
-phases and their role and engagement are hazy and ambiguous
-easy accessibility to the market; although highly complex
-female participation is changing and expansive
-homes are diversely rented, mortgaged or leased as well as owned
-class distinction and racial barriers are forced away from the support of structures and institutions
-inkind is more accessible and compensates for lack of capital
-codes and licensing requirements make economic development more difficult
-dealing with nutrition is much more difficult because of the powerful imagery of Madison Ave. in relation to junk food.
-land and buildings are generally owned by someone unrelated to the community requiring large amounts of capital for purchase
-the suburban influx back into the city makes neighborhood stabilization extremely difficult
-the need for practical skills related to competing on the job market in a technological society is sensed as a desparate need
-third generation welfare mindset and crippling stereotypes make it difficult to break the cycle
-the family crises is deeply felt often resulting in deep hostility relative to male-female co-partnership in almost anything, much less community building
-the fad of non-committment amidst late phase I and phase II men and women leaves the community without an energetic work force

THE VILLAGE DEMONSTRATION

-villages come to social demonstration with an identity
-village demonstrations are familiar with the small concept relative to land use
-property and livelihood are normally synonomous
-education is influenced and largely fostered by the extended family
-phases and their role and engagement are usually defined and held together by tradition
-difficult accessibility to the market
-females participate in the more traditional engagement heavily
-homes are by and large owned
-systems of class distinction are more rigid and are supported as structures
-clean water, pathways, sanitation and space unorderliness are the biggest problems
-extended family relationships demand personal relationship
-community consensus is best dealt with thru traditional, informal and political leaders
-underemployment is more important than the crime rate
-very high rate of illiteracy due to low appreciation towards education
-government programs are available if know-how is demonstrated to use them
-telephone communications are a key link to change
-reliance on "do it yourself"equipment
-auxiliary deprivation is intense
-the community operates out of the "gathered" image
-in a small community personal relationships are key
-transportation and communication are large costs
-it is easier to see that the project is the total community life
-it is difficult to draw services into the village when they are provided for the whole area in the nearest town
-agriculture is sometimes imaged as an inferior activity
-utility delivery when timelined by the government cannot always be speeded up

TASK FORCE N

URBAN-RURAL COMPARISON: THE HUMAN DEVELOPMENT PROJECT

THE URBAN DEMONSTRATION

-the community operates out of the "scattered" image due to fear of crime and overwhelming diverseness
-legal requirements do not insure functional literacy
-technique of visibility is key
-danger of going native is more subtle
-it is highly difficult to get away with breaking/skirting legal requirements
-efficient networks of information and data are available and widely used
-community organizations and clubs are numerous within the urban location, with different levels as well as ranges of power
-the system of welfare is more benevolent and intricate
-rehabilitation of business buildings and housing space is a viable option
-there is a multiplicity of wasted space
-governmental and organizational liberalism is widely operable
-government is highly stable
-in most urban situations the "community" is difficult to define
-the issure relative to services is organizational access
-urban demonstrations more or less avoid creation of formalized polity structures and emphasize dynamics
-local technolgical expertise is abundant; urban agrarian expertise not easily discernible and usually ignored
-the issue of replication has to deal with the nuances of urban geography and sociality

THE VILLAGE DEMONSTRATION

-legal requirements are easier to get around relative to acceleration
-the community "grapevine" is more hidden and closed
-village aid is complicated by virtue of numbers and scope and influence of the national government
-government is subject to more rapid change
-the issue relative to services is their creation
-formal structures such as guilds and commissions are relied upon
-local technological expertise is scarce
-environmental upkeep is usually "do it yourself"
-objective outside presence relative to expertise is usually welcomed
-occupations are by and large performed within the bounds of the community
-replication can be done by village

INITIAL FUNDING

In launching a Human Development Project it has been found that the month immediately following the consult is a key time to allow corporations and foundations to participate in the Project through funding. Both funds and inkind are needed for the rapid visible actuation of subtactics. The auxilary and villager assigned to make development calls experience the need to win. A specific amount of money for each week, appointments to the corporations and foundations within three hours of the project (who have often heard of the Consult event), specific proposal tools and the indicative demand the developers experience are the ingredients for getting the funds.

The rapid set-up of a system for quickly getting proposals for cash, merchandise and services into the hands of prospective donors is a desperate need. The Consult Document can be a resource at this time, not simply to show to prospective donors, but for proposal writing as well. The enclosed basic proposal was created by combining selected document paragraphs. In addition to this basic proposal, used in all requests, reprints of program descriptions and budgets should be attached for specific donors. Further paragraphs or sentences can be added at the end to specify single-program proposals or to include specific requests in the form proposal. If the proposal is printed, additions can be typed directly onto the last page. If the attached proposal were used without additions, requests would be made in its cover letter. The proposal was created as follows:

Para. 1 BACKGROUND	Para. 2 CONSULTANTS	Para. 3 PROJECT	Para. 4 METHOD	Para. 5 REPLICATION	Para. 6 FUNDING
Prolegomena Section I Paragraph 1	Prolegomena Section II Paragraph 1&2	Actuating Programs (V) Introduction Paragraph 3	Epilogue Section VI Paragraph 2&3	Epilogue Section V Paragraph 1	Epilogue Section II Paragraph 1
In the Consult Document, this paragraph is entitled:					
"_HDP"	"Agent" and "Origin"	"Results"	"Staff" and "Support"	"Local"	"Funding"
This paragraph responds to the question:					
What is this project?	Who are you & how did you get here?	What is the project doing?	How does it work?	What difference does one village make?	How do you fund this project?

The Guardian Network

The local and global guardian network relations which will support the project must be launched before the Consult Team leaves. This usually takes the form of a meeting with the consultant guardians shortly after the Consult in order to find ways for them to continue participation in the project in the form of either financial of through the expertise of them or the specific immediate support possibilities of the Consult Team should be part of the brooding of the Consult Team duting the week of document production. This is a way of building a global network through the Social Demonstration band and allows for the expansion of the guardian net through contact with their colleagues.

LORNE DE L'ACADIE HUMAN DEVELOPMENT PROJECT

BACKGROUND

The Lorne de l'Acadie Human Development Project was the initial step in a comprehensive development demonstration project in Canada. The Project name, Lorne de l'Acadie, is derived from the location of the village of Lorne in the Acadian region of New Brunswick. The project began through a cooperative effort of village leadership in conjunction with the Institute of Cultural Affairs and deals with both social and economic problems in a comprehensive development programme. The intention is to establish a commercial and industrial base by tapping existing village resources, to provide viable social structures and services now lacking and to enhance citizen involvement through training and engagement programmes. The Project is seen as a pilot programme whose methods can be repeated in other communities.

CONSULTANTS

Since 1968 the Institute of Cultural Affairs has been working in Canada with people concerned with the revitalization of local communities. The Institute of Cultural Affairs is an international research, training and demonstration group concerned with the human factor in world development. The Institute, convinced that effective human development must be initiated at the local level, is engaged in planning and implementing community development projects in 24 locations around the world. It grew from a programme branch of the Ecumenical Institute and is now federally incorporated as a nonprofit corporation. The Institute has headquarters in Brussels, Bombay, Chicago, Canberra, Hong Kong and Nairobi. In addition, there are ICA offices in more than 100 major cities serving 25 nations. The Institute's programmes around the world are supported by grants, gifts and contributions from government departments and agencies at the federal, provincial and municipal levels and from private foundations, corporations, trusts and concerned individuals.

PROJECT

The Lorne de l'Acadie Human Development Project is a comprehensive effort in four ways. First, it is designed to develop the total social and economic life of the village. Second, it works to meet the total development needs of all of the citizens of Lorne. Third, the project seeks to address, in this pilot community, the whole problem of village development across the nation, giving impetus to the long-standing priority development status accorded to northern New Brunswick regionally and nationally. Finally, the project's fourteen actuating programmes provide a coordinated system of practical renewal activities. Five of these programmes foster economic development in the village in the arenas of resource utilization and business extension. Five others include programmes in well-being and engagement which are focussed toward the social development of the people of Lorne. The remaining four programmes deal with community cohesion. In the broad, the Lorne de l'Acadie Human Development Project is designed to enable the village to effectively participate in the economic and social structures of the region, the province, the nation and the globe. Economically, this means creating self-sufficiency in the village. In the social arena, a major objective is to develop a practical sense of cooperation among the villagers. Further, it is expected that the Lorne de l'Acadie Human Development Project will rapidly become a sign of authentic opportunity for development efforts across Canada.

METHOD

The Institute of Cultural Affairs is providing an initial auxiliary staff of nine people to live in Lorne. Their task is to oversee project implementation during the initiation phase. As a group, they possess diversified expertise sufficient to activate all fourteen programmes within the Project's first year of operation. Local people work closely with these auxiliaries in all activities, thereby assuring that practical training will occur continuously. At the end of four years, auxiliary staff will have been phased out completely and their roles assumed by highly skilled local leadership. A similar phasing design is used to ensure that the financing capacity of the community will increase as time passes. The program budgets call for more than 50% of all the anticipated outside capital funding to be obtained in the first year. About 40% of the total is required the second year and less than 10% the third. This design reflects the increasing capacity of the community to be self-sustaining through its industrial, agricultural and commercial development and through the marketability of the practical skills obtained by Lorne residents.

EPLICATION

Lorne de l'Acadie is intended to be a sign which could catalyze social and economic development among rural villages within New Brunswick, across the Maritimes and perhaps even throughout Canada. Four principles of operation are necessary for such catalysis to actually occur. First, people within the nation must be able to see rapid transformation of a difficult situation as it is developed. This means that the first step in replication is to develop the model village quickly, where transformation is dramatic. Second, the key to ongoing community development is to train local leadership to use practical methods which allow them to lead community residents in creating and carrying out a comprehensive village plan. Third, training must be provided on how to discern the creative use of local resources and materials to develop the community economically and socially. Such training is essential if development is to occur in diverse community situations. Finally, local residents need to be trained and encouraged to serve specified periods of time as consultants to other villages. Lorne can become a demonstration of effective development in a situation many would deem impossible--in the midst of poverty, isolated from urban services--which means it has great potential for dramatic impact.

FUNDING

A comprehensive funding plan is required for social demonstration. While the community must move as quickly as possible to assume responsibility for the cost of its development, outside financial leverage is necessary to build momentum. The phasing would initially rely on private sources until actualized programmes can call forth funds from the public sector. However, the project requires direct assistance from both public and private sources in the form of grants, long-term loans at favourable rates, lines of credit and in-kind contributions of goods, services, time and facilities. It is crucial to continue delivery of existing services, while new external resources are brought immediately to the service of the community and maintained only for the period of time necessary for generation of local economic activity. We are inviting financial support from concerned individuals and the business community as a demonstration of confidence in the nation's future.

DELTA PACE HUMAN DEVELOPMENT PROJECT

BACKGROUND

The Delta Pace Human Development Consultation was the initial step in a comprehensive development project in rural Mississippi. The name Delta Pace indicates the project's intent to serve as a demonstration of the renewal that is possible across the Mississippi Delta and in similar small towns across the world. Delta Pace is 12 miles east of the Mississippi Riverand 100 miles south of Memphis, Tennessee, near Cleveland, Mississippi. The project deals with both social and economic problems in a comprehensive development program. It was begun through the cooperative efforts of community leadership and the Institute of Cultural Affairs. The intention is to recover a viable economic base and to involve the creative potential of Delta Pace residents in establishing structures and services which ensure inclusive care and encourage fuller citizen involvement in all aspects of community life. The project is viewed as a pilot program, the methods of which can be replicated in similar rural towns throughout the South and across the nation.

CONSULTANTS

The Institute of Cultural Affairs is an intra-global research, training and demonstration group concerned with the human factor in world development. It is a program branch of the Ecumenical Institute and is incorporated in the State of Illinois as a not-for-profit corporation. The Institute has headquarters in Brussels, Bombay, Canberra, Chicago, Hong Kong and Nairobi. In addition, there are ICA offices in more than 100 major cities serving 23 nations. The Institute's programs around the world are supported by grants, gifts and contributions from government departments and agencies on the federal, state and municipal levels and from private foundations, corporations, trusts and concerned individuals. Since the early sixties, the staff of the Institute of Cultural Affairs has been working in Mississippi with people who are concerned about the revitalization of local community life. By 1968 an office was located in Atlanta, which afforded frequent, short-term training and consultation programs in Mississippi. Offices established in New Orleans in 1970 and in Memphis in 1972 intensified Institute activity across the South. In the past year, three one-day community forums (Town Meetings) were held in Jackson and another in Clarksdale. These meetings sparked an interest in full scale demonstration of rural socio-economic development. After a thorough search for an appropriate site, Pace was selected. Following consultation with the leadership and citizens of the community, the Institute was invited to initiate the project here. Staff took up residence in town in January, 1977, and began preparation for the Consult with a Pace Town Meeting at which plans were made for the new project.

PROJECT

The Delta Pace Human Development Project is a comprehensive effort in four ways. First, it is designed to develop the total economic and social life of the town. Second, it works to meet the development needs of all of the residents of Delta Pace. Third, the Project seeks to address, in this pilot community, the whole problem of rural renewal across the country. Finally, the Project's fourteen actuating programs provide a coordinated system of reformulation

activities. Five programs aim to stimulate the social effectiveness of the citizens of Delta Pace by enabling their physical well-being and full education. Another four programs intend to develop community cohesion by providing a more attractive community and youth and elder activities. Finally, five programs promote economic self-reliance in Delta Pace through intensifying commerce, industry and agriculture.

METHOD

The Institute of Cultural Affairs provides services necessary to support the work of the Delta Pace Human Development Project in the coming year. This means assigning staff to serve as the project auxiliary. The skill and experience of the auxiliary will be intensified by a systematic exchange of information with staff and local participants in Human Development Projects around the world. The Institute also stands ready to assist community leadership in procuring funds and inkind contributions for program enablement. The funding objective of the coming year is to establish an initiating base of support for the Project. At the end of two years, auxiliary staff will have been phased out and their roles assumed by highly skilled local leadership. A similar phasing design is used to ensure that the financing capacity of the community will increase as time passes.

REPLICATION

The Delta Pace Human Development Project is a pilot venture in the socio-economic development of a rural community. Replication of the project would involve several steps. One would be the systematic sharing of the Project in other rural communities through speaking engagements by Pace citizens and auxiliary staff. Visitation programs would be devised whereby leaders and residents of other communities would visit Pace. Local Town Meetings would be sponsored to allow other communities to plan their town's future. A Training School would be conducted to train several leaders at once. Finally, a consult similar to the one held in Delta Pace would be initiated in such towns in consultation with the Institute of Cultural Affairs and Pace residents.

FUNDING

A comprehensive funding plan is required for social demonstration. While the community must move as quickly as possible to assume responsibility for the cost of its development, outside financial leverage is needed to build momentum. The phasing would initially rely on private sources until actualizing programs can call forth funds from the public sector. However, the Project requires direct assistance from both public and private sources in the form of grants, long-term loans at favorable rates, lines of credit and inkind contributions of goods, services, time and facilities. It is important to continue existing services and programs, while new external resources are brought immediately to the service of the community and maintained only for the period of time necessary to generate local economic activity. We are inviting financial support from the business community for the Delta Pace Human Development Project as a demonstration of confidence in the future of the United States--not just its urban centers, but its small towns and rural areas as well.

April
1976

GLOBAL SOCIAL DEMONSTRATION PROJECTS: EXPERIMENTAL TACTICAL SYSTEM FOR REPLICATION

showing the phasing from the demonstration village through 25,000 villages in the 25 districts of the state with the focus on phase two

Maharastra State, India

ICA
consultants

PHASES / FISCAL YEAR		FIRST QUARTER			SECOND QUARTER			THIRD QUARTER			FOURTH QUARTER			FISCAL YEAR / TACTICS	
		april	may	june	july	august	september	october	november	december	january	february	march		
PHASE ONE building the demonstration village 5 villages		MALIWADA village 1			villages 2-5									Villages Trek	
						villages 2-5								Maliwada Visit	
							villages 2-5							Town Meeting	FY
								School I 200 trainees			School II 200 trainees			Training School	76-77
										200 interns	200 interns	200 interns	400 interns	Internship	
										village 2	village 3	village 4	village 5	Consultation	
PHASE TWO building the replication system	PART I district pilots 25 villages	villages 5-10			villages 11-15			villages 16-20			villages 21-25			Villages Trek	
			villages 6-10			villages 11-15			villages 16-20			villages 21-15		Maliwada Visit	
				villages 6-10			villages 11-15			villages 16-20			villages 21-25	Town Meeting	FY
		School III 200 trainees			School IV 400 trainees			School V 400 trainees			School VI 400 trainees			Training School	77-78
		200	200	400	200	200	600	400	400	800	400	400	800	Internship	
							villages 6-7	villages 8-9	villages 10-11	villages 12-13	villages 14-15	villages 16-17	villages 18-19	Consultation	
	PART II state network 250 villages	villages 26-35	villages 36-45	villages 46-55	villages 56-75	villages 76-95	villages 96-105	villages 106-135	villages 136-165	villages 166-195	villages 196-225	villages 226-240	villages 241-250	Villages Trek	
			villages 26-35	villages 36-45	villages 46-55	villages 56-75	villages 76-95	villages 96-105	villages 106-135	villages 136-165	villages 166-195	villages 196-225	villages 226-140	Maliwada Visit	
				villages 26-35	villages 36-45	villages 46-55	villages 56-75	villages 76-95	villages 96-105	villages 106-135	villages 136-165	villages 166-195	villages 196-225	Town Meeting	FY
		School VII 800 trainees			School VIII 800 trainees			School IX 800 trainees			School X 800 trainees			Training School	78-79
		800	800	1600	800	800	1600	800	800	1600	800	800	1600	Internship	
		villages 20-21	villages 22-23	villages 24-25	villages 26-35	villages 36-45	villages 46-55	villages 56-75	villages 76-95	villages 96-105	villages 106-135	villages 136-165	villages 166-195	Consultation	
PHASE THREE nava gram prayas	PART I all district advance	2500 villages rationally spread through the 25 districts												repeat above steps	FY
	PART II state-wide campaign	25,000 villages rationally spread through the 25 districts													79-84

GRA: CHICAGO
TASK FORCE N

GLOBAL SOCIAL DEMONSTRATION - REPLICATION SCHEMES

JULY
1977

FIELD MANUEVERS FOR REPLICATION IN MAHARASHTRA

I ECONOMIC		II SOCIAL		III PHASING		IV AUTHORIZATION	
A. ECONOMIC REALITIES	1 COMMERCIAL CENTER PROXIMITY	C. CULTURAL DYNAMICS	9 ABORIFINAL TRIBAL PRESENCE	E. GENERAL CONCERNS	19 SIX MONTH MATURATION	G. PUBLIC/ PRIVATE	31 USING PRESENT POWER
	2 BASIC SUPPORT STRUCTURES		10 UNSCHEDULED CASTES REPRESENTED		20 VILLAGE CLUSTER CREATION		32 SEEKING COLLECTORS RECOMMENDATIONS
	3 AVAILABLE PUBLIC TRANSPORTATION		11 COMPREHENSIVE CULTURAL REPRESENTATION		21 GLOBAL MODEL ADHERENCE		33 EXPRESSED SPECIAL INTEREST
	4 POTENTIAL RESOURCE DEVELOPMENT		12 SIGNIFICANT HISTORICAL SITES		22 ANTICIPATED PLAN ACCELERATED		34 UTILIZING INFLUENTIAL PRESENCE
			13 CULTURAL CENTER PROXIMITY		23 DESIRED VILLAGE DIVERSITY 24. URBAN RURAL STRAT.		
B. ENVIRONMENTAL CONTEXT	5 HIGH VISIBILITY LOCATION	D. HUMAN IMPACT	14 MANAGEABLE SIZE VILLAGE	F. PHASE ONE 0-25	29. RESIDENT STAFF REQUIREMENT / 30. TIMELY FINAL SELECTION	H. AVOIDANCES/ WARNINGS	35 POTENTIALLY DIVISSIVE ARENAS
	6 RATIONAL GEOGRAPHIC COVERAGE		15 BROAD POPULATION IMPACT		25 LOCATING EFFECTIVE CO-ORDINATION		36 COMPETEING PROJECTS PROXIMITY
	7 FOCUSED GEOGRAPHIC IMPACT		16 MOST UNDERDEVELOPED AREA		26 SHOW PIECE CREATION		37 RECENT DIASTER ARENAS
	8 OTHER PROJECTS AFFIRMATION		17 EVIDENT LEADERSHIP POTENTIAL		27 DEMONSTRATION VILLAGE ACCESSIBILITY		38 ENCOUNTERING HOSTILE AURA
			18 GOVERNMENT CENTER PROXIMITY		28 BASIC DISTINCT UNIT		

AUXILIARY
PRIORSHIP

Before the Consult Team leaves it is important that they enable the local auxiliary to acknowledge and affirm the symbolic leadership of the catalytic core. In some cases this involves simply lending support and publicly honoring the assigned priorship. This can be done in a number of ways, both formally and informally. Often, however, it involves giving permission to an indigenous auxiliary family to see itself as the emerging priorship of the project. The importance of enabling such a family to self-consciously mark the beginning of its journey toward assuming full responsibility for an auxiliary priorship is related to (1 the need for the rapid training of replication priorship and (2 the crucial liason role a national family can play between the non-national auxiliary and the local residents.

Often it becomes clear early in the work of the Global Task Force that a particular family has been identified by the community as its respected leader among the auxiliary. Such indication in conjunction with the Teams' reflection of a family's potential and operating ability to move the project on all levels of engagement are clues for the Team in making recommendations to the assigned priorship relative to particular training necessary for the leadership development of the family.

During the third week, the local project auxiliary is named as the corporate catalytic core of the project frame. This locally assigned ICA staff functions as the resident consultant team to ensure local training and the implementation of the community's plan. The purpose of the Consult Team's role in contexting the auxiliary at this level is to familiarize them with the principles and guidelines for actuation that are commonly operative in the Global Band of Social Demonstrations. The content for this is found in the Appendix (Plate A-16) entitled "The 24 Principles of Actuation). This briefing can be scheduled during the third week either during the breakfast collegium as an introduction to the Week II implemntary writing for the auxiliary and the Global Team. The team then enables the auxiliary to complete their implementaries all the way to time-lining then on the warboard as laid out in the revised Implementary Handbook, 1977.

GUIDELINES FOR STAFFING A GLOBAL SOCIAL DEMONSTRATION

The issue of assigning staff to a global social demonstration is primarily guided by the qualities of leadership, presence, and expertise uniquely required for the effective actuation of the project model discerned by the Consult and grounded in the Actuating Programs and time-lined implementaries. In general, every GSD auxiliary staff of six or eight people would represent personnel who individually or as a group would make available:

1. an effective development team
2. anchors of expertise in the program arenas
3. indigenous (national) ICA personnel (50%)
4. non-national ICA (50%)
5. a phase three family unit
6. families with children (preschool or elementary)
7. male/female in rough balance
8. personnel with bookkeeping ability
9. an operational troika which can effectively "gun" the project.

1. Development Team - The responsibility for primary project funding is a creative and effectively borne aspect of the auxiliary role. It serves to imaginally and practically link framing and authorization efforts with those of funding and financing. There is a tendency to see the need for ever-expanding authorization after the Consult is over and actuation has begun. This drive can detrimentally gobble up the time and energy of the auxiliary when it remains unrelated to practical actuation needs. When funding is seen as the assigned task of the auxiliary there is an added impetus and motivity to turn advocates into financial supporters of the project. The presence of a team from the auxiliary on the road broadens the context and relationship out of which the whole auxiliary operates and guards against its becoming submerged in the particular at the expense of the comprehensive. The auxiliary's responsibility for developing project monies needs to be seen as all this project needs plus funds for initiating or accelerating another project.

2. Expertise Anchors - In discerning the timelined implementaries for actuation, the task is clearly to actuate all the programs all at once. However, it is clear that in designating the 20-30 identifiable signs of a transformed community which will ground the anticipated benefits imaginally set forth in the Epilogue of the Consult Summary Report, creates the motivity for completion. Subtactics in both the economic and social must have visible signs of actuation. Care must be taken to have anchors in both.

3. National ICA - The role and importance of nationals on the auxiliary cannot be underestimated. Their cultural sensitivity, linguistic facility and local familiarity provide depth and authenticity to project actuation. One-half of the local auxiliary needs to be composed of indigenous ICA. When ICA personnel to meet those qualifications is unavailable, carefully selected local villagers can be encouraged to intern or sojourn as a way of ensuring the daily sensitivity of the people of the soil.

4. Non-national ICA - Equally as important are non-national ICA members whose presence is representative of the globe and the "other" and therefore, guards the inclusiveness and comprehensiveness of project actuation. The strain of maintaining the inclusive and global when engaging month after month in the practical, local task of actuation cannot be underestimated. The wisdom of assigning non-national personnel to a project location in the cultural context where they have already been assigned for 3-4 years is in some cases questionable. The degree to which they are able to interiorly sustain the vision of the whole globe in the midst of steady, sustained local tactical implementation cannot be lightly assumed.

5. Phase three family - The gifts that the presence of the third phase makes available to a project include wisdom, continuity of memory, creative stability and mature accountability. The confidence of local elders, the relationships with the establishment, and the creative control of internal strain benefit from the presence of tested maturity.

6. ICA Children - The role of ICA children in a GSD project is observably positive. Their presence can create an on-site demonstration of self-conscious, global youth who function as a sign of possibility to the local residents. Their use of the global language catalyzes interest in bi-lingual development on the part of local youth. Their demonstrated familiarity with structures and grounding in the life methods of the 20th century give permission for local exploration of new forms of corporate life and work. The benefits gained by the children themselves through living in a project location at at least equal to their potential contribution. However, the particular availability of schooling, the health conditions and the family's demonstration of a creative sign of family in mission are to be seriously considered.

7. Male/female balance - The importance of a relative balance of men and women is important in the auxiliary assignments. Fifty per cent of the population of any project site will be male, 50% female. The actuating programs for comprehensive local development call for the maximum involvement of the whole community. The cultural mores in many localities designate occasions when it is locally appropriate for men and women to function as separate social groups. The balance of male/female personnel is a value for consideration to ensure optimum catalyzation.

8. Capable Bookkeeper - The need for regular, reliable accounting and bookkeeping procedures is crucial to the financing and funding of global social demonstrations. This is performed on the local level. The effects of fiscal responsibility before the world are felt beyond the local or the national level. The global development of global funds depends upon it.

9. Operational Troika - The ICA's move to explore and demonstrate corporate priorship as a sign of the new form of polity for the future is receiving practical grounding in GSD projects' priorship. The gunning dynamic of a social demonstration can best be conceived as a troika whose corporate direction of project actuation effectively allows for the unity of the actuation thrust. The time has passed for social change to depend upon one individual. The effective first among equals is one who functions among colleagues to enable the corporate direction of the common task. The qualities of priorship include at least the following:

1. grounding in intellectual and social methods
2. demonstrated model building ability
3. decision to guard the symbolic
4. discipline to engage in the style of integrity
5. concern for the comprehensive global change
6. passion for the local actuation task
7. ability to relate effectively to the establishment
8. grounding in the operating principles of effective finances
9. catalysis in releasing human motivity
10. capable of effective operation in a barrio or a palace

Unblocking Staffing Contradictions - In order to accelerate the momentum required for project actuation, the team needs to look from the start for ways to release the major contradictions on the particular site. This effort is aimed at enabling the local auxiliary to get beyond the fear and paralysis that inevitably come with the realization of the great burden of catalyzing social change. This unblocking may take the form of looking for necessary expertise needed in the auxiliary from other parts of the globe. For example, if the auxiliary is in need of a nurse on site, then the team participates in building a model to ensure the nurse is there next week. Specific program needs would be identified one the document is written.

BOOKKEEPING PROCEDURES

Launching Human Development Projects involves care in setting up the bookkeeping procedures. Before the consult some person is assigned to keep track of all monies (both inkind and cash) that are flowing through the project. This allows for realistic projects in the future.

Wherever the laws of the land allow, a separate bank account should be opened immediately following site selection to make accounting simplier. As programs are formed, the bookkeeping can take place daily and monthly on the common forms used across the projects and supplied by the nexus. As industrial and commerical establishments are formed and legal entities come into being additional separate systems will need to be set up. However, they are all recorded on the monthly HDP financial report.

A Human Development Project finance manual will soon be off the press. The consult team needs to go through the manual with the auxilary assigned to care for the economic dimensions. This allows for commonness across the projects. There are also basic guidleines in the 1976-77 House Finance Manual under the Accounting Procedures section that may be of assistance.

V A LAU ING LOCAL FORCES

SAMPLE AUXILIARY TIME DESIGN

INTERNAL LIFE			MISSIONAL THRUST						
Week I Schedule		Day	Week I				Week II		
Hour	Activity	Time Block	MON	TUES	WED	THURS	FRI	SAT	SUN
0500	wake up		village work	edge spin	village work (developm't	study	tactic contradict'n		
0600	daily office breakfast collegium preparation	collegium							
0730								Team	House Church
0800	Day I	Day I	PROGRAM IMPLEMENTATION					Guild work	village work day
0900			1) Guildwork (ex) 1. farmers 2. builders 3. traders 4. teachers 5. doctors 6. ambassadors						
1000									
1200			2) Implementary Planning						
1300	Lunch								
1400								PSU Training	Priors
1500									
1600									
1700	family								
1800									
1900	Prayers, Dinner debriefing	Day II	VILLAGE GUILD PLANNING				Guild Leader-ship Meeting	CELEBRATION	Discontinuity (monthly village meeting)
2000	Day II		family Night	Guild Meeting	Stake Meeting	Eccles-iola Dynamic			
2100									
2200									
2300									

GRA CHICAGO
July 1976

WEEKLY TIME DESIGN *An Example*

IMPLEMENTING HANDBOOK
Human Development Project

WEEK I				WEEK II		
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
TASK TEAM'S WEEK'S B/P & TIMELINE	GLOBAL/ SPIRIT EDGE SPIN	CORPORATE STUDY RE: HDP	ONE OF SIX TASK TEAM'S EDGE REPORT	CORPORATE WEEK II BATTLEPLAN	O:E "GLOBAL NEWS" AND TREND CONVERSE	"REFLECTIONS OF WEEK" CORPORATE EXERCISE
			TASK TEAM EVENTS			
FAMILY NIGHT	STAKE CALLING	TEAM TASKS	ECCLESIOLA SODALITY: TASK TEAMS' WK II B/P AND TIMELINE	WEEK II TASKS BEGIN	CELEBRATIVE EVENT	HOUSE CHURCH

GRA CHICAGO
July 1976

CORPORATE TASK, TIME, TEAM CHART
(Corporate Image)

IMPLEMENTING HANDBOOK
Human Development Project

	WEEK ONE						WEEK TWO		
TEAM	EMPHASIS	Monday	Tuesday	Wednesday	Thursday	EMPHASIS	Friday	Saturday	Sunday
A									
B									
C									
D									
E									
F									