

The Art of Participatory Community Building

Launceston Harvest 2019

14-16 May

NCN Amy Rd, Newstead

Core Team: Dee Brooks and Michelle Dunscombe (Jeder Institute), Fiona Miller (NEYG) and Tracy Eddington-McKay (Burnie Community House)



Thank you to NCN for a fabulous training space. THANK YOU to all the participating practitioners who came with open minds and the passion for growing community.

Hosted by: Dee, Michelle, Fiona and Tracy

Attended by: Aaron, Alex, Birgit, Claire, Jackie, Melody, Sarah, Shandel, Tameika, Vicki and Victoria

BACKGROUND

Many of the challenges faced by individuals and communities require transformational change, which can best be achieved by focusing on the strengths within. Ways to access and build on these strengths include:

- Citizen & Community-led Initiatives
- Asset-based or Place-based projects
- Collective Impact & Action work
- Co-Production, Collaboration & Community Conversations
- Participatory Citizen's Juries, Participatory Budgeting, & more

Over the 3 days of this Launceston Art of Participatory Community Building workshop, we explored how to blend Asset Based Community Development with a range of powerful strengths- based approaches to community work and complementary methodologies to create powerful outcomes. We left with practical tools & skills on how to:

- Focus on assets and strengths rather than deficiencies
- Discover ways to blend methodologies
- Build effective partnership strategies
- Increase confidence in hosting group work
- Form powerful enquiries and proposals
- Explore group dynamics and decision-making

UNDERPINNING FRAMEWORKS

Participants learned ways to weave, embed and sustain ABCD with many of the following strengths- based and participatory practices through co-design and collaboration processes and how to move from dialogue to action to discover ways to address complex challenges via innovative solutions. Some of these methods were:

- Asset-Based Community Development (ABCD)
- Results Based Accountability (RBA)
- Design Thinking
- Art of Hosting & Harvesting Conversations & Work that Matters
- Circle Methodology
- World Café
- Open Space Technology
- Appreciative Inquiry & SOAR
- Harvesting
- DEC Thinking & Breath Patterns
- Presencing & Theory U

Throughout this document, you'll find the "Harvest" (essence) of what occurred and how participants stepped up to practice, in a short time, through deep and intentional invitation.

More information on the processes and practices can be found in the AoPCB Guidebook, which you can download for free here: <http://ieder.com.au/art-of-participatory-community-building/>

Design day

The workshop core team of Dee, Michelle, Fiona and Tracy met at Northern Children's Network on Monday 12th May for a day of design. Why? The principle that it is common sense to get stakeholders together when designing for the common good. Understanding the diversity of the group and the variety of backgrounds they were bringing.

The design day planning posters stayed up over the 3 day workshop for transparency and to support the flexibility and movement of content.



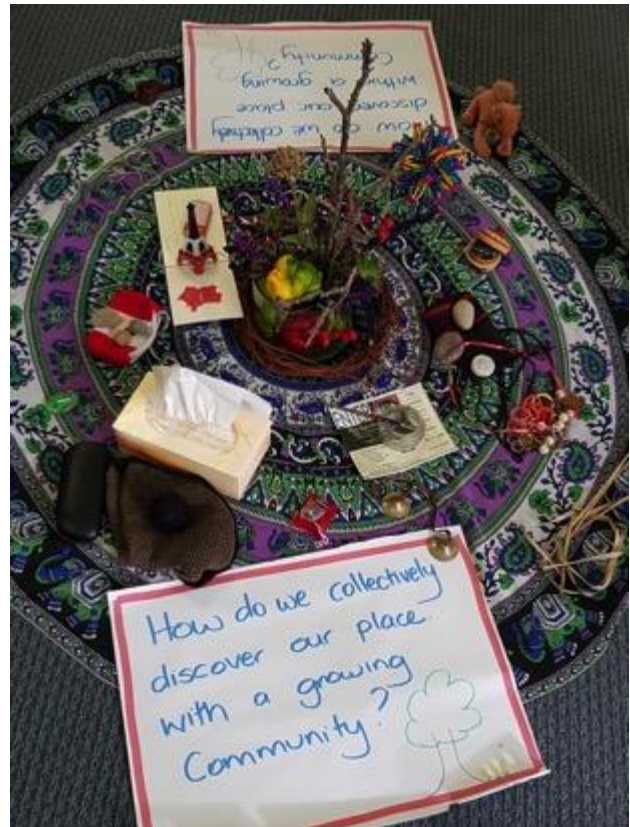
We were guided by a co-created Flow and considered the principles we might work with, together, when co-hosting this training, before moving into the design.



DAY ONE

Welcome and Acknowledgement

Fiona welcomed Dee, Michelle and Tracy (the Facilitators) and participants to Launceston and acknowledged the country we were meeting upon the lands of the Palawa people and paid her respects to elders past, present and emerging.



Overview

Michelle followed the welcome by introducing herself and invited Dee from the hosting team to introduce herself.

Dee explained the broad Flow of “step in, step up and step out” which would be the pattern that the 3 day training would follow and then introduced the processes and practices that would be covered on day one; Circle Practice, check-in, some of the Art of Hosting’s foundational practices, an overview of ABCD, Design Thinking, Asset Mapping, Discovering Care and would end the day with an offer for participants to step up to practice which, would then be followed by a check out day one.



Circle Practice

Fiona introduced Circle practice and the principles behind sitting in circle, which is an ancient form of meeting that has gathered human beings into respectful conversation for thousands of years. The circle has served as the foundation for many cultures.

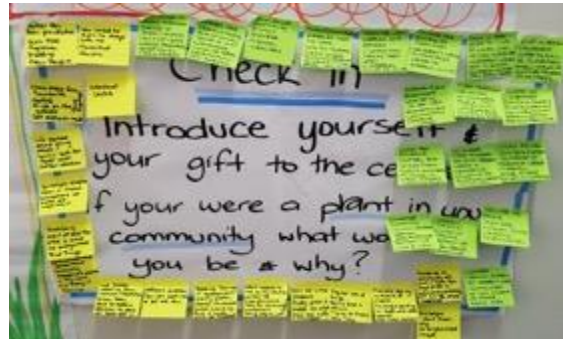
The components of circle:

- Intention
- Welcome or Start-point
- Centre and Check-in or Greeting
- 3 Practices
 - Speak with Intention
 - Listen with Attention
 - Tend to the well-being of the group (remaining aware of the impact of our contributions)

Check-in:

Tracy hosted the mornings check in by inviting people, one by one, using a Talking Piece, to respond to the following questions:

- Your name and where you are from?
- What gifts do you share with the group?
- If you were a plant in your community what would you be and why?



Participant Responses:

- Parker pen from grandfather - gumtree - progression - shedding - new heights
- Intentional cactus - chess piece from Townsville - prick on the outside - soft mushy on inside
- Life revolved around young people - council youth development - foster carer - outdoor adventurer
- Symbolises connection - open or closed - connections we make are important
- Blackberry - crawl all over the place and come up everywhere - bind things
- Communications consultant - community engagement practice in my work - did theory u training
- Love basket weaving from nature - meditation - green bean - have to make a decision to plant - can take off in different direction - you can cook me or eat me
- Teaching training IT development - currently greater, cleaner maintenance - sailed around Oz - built 2 houses while traveling
- ABCD appeals to me, as my intuition guides me - like structure - tools for community involvement - strong place to work from
- Fern live in the shadows pretty green & makes me style - grass tree history and knowledge
- Juggled lots of things - born and bred in Africa - trying to find a new way
- Fine arts led to my work at MONA - farming and painting in bush with other women - post natal
- Focussing on community art - come and have fun - joy and pride in community exhibition - art brings people together
- Streletzia - I don't know why - it's bright bold and unique
- Nomad grown children - 20 years plus work - youth work - uni of Newcastle - Jeder ABCD aoh
- Disaster adaptive - grown children - varied background - bottom up gov and non-gov
- Graphic design - moved to Tassie - 2 boys- bottom up She-Shed - creative
- Treasure wall marbles in WA basket - wine too many tabs open - marbles remind me found
- Doctor of psychology - mother neighbourhood house chaotic nurturing

- Community development background, central QLD – Spider plant, thrive anywhere – There to drop others capacity building
- Necklace from husband – reflects dream. Tattoo-grounding collective ed. Systems change Young people
- Lines between courage/friend blurred – Through grief – Travel – Egg plant, round/full/prickly
- Cushion Plant – resilient – live up to 4,000 year- Symbolizes community – Charlie the Camel
- From problems-study-integrate people into community – wilderness guide/PHD – community in Canada Chuckleberry – sustainability connections fascinated – philosophy/sociology
- Mint – brings freshness – hard to kill – flourished, smell livens up. Honors degree Later/travel
- Felt I had a lot to give – local gov- 1,000 school kids – project management Uni – 2 kids- research centre –past asset mapping
- Followed Dee – Jumped at training – children's gifts– necklaces – creative- shapes/colours
- Touch/reminder marbles make me safe, love all plants – Liquid amber – Autumn/ brings season change, climb, break, lose, colours
- Background hospitality/management - seaweed – wool – crochet
- Glasses case – Transitioning old>young? Young>old? Coriander – Love or hate – genetically predisposed
- Challenge to grow>better thrive in heat/humid you find yourself where physically adapted to early movers

Breath Pattern - Divergent, Emergent, Convergent



Dee introduced the Breath Pattern otherwise called Divergent, Emergent, Convergent (DEC) Thinking.

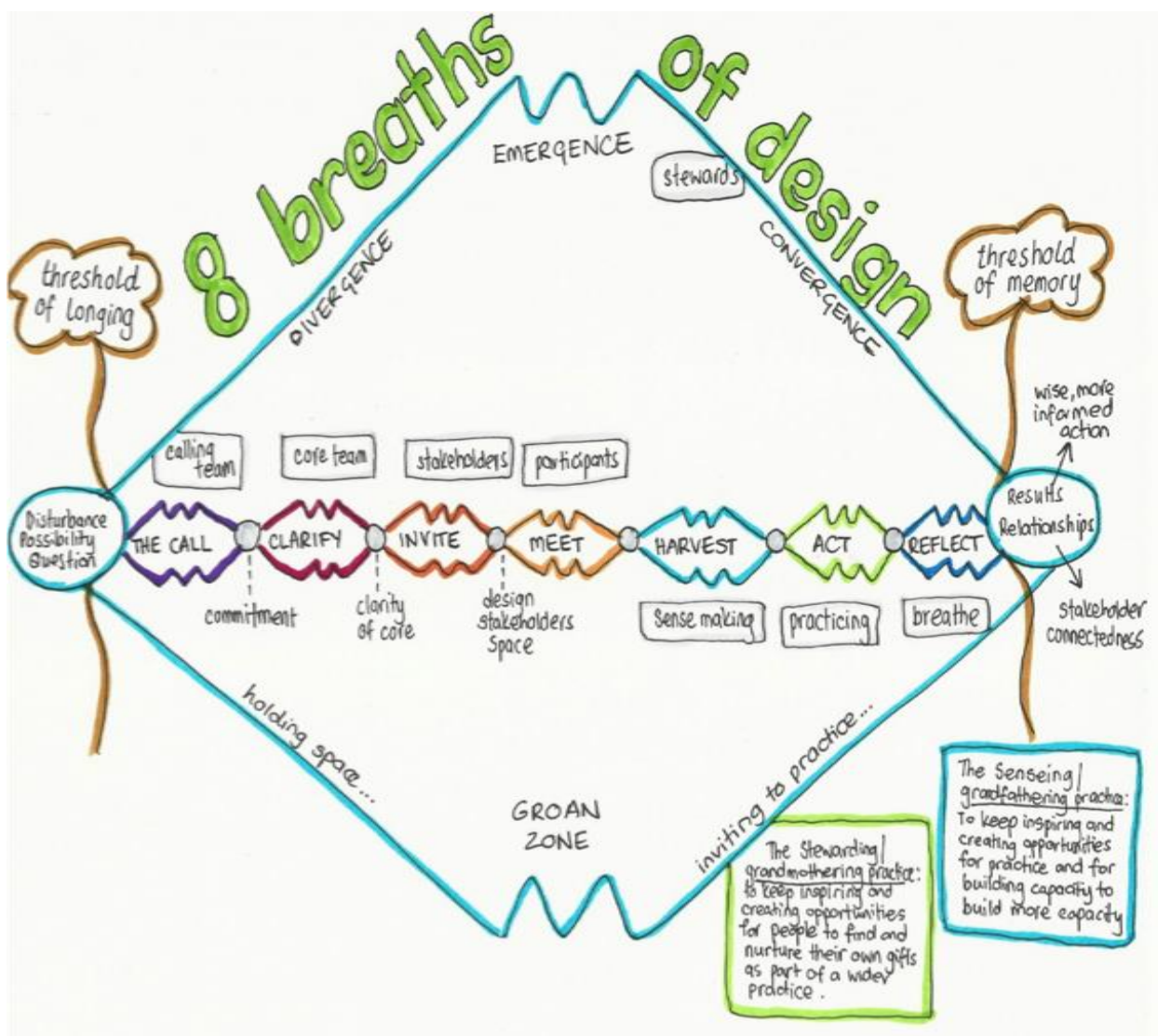
In entering into an inquiry or multi stakeholder conversation we operate with three different phases in the process— divergent, emergent and convergent. Each of these phases are different and it is important for a host to know where we are in the process and what is needed in each phase.

The three phases are different ways of thinking and working that is complementary. They can be likened to the three phases of breathing: breathing in (lungs expanding/diverging) holding, breathing out (lungs contracting/converging). Divergent and convergent ways of thinking and working are complementary and different.

8 Breaths of Design

Dee walked everyone through the 8 Breaths of Design a process from the Art of Hosting community. We discussed the process of each of the breaths and how to apply the process in our work.

1. The Call
2. Clarify
3. Invite
4. Meet
5. Harvest
6. Act
7. Reflect
8. The breath that holds it all



For more information visit the [Art of Hosting](#) online community.

Four Fold Practice

A practice means actively and regularly doing something to maintain or enhance a skill or ability. Being truly present, engaging skillfully in conversations, being a good host of conversations and engaging with others in co-creation are all practices or skills that are easily understood, but it takes continuous practice to hone these skills.

There are four practices that are foundational to the Art of Hosting and Participatory Leadership:

- ❖ Hosting self
- ❖ Being hosted
- ❖ Hosting others
- ❖ Being part of a community hosting itself



Michelle invited people into a 4-Fold activity where participants were asked to move to the Fold where they felt their passion/like/interest was strongest, or most comfortable, and to have a discussion with others who joined them. Participants were then asked to move to where they felt their Learning Edge was and engage in a 2nd discussion with whoever joined them there. After each discussion, participants offered feedback about the essence of their conversations.

Participants Responses to 4-Fold:

Self:

Have to focus and concentrate on doing it – Change our pattern – easier to be busy – good at dedicating to what I'm doing. Often people that harvest

Be hosted:

Want quick win – How you show up – Suspending judgement hard – want to be the solver – quick to not actively listen

Non judgmental- curious – Open – natural space – much to learn - listening

Host others:

Being able to onboard – inclusive hosts – process person – can lead to collaborative space

Like to learn more – challenge of being challenged – more tools help confidence

Community:

Find them empowering – experience is important – learning space – value in listening

Enormity – Differing views – language question –Complex place to be



Community Co-Design (including Theory U and DEC to Breath Pattern)



Dee shared the Jelder Institute's thinking around the patterns, practices and processes of participatory community building, co-design and potentially, Design Thinking when aligned with the work of Giorgio Agamben.

Dee shared the definition(s), to date, of patterns, practices and processes within community engagement and development frameworks and invited people to share their thoughts on others.

Pattern: a recurring characteristic, which helps identify past, present and future movement or rhythm, e.g. chaos and order, new system and old system

- Circle Work
- Chaordic Path
- Two Loops
- Complexity
- DEC Thinking
- Theory U (?)
- Appreciative Inquiry (3 stages)
- Living Systems

Practice: a foundational form undertaken with the aim to improve e.g. a repeated daily practice, conscious reframing, shifting perspective

- Circle Practice
- Glass half empty/full
- Strengths versus Needs

- 4-Fold
- Appreciative Inquiry (5D's)
- Check in/out
- 90/10 Principal Principle

Process: steps taken to achieve an outcome or activity e.g. intentional movement, generative space

- Assets & Asset Mapping (5 levels)
- Bumping Spaces
- World Café
- Open Space
- SOAR (don't SWOT)
- Learning Conversations
- Top 100
- Designing for Wiser Action

Conscious Co-design

The following is an excerpt, based on a blog about Conscious Co-Design. The full blog can be found here:

<http://jeder.com.au/conscious-co-design/>

Locating yourself within a number of given community engagement and development frameworks can be exciting, stress relieving and can open up new possibilities.



Intentionally working with patterns can support the steps needed to shift the view of dominant, or quiet, voices. Patterns can actively respond to anger and frustration and can also bring joy, abundance and can strengthen a sense of belonging and connectedness.

What we at the Jeder Institute have found through decades of grassroots practice and by sharing our lessons of application through training delivery and conference co-design is:

- Patterns such as DEC Thinking (the Breath Pattern) or Theory U, both found in the Art of Hosting practices, offer the organic nature of a pattern to explore
- Methodologies like Narrative Therapy and Appreciative Inquiry offer the evidence-based dialogical framework to support purposeful divergence
- Movements like ABCD, Placemaking, Timebanking or Collective Impact provide the vehicle for engagement and development for convergence

A discerning practitioner understands that pattern locating offers HOPE (Helping Other Possibilities Emerge) and by holding the space to make the pattern visible, as an emergent discovery, we offer a deeper dive into the simple complexity of community life!

Design for Wiser Action (DFWA) and the call for projects.

DFWA enables practitioners to get support and wise insights and advice about the concrete outcomes needed, through peer support, and encourages participants to put their learnings about participatory community building and its methods to work on real life events.

Practitioners are invited to call a project or piece of work they are responsible for and invite others to contribute to the thinking and design of actions to bring it to life. Designing for Wiser Action is about finding the clarity we need to progress real work.

Shandel/Tracy, Claire and Vicki each presented their respective projects and teams formed around them to help them gain greater insights into what is possible when you receive the gift of someone else's perspective.

Clarity was achieved further during the Peer Coaching session before reporting back to the original project team. (See your guidebook for details of the full process).

Conditions for Successful Community Building

Michelle shared the **conditions for successful community building** from Terri Bailey, Audrey Jordan and Leila Feister and build on work by Otto Scharmer (Theory U) to consider and reveal the "essential conditions" needed for successful community change initiatives, because community change doesn't exist in a vacuum.

Among the most essential conditions are:

1. **Willingness to learn and imagine a better way** of doing things.
2. **Belief** that the new way of doing things will work and the will to act on that conviction.
3. **Knowledge of the community context and history**, especially the nuances and impact of race, politics, social networks and other initiatives or programs that have operated in the area.
4. **Leadership capacity**, along with continual efforts to develop and replenish the supply of community leaders. The process of becoming a leader prepares stakeholders to participate in a democratic process and provides a structure for shifting power to those who are most affected by community conditions or by the desired changes.
5. **Relationships and a sense of teamwork**. Social relationships encourage and provide neighbour-to-neighbour support, help people overcome the isolation of living and working alone, and overcome geographical, racial, class and power differences



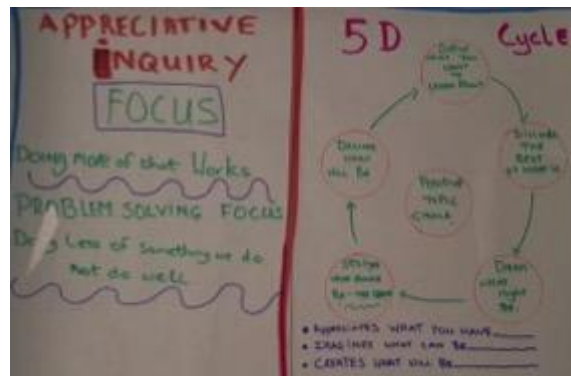
Appreciative Inquiry

Based on the work of David Cooper-Rider, founder of Appreciative Inquiry, Michelle offered a brief overview of Appreciative Inquiry which focuses on what has been successful and encourages individual and collective reflection on how to do more of what works, instead of trying to solve a problem by doing less of something that was not done well in the first place.

The 5D Cycle of an Appreciative Inquiry process:

Appreciative inquiry can be implemented as a longer structured process going through 5 phases of:

- Definition: Surfacing the focus for inquiring appreciatively.
- Discovery: Identifying organisational processes that work well.
- Dream: Envisioning processes that would work well in the future.
- Design: Planning and prioritising those processes.
- Delivery: Implementing the proposed design.



Learning Conversations

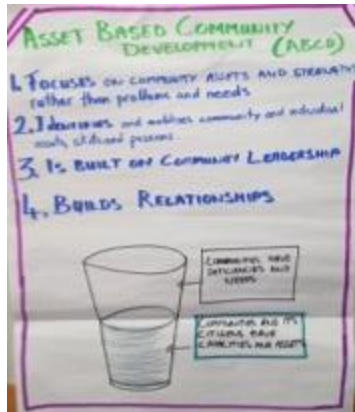
The ABCD framework of Learning Conversations is based on the work of Mike Green and Henry Moore, authors of ABCD in Action: When People Care Enough to Act.

Through Learning Conversations, we are discovering people's motivation to act. The framework intentionally supports people to reframe their challenges and is therefore, a powerful blend when combined with Appreciative Inquiry and/or World Cafe, as an example.

The framework intentionally starts with asking people to share their concerns or worries through discussion and then shifts into reframing them and then invites them to participate in the outcome. The framework is usually held over 3 rounds of discussions:

1. **CONCERNS** – ask people to share their concerns and very specifically share, what they DON'T want to happen
2. **DREAMS** – _invite people to share their dreams – _what is their preferred future vision?
3. **SKILLS & ABILITIES** – _by asking people to step up and share their skills and abilities, we are encouraging their motivation to act and discovering what they truly care about enough to act on

Introduction to Asset Based Community-Led Development



Fiona introduced Asset Based Community-Led Development (ABCD), explaining the history of the work John McKnight and Jody Kretzmann undertook at North Western University, where the ABCD framework was born now situated at DePaul University.

ABCD is a powerful approach to community engagement and development that focuses on abilities and potential, rather than problems and deficits by discovering the resources that are already present in a community. Discovering community strengths is a powerful and productive way to address problems and realise a collective vision.

Asset Based Community Development:

- Focuses on community assets and strengths rather than problems and needs
- ABCD is place based, Locally led by community members
- Identifies and mobilises community and individual assets, skills and passions
- Is built on community leadership
- Builds relationships

Six Assets - Three Drivers - Six Maps

Michelle shared the 6 Assets and 6 levels of mapping of ABCD. One of our ABCD colleagues from Newcastle University, Graeme Stuart, writes, "There are at least six broad types of assets in communities (Kretzmann, 2010), many of which are likely to be missed if we focused purely on community needs."

1. We recognise the skills and abilities of individuals within the community and find people who are passionate about the community and are good at making connections.
2. We identify voluntary community organisations and networks and what they offer (or could offer) to the community. (Often called associations in literature from Northern America).
3. We look at what institutions (e.g. non-government organisations, not for profits, government agencies, businesses) are already connected to the community. We pay particular attention to small, local institutions.
4. We look at our physical environment (both natural and built) in a new way.
5. We consider the local economy in a broad way so that we include the informal economy (e.g., people swapping goods and services, voluntary work) as well as the traditional economy (e.g. production, consumption).
6. And finally we appreciate the stories, culture and heritage of the community



The 3 drivers to support the work of ABCD in communities are; (discovering) care, HOPE (helping other possibilities emerge) and relationships (building, maintaining, nurturing).

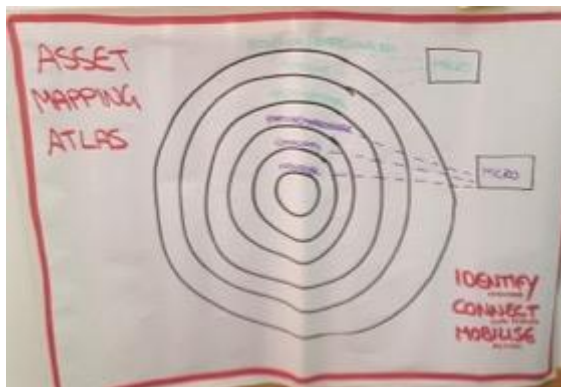
Michelle spoke of the 6 levels of Asset Mapping from their work with ABCD, which we would be working with in more details over the next few days:

- Individual; talents, skills, abilities, talents
- Community; resources, networks, non/physical
- Organisational; constituents, materials, equipment
- Stakeholder (partners); business, gov/non-gov, volunteers, lived experience
- Systems;
- Ecological (This emergent level of mapping is still evolving)

Community Asset Mapping in Practice

Community mapping involved participants, in groups, taking the 6 assets and creating a street party or local event utilising the assets ONLY and there is NO funding available! This is always a fun, thought provoking activity where people create neighbourhoods and scenarios based on their real life experiences.

Each group had half an hour to co-design their street party, after which time, each group gave some feedback on what they had co-designed and discovered, insights they had and where they felt they could apply the idea of community asset mapping in their work/life.



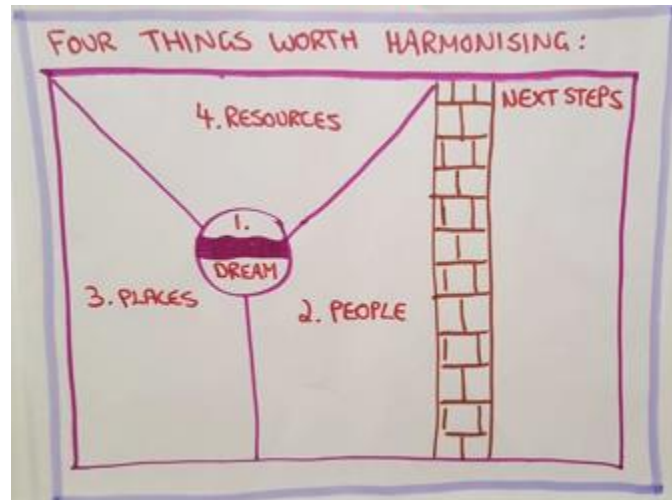
For more information on Asset Mapping, follow this link: <http://jeder.com.au/the-art-of-community-mapping/>



Harmonising the Four Things Worth Doing

Dee shared the work of Judith Snow and Jack Pearpoint, harmonizing 4 things worth doing is a 5-step solution focused mapping tool. Go through the five steps on a Dream, goal or issue you currently have.

Dee invited participants to focus on a dream and work through the framework using the practice she had explained.



Principal Principle

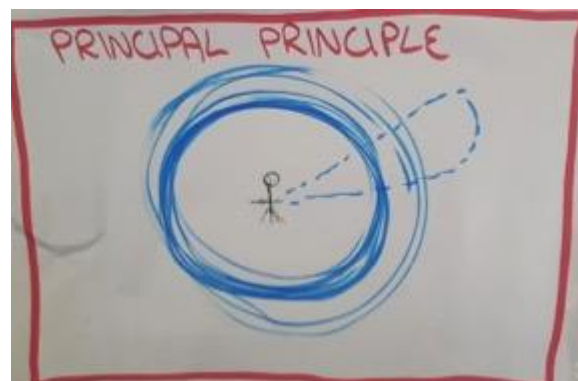
Dee shared the story of working with teachers with a community development focus within a public school.

This principle responds to when you might find yourself working within a top down environment where you might be getting told “no, you can’t do that” or your work is being ignored but allowed to continue.

The bottom-up principle suggests that you continue to mobilise the latent assets, where possible, that are surrounding your top-down “Principal”, structure or system and to “lead by stepping back”. Lift the voices, skills and abilities of others and let the collective actions speak louder than words.

One of 2 things usually happen - the Principal finally sees the good work happening and the benefits to the school and either, 1. joins in or 2. gets out of the way

If you have the permission to be in the system, don’t let a top down approach stop you from mobilising those rich, potential filled assets that are in every community!



Step Up to Practice

This practice offers the opportunity for practitioners and community members to bravely step up, get some coaching in practices that they may not have tried before and co-host some of the following 2 day's processes.

DAY 2		DAY 3	
NAME	NAME	NAME	NAME
1. Vic	Michelle	1. Alex	Dee
1. Jackie	Dee	1. Jackie	Dee
1. Tamiya	Dee	1. Jackie	Dee
1. Tracy	Michelle	1. Alex	Dee
1. Jackie	Michelle		
1. Shandel	Dee		
1. Fiona	Dee		
1. 2			
1. Michelle	m		
1. 2	m		

Check Out

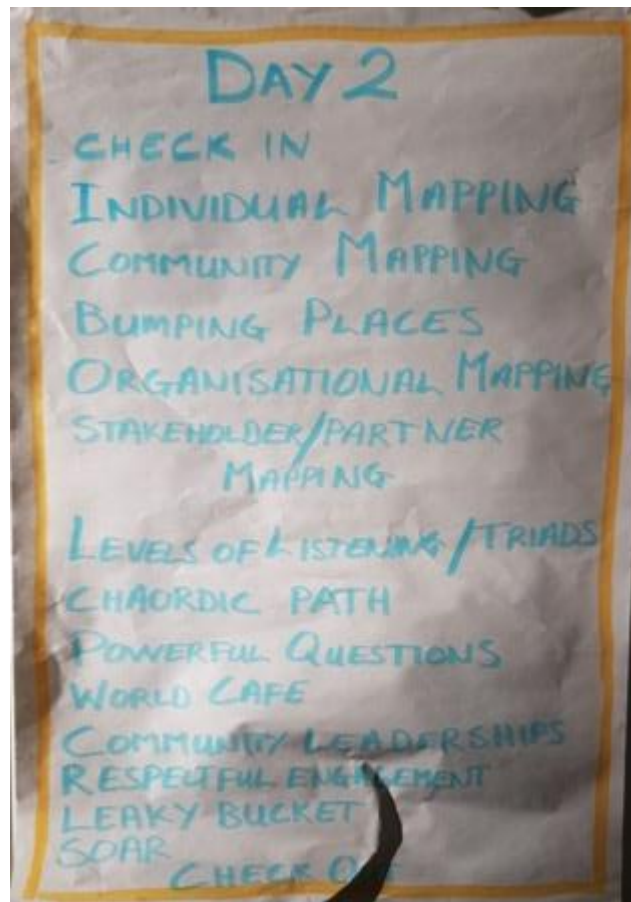


To close off day one, we asked everyone to “share something that has resonated with you today?”

Responses

- Stories are important
- If you don't include people who care – it's hard. -Care Factor
- Having more structures for thinking about stuff. Range of tools
- Recognising the individuality of people.
- Decision making in different contexts.
- Anywhere in the world stories resonate.
- Harmonising, never giving up, always a way forward
- I need knowledge of people
- Learning conversations from base level – BIG context
- The Groan zone – lots of information, lots to consolidate.
- Been to a lot of theory, but gained more by participating.
- Confirmation that the way I operate is the right way.
- Weird apparatus ball.
- Complexity – broken down into simple – not rocket science

DAY TWO



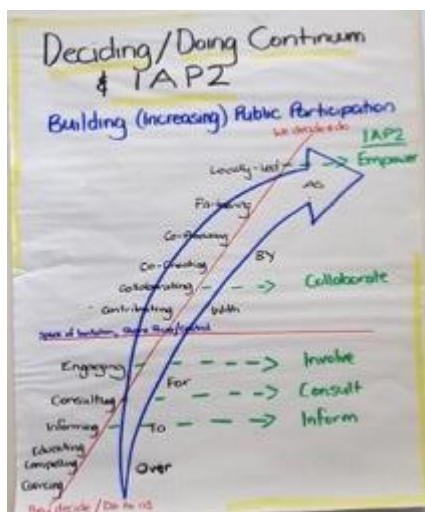
Check In



Our Check In this morning was hosted by Victoria. She took us through an ice breaker called 1 minute master pieces, which we all loved, put to the top of our tool boxes and kept our portraits.



Deciding/Doing Continuum with IAP2



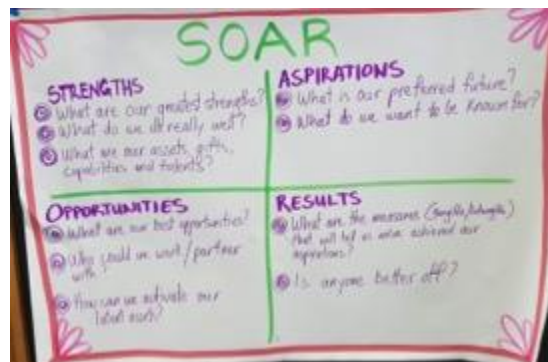
Michelle shared this Deciding Doing continuum, which builds on work by Arnstein (1969), Wehipeihana (2013) and the New Economics Foundation (2014) overlayed with IAP2. To illustrates the range of ways decisions and actions are taken, with particular emphasis on the roles and participation of local people. Both models can help us to choose the most appropriate approaches for our role and purpose and to consider how we might show up and work differently.

SOAR

Why SWOT when you can SOAR!

Melody stepped us through the SOAR process a strengths based planning process from the Appreciative Inquiry community that encourages us to SOAR rather than the traditional SWOT analysis.

See your guidebook for more details on SOAR



Five H's and Know Teach Learn

Sarah and Dee introduced the gifts we have to connect to in community and invited people to pair up with someone they might not know yet and share their own gifts through conversation.



Gifts of the Head (Things I know something about and would enjoy talking about with others, e.g., art, history, movies, birds).

❖ **Gifts of the Hand** (Things or skills I know how to do and would like to share with others, e.g., carpentry, sports, cooking).

❖ **Gifts of the Heart** (Things I care deeply about, e.g., protection of the environment, civic life, children).

❖ **Gifts of the Heel** (Things I do to help me stay grounded and would like to share with others, e.g., meditate, walk, breathing exercises, hang out with friends)

❖ **Gifts of Human Connection** (Things I do to stay connected to or to connect my community, e.g., join an interest group, visit someone, introduce someone I know to someone else with a similar interest)

The **Know/Teach/Learn** tool offers a simple and powerful framework for discovering how these gifts can be productive and powerful together.

Dee asked people to share a skill or talent they heard from their partner to form a list and then invited people to come forward and write their name up in the appropriate box according to what they “know”, “could teach” or “wanted to learn”.



The Art of Listening (Levels of Listening)

Based on the work of Otto Scharmer, a senior lecturer at M.I.T. and founder of The Presencing Institute and Theory U, Michelle spoke to the 4 levels of listening before participants moved into a discussion activity.



1. Downloading – “yeah, I know that already..” re-confirm what I already know.
 1. Listening from the assumption that you already know what is being said, therefore you listen only to confirm habitual judgments.
2. Factual – pick up new information...factual, debates, speak our mind.
 1. Factual listening is when you pay attention to what is different, novel, or disquieting from what you already know.
3. Empathic – see something through another person’s eyes; I know exactly how you feel. Forget my own agenda.
 1. Empathic listening is when the speaker pays attention to the feelings of the speaker. It opens the listener and allows an experience of “standing in the other’s shoes” to take place. Attention shifts from the listener to the speaker, allowing for deep connection on multiple levels.
4. Generative – “I can’t explain what I just experienced”.
 1. This deeper level of listening is difficult to express in linear language. It is a state of being in which everything slows down and inner wisdom is accessed. In group dynamics, it is called synergy. In interpersonal communication, it is described as oneness and flow.

Theory U

Theory U is a change management method and the title of a book by Otto Scharmer. Michelle provided an overview of the process and how it can be utilised when working with teams or communities to allow for deeper insight into Wicked Problems and support leadership development. For more information visit the [Presencing Institute](https://www.presencinginstitute.org/)



World Café

World Café with Dee and Fional: The World Café is a method for creating a living network of collaborative dialogue around questions that matter in real life situations. It is a provocative metaphor. As we create our lives, our organisations, and our communities, we are, in effect, moving among “table conversations” at the World Café.

Based on World Café Principles, three questions were offered for World Café discussion:

1. What time is it in for me
2. What time is it for community?
3. What time is it for the world?

Pieces of Gold:

Inclusiveness

Greater acceptance & tolerance

Gift

Growth

Giving is the remedy I world challenges

Need more grassroots & community power

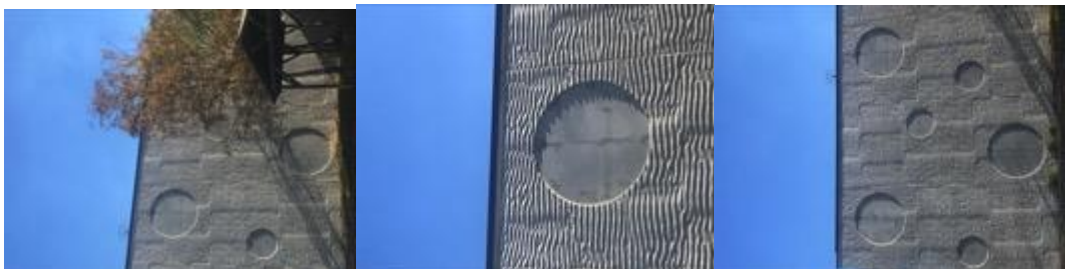
Positive change

Change

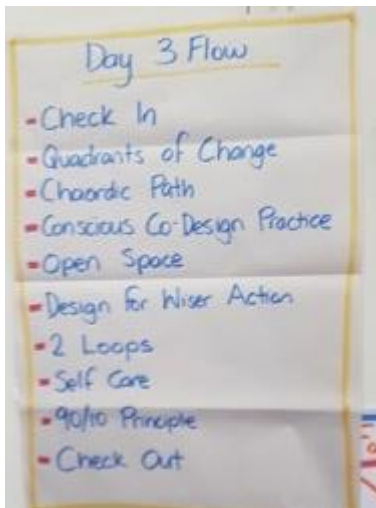
Sharing gifts

Check Out

We initially didn't have anyone step up to practice for this check out so, Vicki stepped up, last moment, and led us through an emergent checkout, using the body, mind and soul!



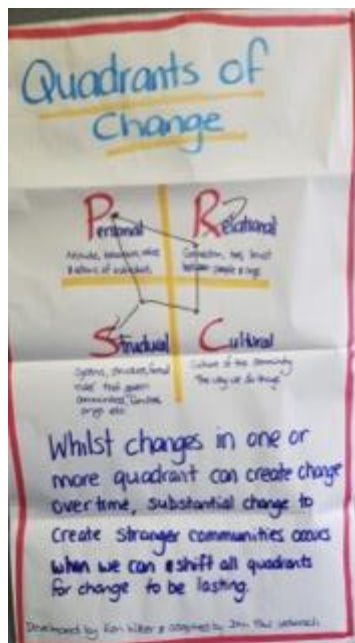
DAY THREE



Check In

We initially didn't have anyone step up to practice for this check out so, we co-created an emergent checkin, using the body, mind and soul!

Quadrants of Change



Michelle shared the Quadrants of Change, developed by Ken Wilber and adapted by John Paul Lederach, change (and peace) in communities can be understood as having four dimensions: Personal, Relational, Structural and Cultural. Over time all of these dimensions must shift for change to be lasting. It makes sense, then, for change strategies to consider how each dimension might need to shift in order for change to occur, as well as how the dimensions might interconnect and influence one another throughout a change process.

One way to apply the Quadrants is to recognise that not all individual changemakers have agency or positional power to be influential in all of the quadrants so it also makes sense to develop a team approach to changemaking. Some people may be more able than others to make changes to structures, for example (policies, legislation, accountability frameworks, institutional procedures). At the same time, the model recognizes that changemaking requires deep personal work (self awareness, considering values, beliefs and assumptions as well as knowledge, skills, competencies and

mindsets) as well as conscious approaches to relating and interacting (trust, respect, understanding, conciliation) and everyone has at least some agency over these. Cultural change (the implicit 'rules': assumptions, expectations, practices and perceptions linked to common activities, discourse and language) is most often collective. Cultural change can be understood or experienced as a result of the integration of the other three dimensions and, in turn, influences those as well.

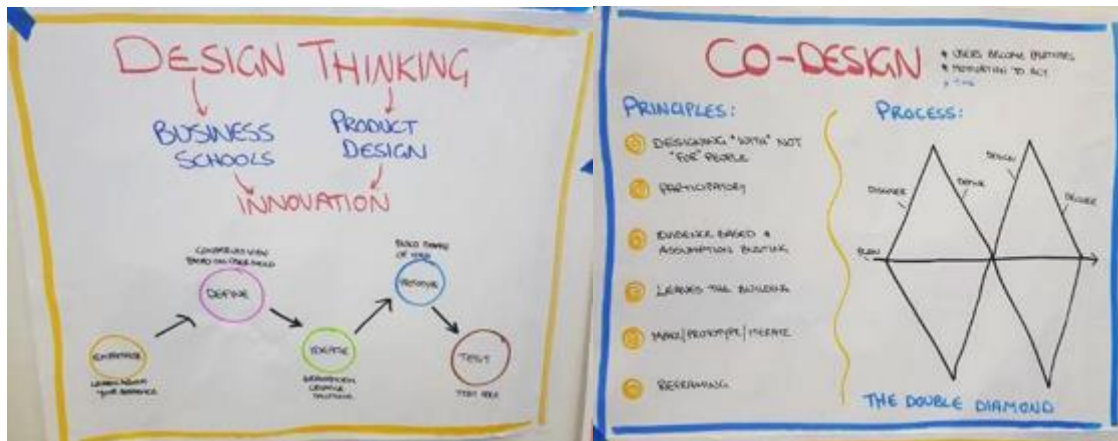
Chaordic Path

The Chaordic Path or Chaordic Field offers us a worldview with which to look at communities, organisations and systems through a new lens. Participants were asked to “locate” themselves on the path by initialing the space they felt drawn to, in their work, right now and we had a deep discussion about how our views can change quickly within the context we are working in and also opened up insights for people who may feel stuck or unsure of where they are in their system of influence.



Design Thinking

Dee gave a brief overview of the difference between Design Thinking which, came from business school thinking for innovation of products and Co-Design which, invites people into the participatory process and encourages users to become partners and helps to discover people's motivation to act.



Top 100

Dee and Shandel introduced us to a version of the Tamarack Institute's Top 100 Partners process for stakeholder mapping to encourage a broader spectrum of voices at the table. The process can be repeated as the core group grows to support an even more diversity amongst the participants, whether it be for an event, a conversation around a wicked question or a community forum.



Open Space

The goal of an Open Space Technology meeting is to create time and space for people to engage deeply and creatively around issues of concern to them. The agenda is set by people with the power and desire to see it through.

Michelle and Aaron explained the Open Space Process to the group including the principles, the roles and the law of motion. The Open Space market place was opened and an invitation was issued to members of the group to host a conversation around a topic/question that matters.



A group of approximately 15 people are seated in a circle on chairs in a large, well-lit room. They appear to be engaged in a group discussion or meeting. The room has large windows in the background, and a central rug with a floral pattern is on the floor. Some people are holding papers or notebooks. The room has a high ceiling and a curved wall.

Responses:

-
- The photograph shows a large sheet of white paper pinned to a wall. At the top center, the title "Share a story that inspired you from someone in this group?" is written in blue marker. Below the title, the paper is densely populated with approximately 30-40 small, rectangular sticky notes. Most of these notes are pink, while others are yellow or light green. Each note contains handwritten text in various colors of ink, mostly black or blue. The handwriting appears to be done by different individuals, likely members of a community group. Some notes are placed vertically, while others are horizontal. The overall effect is one of a collaborative collection of personal narratives and reflections.

- Gratitude: Incredible for people passionate about their community and surrounded by people who feel the same brings diversity to wisdom and lunch discussions.
- Grateful that people turned up, so open to sharing, taking forward to future trainings, remembering practice.
- Discussion with colleagues about next sharing steps
- Grateful no one ran away. This training has given new iterations and learning curves.
- Big for me – The core team put trust in me. Grateful for everyone's wisdom. Project work, using practices, being a conduit – illuminate
- Tracy for invite. Talking about ABCD for awhile. Been a kick up the bum. Implement some projects on the island.
- Networking and asking for help.

Thank you for your contribution and energy during our time together in
Launceston.

Contact us for any further information of details on hosting a workshop for
your community or organisation.

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Follow us on Facebook, Twitter or LinkedIn

Sign up the Jeder Institute Mailing List at <http://jeder.com.au/>

Join the Art of Participatory Community Building Facebook page
<https://www.facebook.com/AoPCommunityBuilding/>

and

ArtABCD in Action (online community) at <http://abcdinaction.org/>

and

the Art of Hosting (online community) <http://artofhosting.ning.com/>

What does growth look like in Australian communities?

- Trust
- Belonging
- Connected
- How do we define growth?
- Diversity – culture, knowledge, responses
- Multicultural acceptance
- Change – population, culture
- How do we define an Australian community?

How can you discover and share growth in your own community?

- Ask
- Listen and talk
- Act and apply
- Community meet ups – festivals, music, art, picnics, storytelling
- Intentionally engaging to share
- Mapping assets and skills
- Marketing
- Celebrate and reflect
- ABCD framework

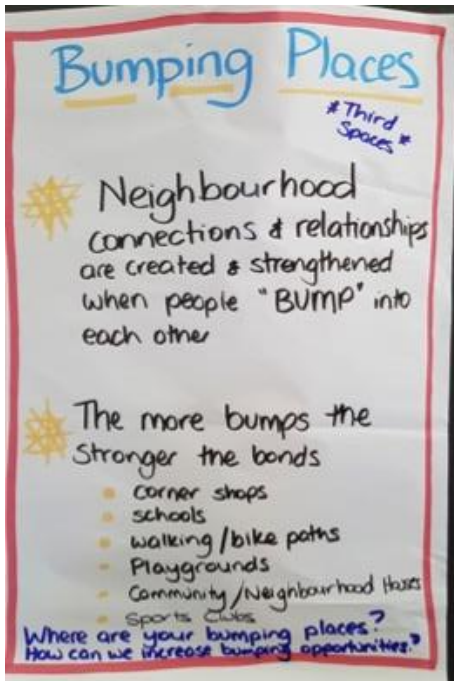
How can we share and connect stories of growth with our communities?

- Public sessions
- Story telling
- Use bumping spaces
- Events and activities
- Through communication processes – physical written, internet
- Host spaces well
- Provide inclusive spaces
- Deep listening
- Multi media

Community Leaders

- * Are key to mobilising community
- * Have existing strong networks & relationships
- * Bring community members together to act
- * Are not always who you expect
- * Invite diversity & inclusion





TOP100
theoryU
Claire
Michelle Fiona
Levels of listening
Crafting the "ask"
POWERFUL QUESTIONS
Conditionsofsuccessfulcommunitybuilding
Organisationalmapping
Birgit
Vicki
SOAR
Worldcafe
Dee
Focus
Openspace
Melody
Principal
Mappingmappingmapping
Victoria
Rich
Bumpingspaces
5h's
DESIGNFORWISERACTION
Shandel
Triads
Tracy
Tamioka
Jackie
Journaling
Chaordicpath
COMMUNITY
StreetPARTY
AppreciativeInquiry
BREATHpattern
engagemnt
Aaron
2loops
Respectful