

DEVELOPING
PARTICIPATORY
LEADERSHIP SKILLS

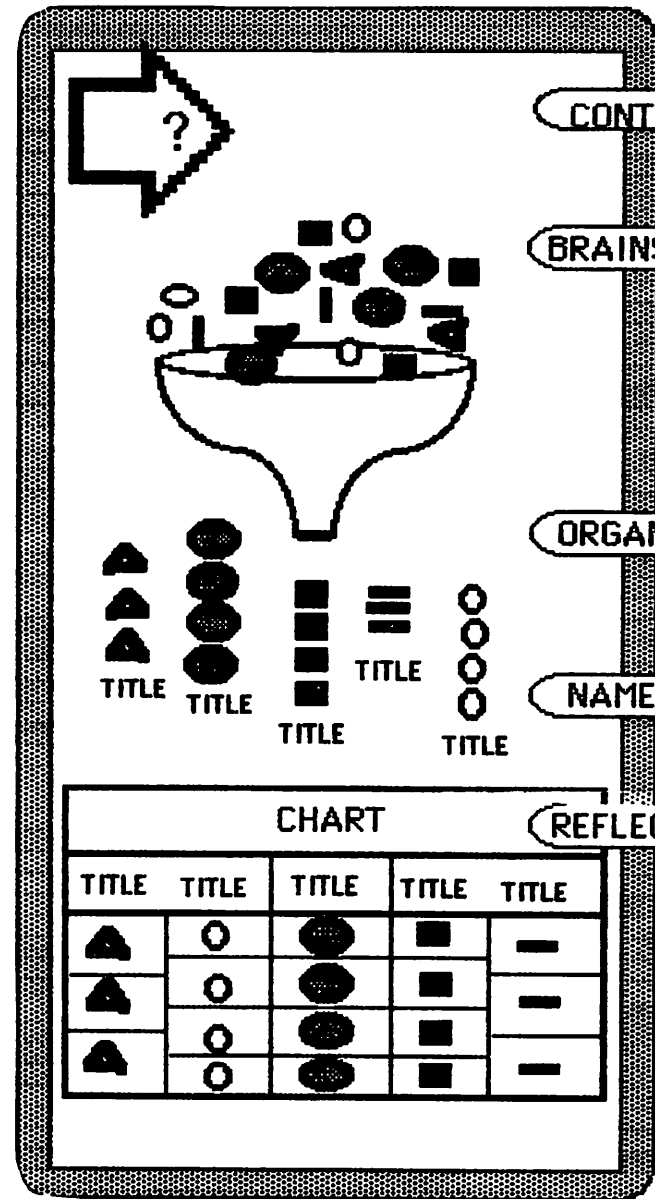
toward SHARED RESPONSIBILITY

The Institute of Cultural Affairs
Recreating the Art of Service



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BASIC WORKSHOP INTRODUCTION

THE WORKSHOP METHOD

The workshop method is a way for a group of people to pool all the insights from its members on any issue. A consensus is sharpened as members give form and direction to their insights. It is a way to get everyone's wisdom into a new plan.

PRESUPPOSITIONS OF THE WORKSHOP METHOD:

1. Every person's ideas are honoured. Everyone's ideas need to be heard by all.
2. The facilitator is the **GUIDE**. The facilitator does not have the answers, only the method.
3. Brainstorming in the **WORKSHOP METHOD** is based on "trusting intuitions" and is not necessarily rational or obvious.
4. A blackboard, cards or sheets of paper are always used so that all the ideas and data is visible to every person in the group.
5. Workshops are quick, fun and motivating. They look to the future and are not a complaint about the past.

KEY WORKSHOP STEPS

CONTEXT

Open the meeting by explaining-

WHY we are doing this workshop.

WHAT is the topic of the workshop?

What is the workshop AIM?

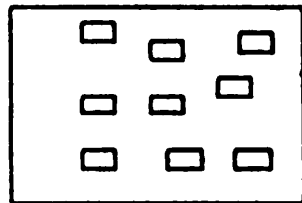
Provide background information necessary.

Layout the flow of time for the workshop.

BRAINSTORM

-GENERATING NEW IDEAS

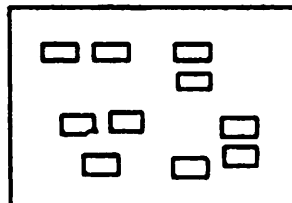
1. Individually brainstorm
2. Select and write your best ideas
3. Group brainstorm



ORGANIZE

- FORMING NEW RELATIONSHIPS

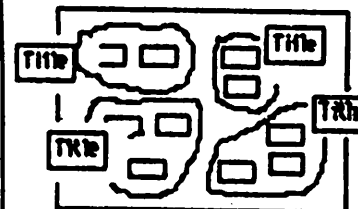
1. Form pairs
 - ones that yield new relationships
 - not most obvious first
2. Develop 4-6 clusters



NAME

-DISCERNING THE CONSENSUS

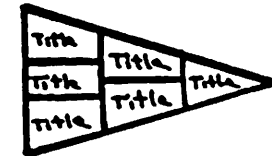
1. Discern the theme or focus of each cluster
2. Discuss cluster for clarity and insights
3. Have group give a 3-5 word "name" to the cluster



REFLECTION

Create a graphic design or chart of all the named clusters.

TRIP	Title	Title	TRIP



Guide reflections on what we have done-

1. What breakthroughs or insights have become clear?
2. Reflect on the original workshop issue and the work accomplished.

HELPFUL HINTS FOR EACH WORKSHOP STEP

CONTEXT

-Setting the stage for the group's informed participation.

To prepare workshop you must first decide on the FOCUS QUESTION.

examples:

"What are issues facing our organization?"

"What are possible ways of raising money for the new park?"

Think through and share:

WHY doing this workshop.

WHAT the topic is. What is the AIM.

Provide background information.

Layout the flow of time for the workshop.

BRAINSTORM

-Getting everyone's ideas included in the group's thinking.

1. Individual brainstorm

-Ask a question to which the response can be several possibilities.

-Give the individuals time to first do their own thinking.

2. Select -Ask them to star their own best ideas before the group begins.

-Put their best ideas on cards (3-5 words).
-Have them write **BOLDLY**.

3. Group brainstorm

-Go around the room at least once so everyone participates. Do 2-3 rounds of people passing up their clearest cards.

-Honor all contribution
-Place the cards randomly on the board.
-?s of clarity only.

ORGANIZE

-Allowing for new relationships to be revealed, and often-where more information is needed.

1. Form pairs

-Ask group to select 2 cards that are related.
-Form only 3-5 pairs at first to prevent organizing the ideas along traditional patterns of thinking. (ie., "all the \$ ideas go together")

2. Develop clusters

-Have people explain why they suggest certain ideas organize together.
-Include all the ideas.

NAME

-Clarifying the consensus of the group.

1. Discern focus

-Look at largest cluster first.
-Ask: "What is the focus of this cluster?"

2. Discuss cluster for clarity of insight

"Share your insight further with us, ____."

3. Give a 3-5 word name to the cluster

-Have someone write the name on a bordered card once the group decides.
-Name each cluster in turn.

REFLECTION

-Confirming the group's story about the results.

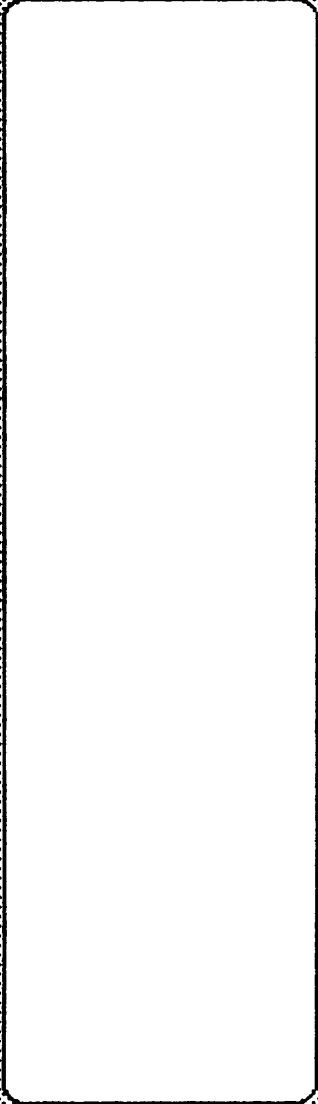
Create a design or chart which holds all the information from the workshop in one picture.

Have the group talk about their work together. (Step back and reflect on what they have done.)

This reflective pause allows people to form a common story about what the consensus is.

A group's fresh thinking on the workshop implications give good clues to the motivation which can help for an effective next session, too.

CONTEXT



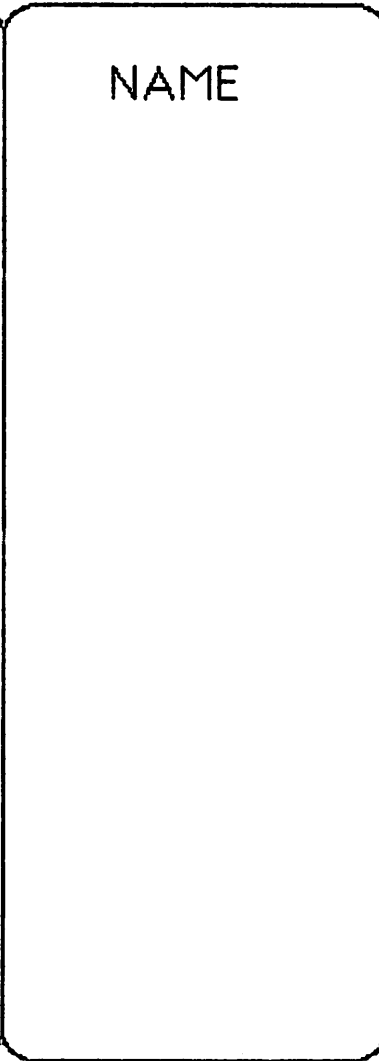
BRAINSTORM



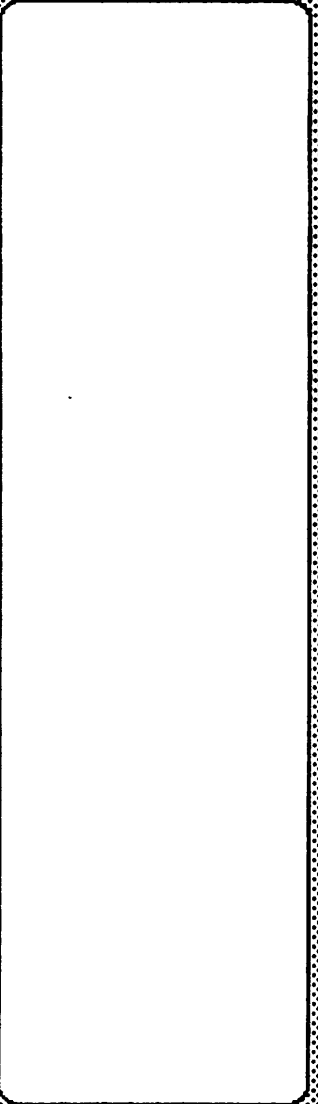
ORGANIZE



NAME



REFLECTION



A graphic organizer template consisting of five main sections arranged horizontally. The sections are labeled as follows:

- CONTEXT**: A vertical rectangular box on the far left with a dotted border and a white interior.
- BRAINSTORM**: A vertical rectangular box in the middle-left with a white border and a white interior.
- ORGANIZE**: A vertical rectangular box in the middle with a white border and a white interior.
- NAME**: A vertical rectangular box in the middle-right with a white border and a white interior.
- REFLECTION**: A vertical rectangular box on the far right with a dotted border and a white interior.

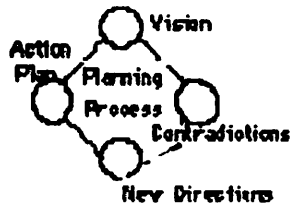
A horizontal bar with rounded ends is positioned above the BRAINSTORM, ORGANIZE, and NAME sections.

PLANNING PROCESS - A SUMMARY OF 3 WORKSHOPS

Overall focus question for Planning Process:

"In the next 5 years what are the new projects we want to establish so our community continues to be healthy and vital?"

Diagram of planning process:



VISION WORKSHOP

Focus question:

"What are your hopes and dreams for the future of our community?"

- Brainstorm hopes and dreams
- Organise similar hopes and dreams
- Name hopes and dreams
- Create a chart to hold hopes and dreams:

Title	Title	Title	Title	Title

CONTRADICTIONS W/S

Focus question:

"What is blocking us from realising our hopes and dreams?"

- Brainstorm blocks
- Organise blocks with similar underlying issues
- Name the blocks
- Create a chart and reflect

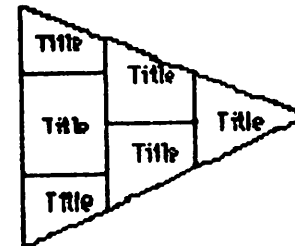
Title	Title	Title	Title	Title

NEW DIRECTIONS W/S

Focus question:

"What are the new directions we need to initiate to overcome the blocks?"

- Brainstorm new directions
- Organise new directions that can be done together to create momentum
- Name the new directions
- Create a chart and reflect

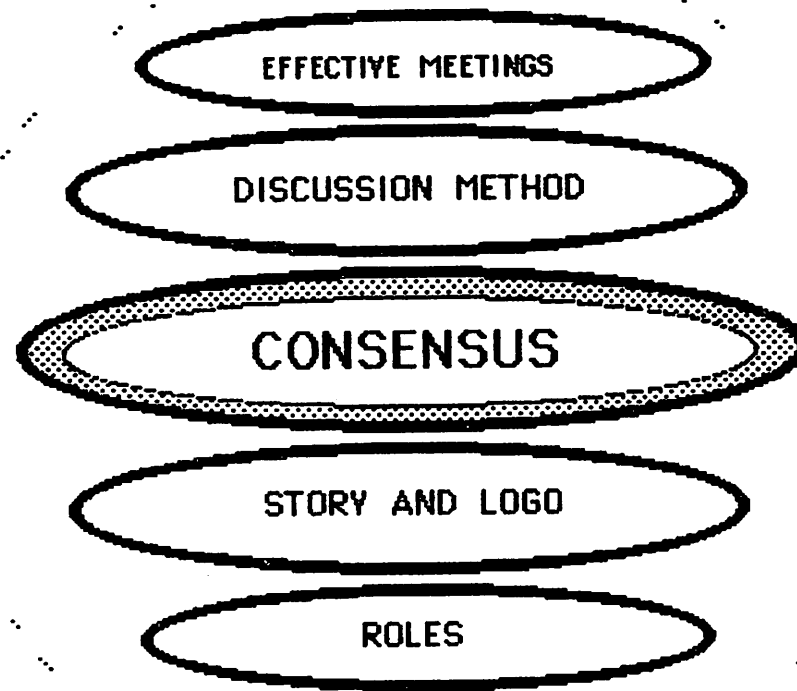


REFLECTION

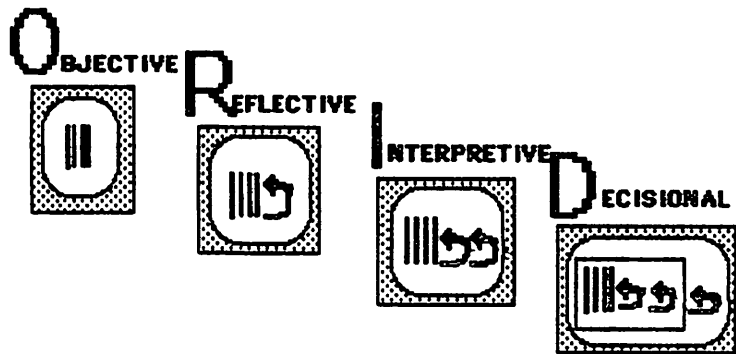
- What do you remember from our planning together
- What new insights have we had?
- What is the significance for our community of these plans?

We are now ready to create an action plan for each new direction.

BUILDING GROUPS INTO TEAMS OVERVIEW



DISCUSSION METHOD INTRODUCTION



The DISCUSSION METHOD is a structure for effective communication.

It is a process that can be used with individuals or groups. It can be used with questions or statements. It is a tool that enables concerned people to initiate and take part in productive dialogue.

Why is it needed?

Several difficulties are common when we try to communicate with others. Often we are asked (or ask others) to evaluate or judge something without all the facts. Or discussions that were held for a specific purpose remain so general that it is difficult to make a decision. Or we ramble and talk around the subject without ever coming to a decision, leaving everyone unsettled and dissatisfied with the results.

It takes some study and practice to become skilled at using the DISCUSSION METHOD. But leaders soon find that they can lead group discussions that result in clearly stated ideas and well thought out conclusions. The DISCUSSION METHOD can become the basis for collecting data and ideas, giving out information, discussing tough issues, reporting on important decisions and events, or getting ready to do a problem-solving workshop with the team. It has many uses, including preparation of reports and presentations after the team has made decisions or recommendations.

How does the method work?

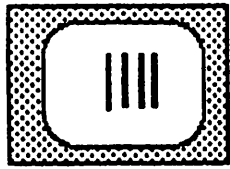
The DISCUSSION METHOD is a series of questions that direct the thinking of the group or individual toward making a decision. It is sometimes called a "hierarchy" of questions because it uses a specific sequence every time. The discussion consists of questions which take people on a four-level journey from objective, reflective and interpretive to the decisional level.

A natural thinking process

The DISCUSSION METHOD may seem awkward or uncomfortable at first. This is because the DISCUSSION METHOD follows a natural thinking process that is normally so unconscious and rapid that we do not even know it is going on. For the same reason, when it is introduced to a group, some people will find it too slow and relaxed, and others will complain it is too fast and aggressive. However, it is an effective and disciplined approach that will produce decisions based on the group's serious considerations of all the information. Teams get used to this method very quickly. As a matter of fact, team leaders find that after a short time the group will object if the DISCUSSION METHOD is forgotten and not used.

DISCUSSION METHOD OVERVIEW

O BJECTIVE



GETTING THE FACTS

Questions begin with what people see, hear, touch, smell, taste.

Sample questions:

What scenes do you remember?

What colours?

What bits of conversation did you hear?

How many people were there?

R EFLLECTIVE



EMOTIONS, FEELINGS, ASSOCIATIONS

Questions illuminate people's emotional responses - what they felt toward something, whether it angers, excites, intrigues or frightens them, what past associations they have.

Sample questions:

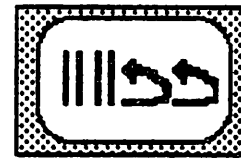
What was your first response?

Where do you remember the whole group reacting?

Where were you excited, frustrated?

How did you feel when that happened?

I NTERPRETIVE



VALUES, MEANING, PURPOSE

Questions highlight layers of meaning and purpose, the significance people attach to a subject, the story out of which they live.

Sample questions:

What is this movie about?

What were the most significant events of the week?

Why was this day important?

Which of these actions would be first priority?

D ECISIONAL



FUTURE RESOLVES

After looking at the facts, emotions and values, these questions allow people to choose a new conscious relationship and response to their situation.

Sample questions:

What would you say about this event to someone who was not here?

How does this day affect your anticipation of tomorrow?

What change is needed?

What is the resolve of this group?

[Empty dotted border box]

What do you want people to REMEMBER from the discussion?

What do you want the group to EXPERIENCE?

OPENING

CLOSING

OBJECTIVE

REFLECTIVE

INTERPRETIVE

DECISIONAL



OPENING

What do you want people to REMEMBER from the discussion?

What do you want the group to EXPERIENCE?

CLOSING

OBJECTIVE

REFLECTIVE

INTERPRETIVE

DECISIONAL

SAMPLE ORID DISCUSSIONS

Sample questions to be used to reflect on a movie.

OPENING

What do you want people to REMEMBER from the discussion?
To step back from immediate action and to reflect on the needed future directions.

What do you want the group to EXPERIENCE?
The ability to move through our current challenges.

CLOSING

OBJECTIVE

- What characters, scenes, objects, words, phrases do you remember from the film?

REFLECTIVE

- What emotions did you feel? At what points during the film?

INTERPRETIVE

- Where have you seen a similar thing to what you saw in the film?
- What is the message of this film?

DECISIONAL

- What particular challenge does the movie present to us?
- How might we move on those challenges?

Each discussion is tailor-made to get best results. Questions have to be relevant to the subject you are discussing and the group you are working with. It is important to prepare questions in advance. Here are some recommendations for the best kinds of questions to use in a group discussion:

- 1 - Specific questions get better results.
- 2 - Ask for specific examples and illustrations in answers.
- 3 - Ask open-ended questions that cannot be answered with "yes" or "no".

Sample questions to be used to reflect on a day.

OPENING

What do you want people to REMEMBER from the discussion?
When we work together, we can accomplish a great deal.

What do you want the group to EXPERIENCE?
Celebrating the work we have done together.

CLOSING

OBJECTIVE

- What sounds do you recall from today?
- What scenes?
- What conversations do you remember?

REFLECTIVE

- What were highlights of the day?
- Where did you have fun?
- What was hard?

INTERPRETIVE

- What is the significance of this day?
- Why was this day important?

DECISIONAL

- What is the name of this day?

Sample questions to be used to reflect on a quote--
"THE GREATEST RESOURCE A COMMUNITY HAS IS ITS PEOPLE."

OPENING

Read the quote

What do you want people to REMEMBER from the discussion?
The people resources our community has.

What do you want the group to EXPERIENCE?
The ability to meet our current challenges

OBJECTIVE

- What word stands out for you?

REFLECTIVE

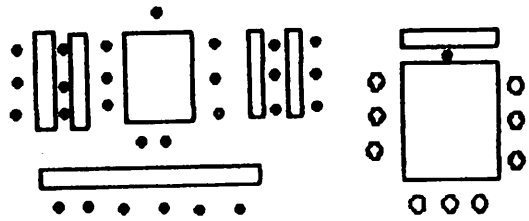
- How does it make you feel?

INTERPRETIVE

- What real life situation does this quote bring to mind?

DECISIONAL

- What are implications of this for us?



SPACE



TIME

Action
Removes the Doubt
That Theory
Can Not Resolve!

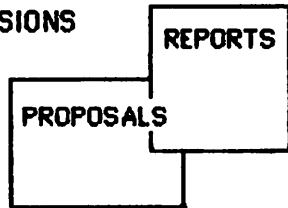
- | Meeting Format |
|----------------------|
| --Conversation |
| --Reports |
| --Corporate Planning |
| --Assignments |
| --Reflection |



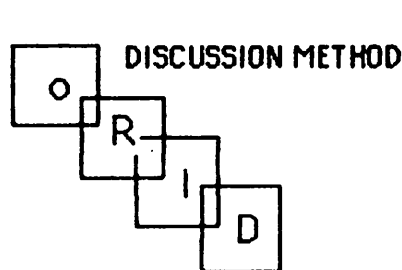
PRODUCT

EVENTFULNESS

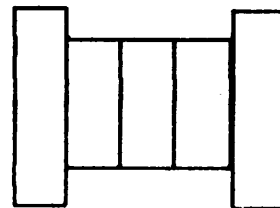
DECISIONS



METHODS

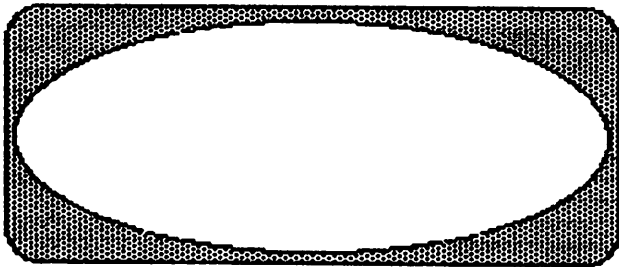


Workshop Method



ACTION PLAN

1. VICTORY



(task or accomplishment)

2. STRENGTHS and WEAKNESSES .

3. Therefore, what are we COMMITTED to doing?

4. Brainstorm a listy of DO's (tasks) needed to accomplish the victory.

5. Organize tasks that need to be done together.

6. MOTIVATING IMAGE or slogan.

7. CALENDAR OF ACTIONS to show momentum.

LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE

8. TEAM and OVERALL COORDINATOR

9. Cost of this Action Plan.

Dynamics of Comprehensive Local Development

In 1977 the programmatic chart was created for the ICA by representatives of the first 24 human development projects. It reflects their learnings about the dynamics of human development in any local community and provides a comprehensive frame within which tactics can be organized and specific tasks carried out.

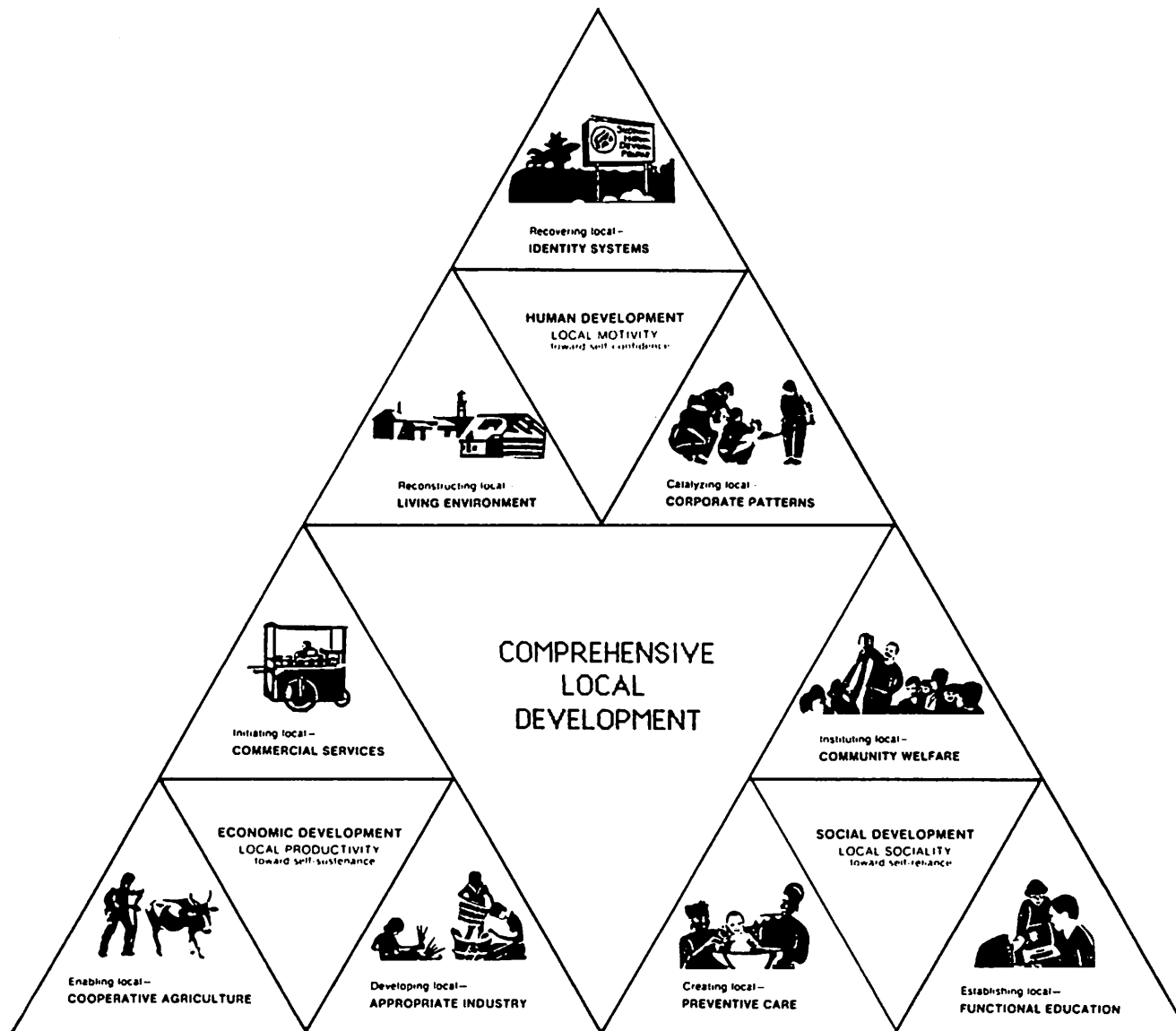
Each project moves toward comprehensive programme actuation with three dynamics functioning simultaneously. Transformation of human settlement happens when rapid and simultaneously actuation occurs in all programmes.

The economic development dynamic of a community is the foundation of local comprehensive development. As a community increases its local productivity, it moves toward a self-sustaining economic base which reduces the drain on its own resources and on the larger economic system of which it is a part. In order to accomplish this, structures and programmes are created to broaden and undergird the economic base of support for a community. **Cooperative agriculture** is designed to enable the community to produce more of its own food as well as to provide marketable commodities. **Appropriate industry** is initiated in order to attract investment in community enterprises and to provide steady year-round employment. **Local commercial services** keep money circulating within the community, multiplying its purchasing power.

The dynamic of human development is in the centre of the chart because programmes in these arenas build motivity and a greater sense of self-confidence which are the keys to total programme implementation. The intent of human development in a community is to engage the creative energy of the people. Three broad functional arenas are included. First, **living environment** involves reconstructing the basic elements of community buildings and space. Second, **corporate patterns** catalyze new modes of community-wide consensus building that engage people's time and energy. Third, **identity systems** recover the cultural and social heritage and destiny of the local settlement within the modern global context.

Activating social care structures is essential to building community self-reliance. Creating local **preventive care** systems releases people from the destructive cycle of unsanitary environment, malnutrition and disease. **Functional education** programmes provide people of all ages with opportunities to learn practical skills. Programmes in **community welfare** engage residents fully in family and community life. Conditions can be improved in local communities when the residents together take responsibility for their own social development.

A comprehensive picture of all the programmes enables the creation of a relatively accurate phasing design for the entire demonstration community. An imaginal power is released that motivates the local people, as well as outside consultants from the public, private and voluntary sectors, by reflecting the possibility, inclusiveness and unity of the human development demonstration community.



THE CANADIAN INSTITUTE OF CULTURAL AFFAIRS

Recreating the Art of Service

Everything in the world is changing. Even the art of service. Providing money, material resources, and technological expertise have fallen short of the high aims of human service. All these things are needed, but they are simply not enough.

Recreating the art of service today means equipping leaders with new skills, implementing new modes of organization, and deepening the wells of motivation of those with the urge to serve.

The Canadian Institute of Cultural Affairs knows that local people themselves are in the best position to deal with the challenges of their communities. Based on thirty years of experience, the Institute, and its affiliates in the Institute of Cultural Affairs International, are recreating the art of service in local communities in Canada and 64 other nations.

The Canadian Institute of Cultural Affairs offers training in leadership methods, emphasizing group participation and consensus building. It also provides consultation and facilitation assistance to organizations whose members wish to discover new directions for their communities. As resources permit, it undertakes specific demonstrations of new modes of service.

The Institute primarily serves those of limited resources, asking everyone we work with to invest what they can in their own development. The Institute makes up the difference in real costs through charitable contributions.

The Canadian Institute was federally incorporated in 1976 as a charitable corporation with tax-exempt status (0477992-5908). As part of the Institute of Cultural Affairs International, a federation of 28 autonomous organizations serving 65 countries, it supports initiatives in the developing world through fund-raising and staff exchanges.

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