

## The Art of Participatory Community Building **Sydney Harvest 2019** **25-27 September**

**Core Team: Dee Brooks and Michelle Dunscombe (Jeder Institute), Vanessa Alexander (Transforming Talk), Renae Veedikint (Community Minds), Om Dhungel, Dimitrios Papalexis (SoulGen), Dean Quirke**

**We gathered on the land of the Gadigal people of the Eora Nation.**



*We would also like to acknowledge and thank Settlement Services International (SSI) in Ashfield for offering us their Board Room space for our Design Day and to Pratten Park Bowling Club for their venue and catering.*

## 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 Art of Participatory Community Building workshop, we met at **Pratten Park Bowling Club, Ashfield** and experienced how to blend Asset Based Community Development with a range of powerful strengths-based approaches to community work and various complementary methodologies to create powerful outcomes and 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
- Graphic Harvesting
- DEC Thinking & Breath Patterns
- Presencing & Theory U (including Social Presencing Theatre)

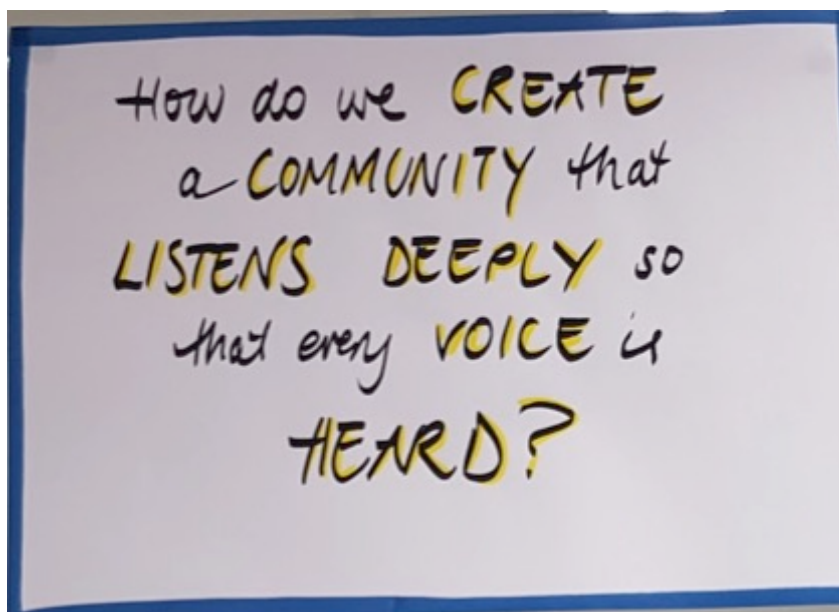
Throughout this document, you'll find the "Harvest" (essence) of what occurred and how participants stepped up to practice, in a short time, through deep and intentional invitation. More information on the processes and practices can be found in the AoPCB Guidebook, which you can download for free here: <http://jeder.com.au/art-of-participatory-community-building/>

## Design Day

The Core Team for the training met at for a day of design at Settlement Services International (SSI) in Ashfield on Wednesday 24th September, based on the principle that it is common sense to get stakeholders together when designing for the common good. The design day planning poster we left up over the 3 day workshop for transparency and to support the flexibility and movement of content.



The core team was guided by a co-creation process and considered the principles for working together over the 3 days of co-hosting the training, before moving into the co-design process.



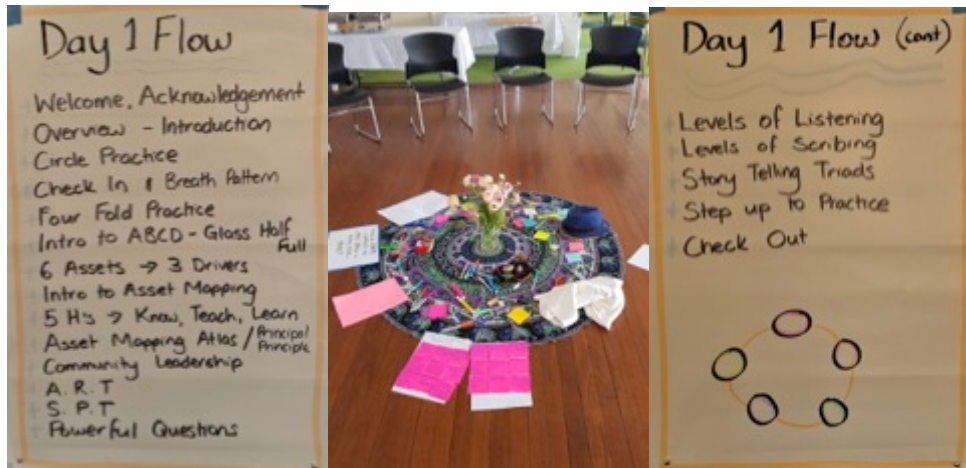


## Day One Flow

### Welcome, acknowledgement and overview

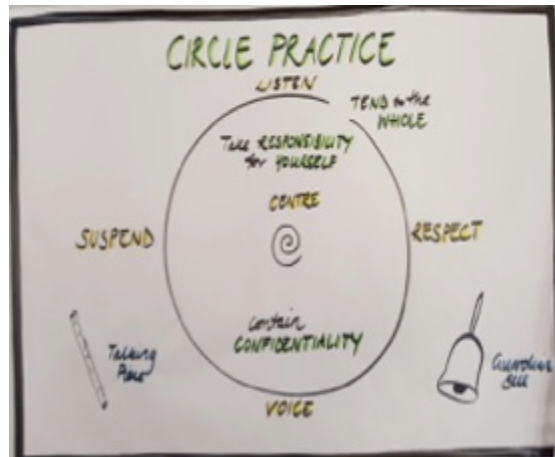
Michelle welcomed all participants to the training and respectfully acknowledged the traditional owners on whose land we were gathering over the next 3 days, the Gadigal people of the Eora nation, paying respects to elders past, present and emerging.

Dee explained the overarching 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

Vanessa 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.



### 3 circle principles:

- **Leadership rotates** among all circle members
- **Responsibility is shared** for the quality of experience
- **Reliance is on wholeness**, rather than on any personal agenda

### 3 circle practices:

1. **Speak with intention:** noting what has relevance to the conversation in the moment
2. **Listen with attention:** respectful of the learning process for all members of the group
3. **Tend to the well-being of the circle:** remaining aware of the impact of our contributions

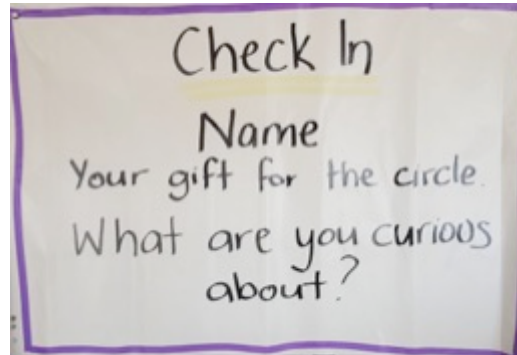
### The active components of good circle practice:

- 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-out and Farewell



## Check-in

Check-in gives people a chance to learn about each other, share how they are feeling and helps people become more present. As a wider practice, check-in can be done before a group, for clarity during a conversation and as a check-out. To start day one we asked everyone to check in by responding to the following:



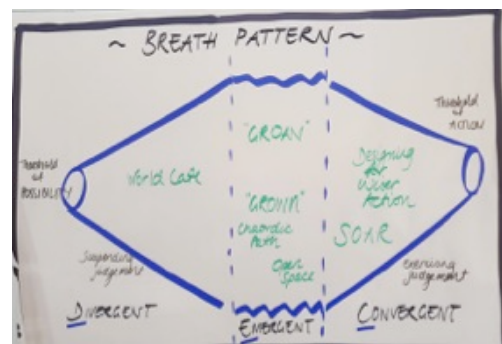
- *Calling towards awakening. Baggage of multiple generations*
- *Courage to step up to be me*
- *Exploitation paradigm. Citizen U*
- *Step up and show up for myself*
- *Emergent stage of life*
- *Community culture art*
- *How can we do away with this built in dissatisfaction? Help people see their own strengths.*
- *From father to father in law - I now have a daughter and a son*
- *Graduating to grandfather*
- *Deep sense of gratitude to Australia*
- *I want to be present,*
- *What does it mean to be home*
- *Doesn't rely on the people around you or the place you're in...home is within*
- *We are gifted the keys to hall the places we call home*
- *I want the world to be better*
- *I'm a disrupter, dealing the red pill of reality. Challenged by the way the world is today. I want the world to see that way it is.*
- *Being connected what I can learn and teach*
- *Connecting and collecting soul and tribe*
- *Refocus intent, Sense of belonging, How people come together*
- *Curious about what you're all curious about*
- *3 generations of wise women - generations, lineage and language - what can I learn?*
- *What is going on? Inside out...outside in.*
- *Elements - water, air, earth, fire*
- *Is it possible, as an adult, to live like Winne the Pooh?*
- *Be in the present to connect*
- *I'm Australian now. Inner love. Power from within.*
- *How I can best work in community?*
- *Excited to learn from others, watering to thrive*
- *Sharing learning with community here and in Bangladesh*
- *Learn what I don't know - patience, peace and collaboration.*
- *Organic food for Bangladesh*
- *Learning from others. Exploring with an open mind. Youth perspective.*

- *Learning about ABCD and I how I can use it in my community*
- *Art and ABCD - diverse background*
- *Women in politics - reuser, recycler, upcycler mad! Greeniw. How my professional life overlays with ABCD*
- *Wisdom begins with wonder*
- *Gifting the key learnings of emotional being*
- *The vulnerability of starting up*
- *I'm activated to step up for authentic ideology*
- *Bookmarking the social history of Sydney*
- *Let's be surprised together!*
- *Capturing the human condition*
- *Many forms of Art*
- *Grass roots*
- *Community culture precinct - as an artist*
- *The key of welcome home*
- *Deep gratitude and faith to reunite*
- *Social justice and systems change*
- *Loving people, passionate about community*
- *Celebrating you in diversity and loss*
- *Finding a place of belonging. What does belonging mean? Valuing what's local.*
- *Letting go of what doesn't serve us*
- *A reminder we have everything we need*
- *Relinquishing of back to back work*
- *A reminder to be in the present moment*
- *Blue sky positivity - bringing the sun from inside*
- *Hearing all the voices*
- *Watering for thriving growth*
- *Excitement*
- *Patience, peace, learning and collaboration*
- *To know what I don't know*
- *Questioning community is short-hand for vulnerability*
- *Hospitality, Mandarin of many parts*
- *2 bob!*
- *Youth advocate, opening minds with fresh eyes*
- *A spiritual gift to inspire strengths*
- *Picturing - a teacher, a helper, a supporter*
- *What can each of us bring?*
- *Holding on to strong relationships*
- *An anniversary stone - heart shaped rock. Longevity.*
- *Curious to co-create*
- *From many fields and traditions*
- *An actor taking many roles*
- *A maker, integrator*
- *Awaken in myself on the pathway to new ventures*

### Breath Pattern (Ness)

Vanessa 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.



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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.



### Four-fold practice (Ness/Michelle)



A practice means actively and regularly doing something to maintain or enhance a skill or ability. Being truly present, engaging skilfully 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 practise to hone these skills.

There are four basic 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

Vanessa 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. After a time, people were then asked to move to where they felt their Learning Edge was and engage in a second discussion with whoever else joined them there. After each discussion, participants offered feedback about the essence of their conversations.





## Intro to ABCD (Dee)



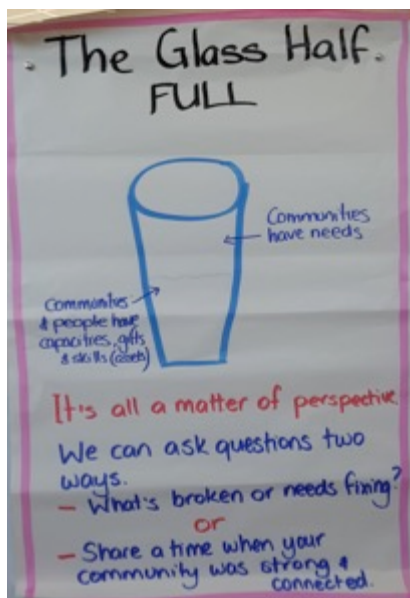
Dee introduced Asset Based Community-Led Development (ABCD), explaining the history of the work John McKnight and Jody Kretzmann undertook at North Western University, where the ABCD framework was born now situated at DePaul University.

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
- Identifies and mobilises community and individual assets, skills and passions
- Is built on community leadership
- Builds relationships

## Glass Half-full (Michelle and Dean)



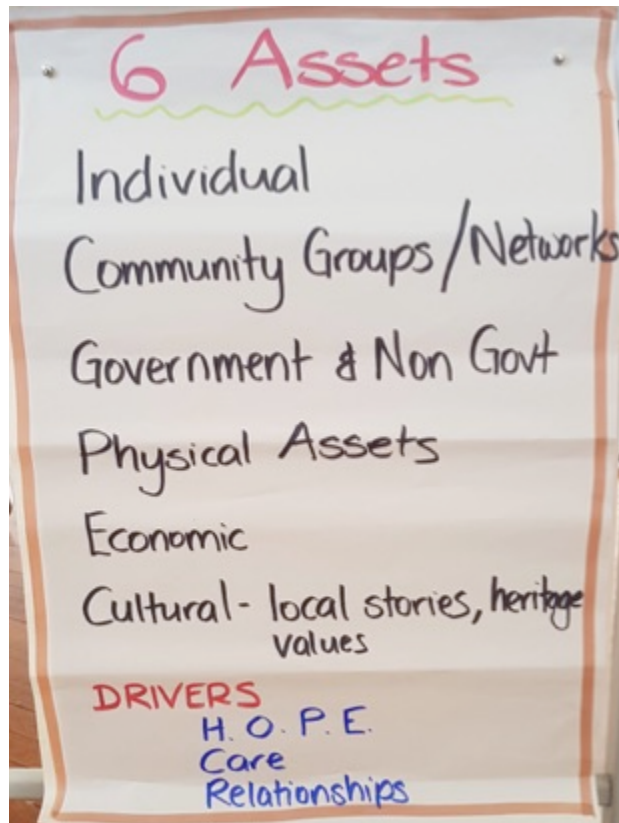
Using an Asset Based approach our focus is on the glass half full concept of exploring what communities have to get want they long for.

We acknowledge that communities and its members have existing capacities and assets, and this is where we focus our energy be in relation to ABCD. Rather than dwelling on the deficiencies and needs.

## 6 Assets 3 Drivers (Michelle and Dean)

Michelle introduced the assets and drivers from the ABCD Institute and Dean shared the 6 Assets and 3 drivers of ABCD in a story based on his community work:

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 **community organisations and networks** and what they offer (or could offer) to the community.
3. We look at what **non-government organisations, not for profits, government agencies**, 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







In small groups, participants had one minute to brainstorm on each asset! After 6 minutes, the sheets were all brought together inside to highlight the power of identifying assets and the abundance of the hidden treasures within every community!

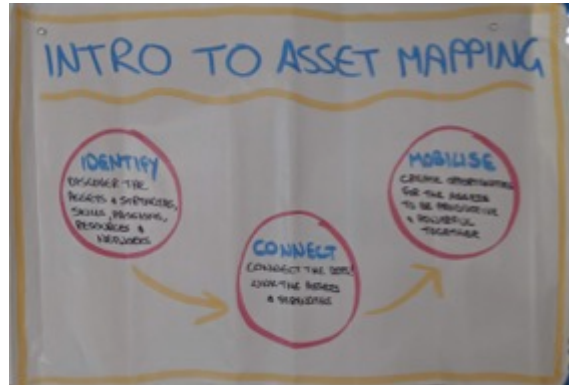




## Intro to Asset Mapping (Dee and Renae)

Asset mapping is a vehicle for community to identify, discover and connect with each other. It's not the only strategy to empower communities but it is more than a tool; it connects people through the sharing of stories and the identification of mutual strengths. We have found there are 3 key steps to asset mapping:

- Discover the assets
- Connect the assets together
- Create opportunities to mobilise these assets to be **productive and powerful together**



## 5H's → KTL (Renae)

Renae 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)

## Know / Teach / Learn (Dee)

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 in the 5H activity 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”.

GIFTS ORG	KNOW	WILLING TO TEACH	LEARN
COOKING	---	---	---
SEWING	---	---	---
GARDENING	---	---	---
COOKING	---	---	---
SHARING	---	---	---



### Asset Mapping Atlas

Dee introduced the 6 elements of the Asset Mapping Atlas from Jeder's emergent work alongside the ABCD principles, which we would be working with in more detail 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; elemental, agents, components
- Ecological; land / humans / other creatures (this emergent level of mapping is still evolving)





### Principal Principle - Mobilising Latent Assets

Dee shared her story of working with a school principal and how we can work within a top down environment using bottom up principles.

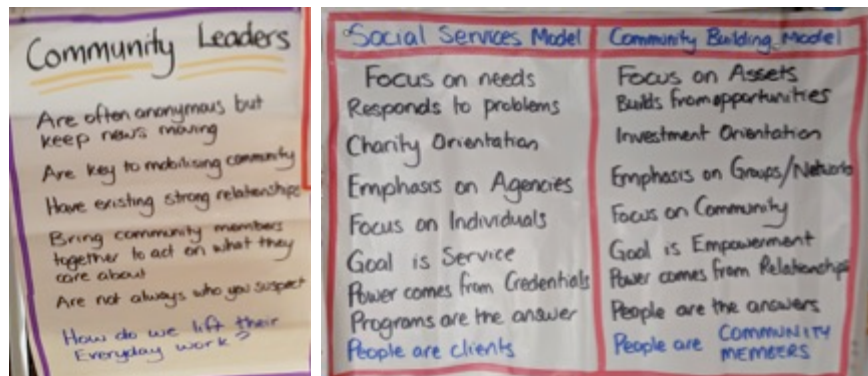
The bottom-up principle suggests that you continue to mobilise the latent assets, where possible, that are surrounding your top-down “Principal”, structure or system and to “lead by stepping back”. Lift the voices, skills and abilities of others and let the collective actions speak louder than words.



### Community Leadership - Connector leaders (Om)

Inspired by the work of Mike Green and Henry Moore, ABCD looks at the assets and strengths we have to address issues and challenges. Mike and Henry talk about “Connector Leaders” in community who:

- Are already connected
- Have local knowledge
- Share local stories

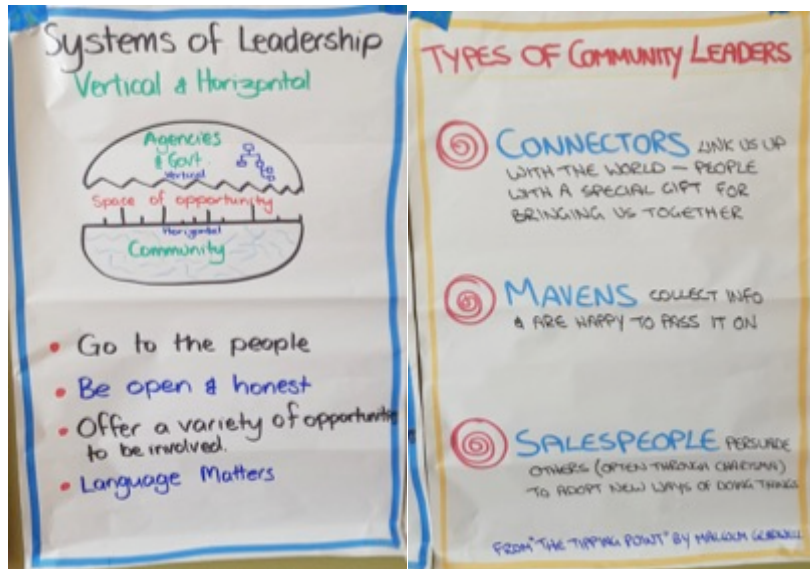




## Angry hamburger! (Community Leadership and the Space of Opportunities)

When we discover what people truly care about, enough to act on, we discover their motivation to act! As Mike says, "Don't go anywhere that nobody sent you! Well connected leaders can engage the wider community to act on what they care about!"

How do we work with the space of opportunity between services and agencies and the broader community?



## A.R.T - challenging our Automatic Reflexive Tendency (Ness)

Ness provided a short framing to lead into the social presencing theatre and scribing experiences to follow by inviting us to challenge our **A**utomatic **R**eflexive **T**endency to believe that we're unable or not good at certain, mostly creative, pursuits. Challenging our A.R.T aligns with strength-based approaches that indicate that there is no strength profile that implies a particular task application. Instead the key is to apply our strengths to the completion of any task, and in so doing improve both our experience and the outcome.



## Theatre Games/Social Presencing Theatre (Dimi and Alex)

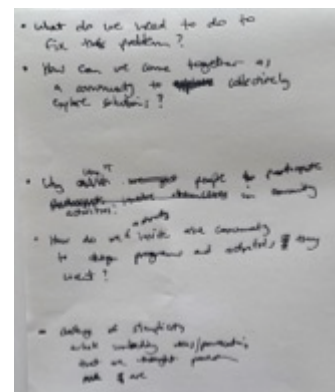
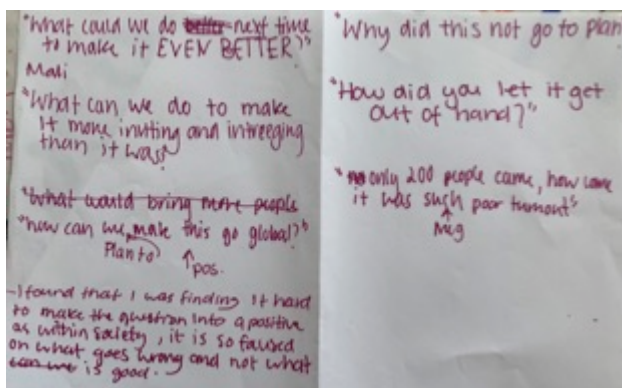
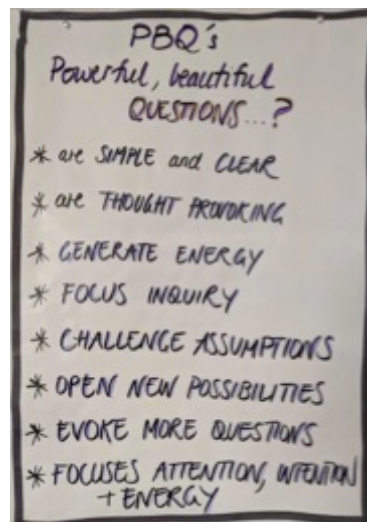
Social Presencing Theatre is an emerging art form that explores the creative potential of Theory U and presencing through movement and collective inquiry. Social Presencing Theatre emerged from the community of practice to enable a community to collectively see itself and enact its emerging future. Dimitrios ran participants through some warm up theatre games leading to a “sound and movement” and “human machines” activities for participants to embody their experience and explore some of the dynamics of change.

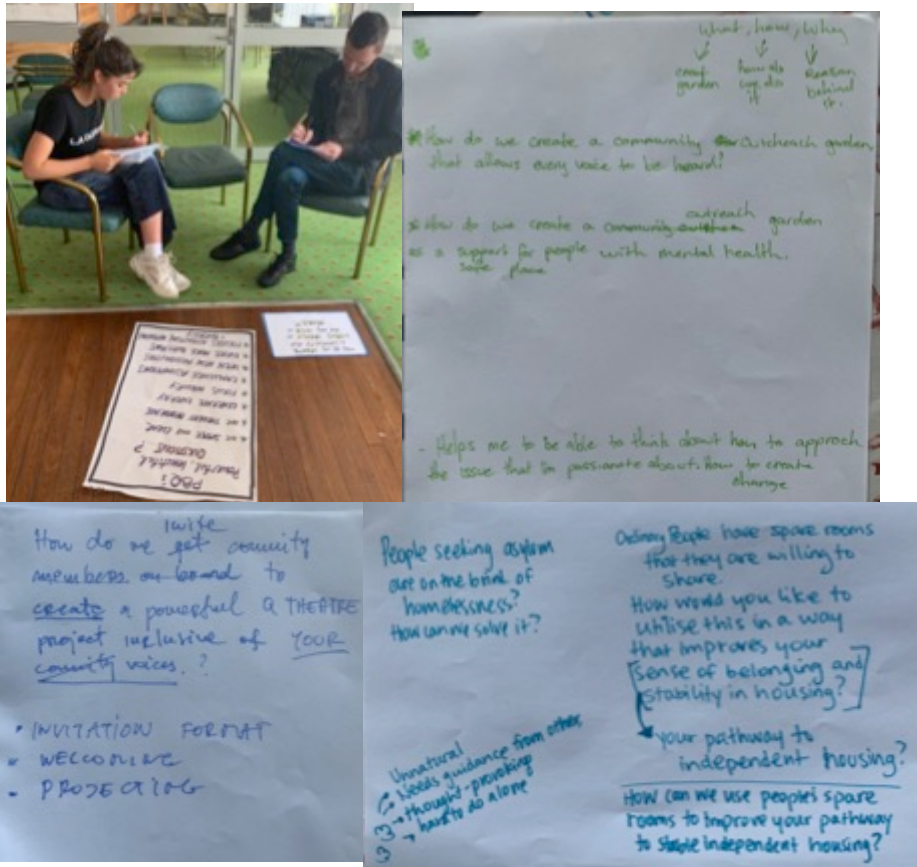


## Powerful Questions (Rena)

Rena shared the thinking behind what makes questions inspiring, energising, and mobilising. The most powerful seeds are powerful questions. A powerful question:

- Is simple and clear
- Is thought-provoking
- Generates energy
- Focuses inquiry
- Challenges assumptions
- Opens up to new possibilities
- Evokes more questions
- A powerful question focuses attention, intention and energy





## Levels of Listening (Ness)

Ness shared the key elements of listening based on the Levels of Listening from the work of Otto Scharmer, a senior lecturer at M.I.T. and founder of The Presencing Institute and Theory U.

1. Downloading – “yeah, I know that already..” re-confirm what I already know.
  - 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.
  - 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.
  - 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”.
  - 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.





## Levels of Scribing (Ness)

Levels of scribing (reference: <http://www.kelvybird.com/4-levels-of-scribing/>)

Vanessa then shared about Levels of Scribing, which correlate to levels of listening to provide a foundation for scribing and harvesting. After explaining Levels of Scribing Vanessa took everyone through a listening and scribing exercise where we divided a page into quadrants and practiced listening and scribing at each level.

Level one scribing: Mirror – hear a word and make a picture.

Our drawing is literal; someone says “bird” and we draw a bird. We track largely at a data level, naming the literal words, and draw in areas on a page in a somewhat isolated manner.

Level two scribing: Differentiate – interpret words and make sense.

We interpret what is being spoken from a broader vantage point. We still draw what we hear, but our lens expands to make sense of what is being said in a factual context. At this level we enter the domain of storytelling. We might draw the literal scene, or mind map to organize data into information.

Level three scribing: Connect – relate ideas and make meaning.

This is where containers are activated, where our own heart comes online, where we feel. We start to genuinely care, and our stance shifts. Our drawing shifts as it comes, literally, from a deeper place in our body. Not only the head and the hand are in motion, but the entire torso is engaged in our output. We realize the story in the room is coming from a cultural frame of reference beyond the room; the facts coming out have causal underpinning. We shift from noticing moments in time to sensing movements over time. As we inquire, we start to inhabit the story and make sense of it on an expanded scale.

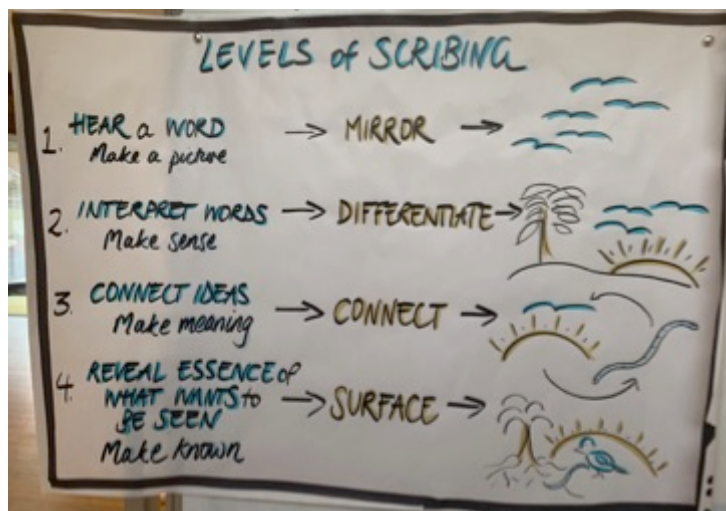
Level four scribing: Surface – reveal what wants to be seen.

In level four, or generative scribing, we sense and uncover the highest potentiality for the systems we serve. This requires being sensitive not only to the content that is obvious and clear, but also to the content that is fuzzy, blurred, faint—small tones of hesitancy in a speaker’s voice, long pauses between words, coughing that subtly interrupts a sentence.

In level four scribing, we connect with source, and with social and energetic fields. We have our full selves open and receptive to all kinds of sensory and intuitive inputs: rain on the roof, a fly buzzing around, the freshness of the air, the quality of being of the presenter and other participants, the light, and the shadows.

Match the level of scribing to the needs of the situation.

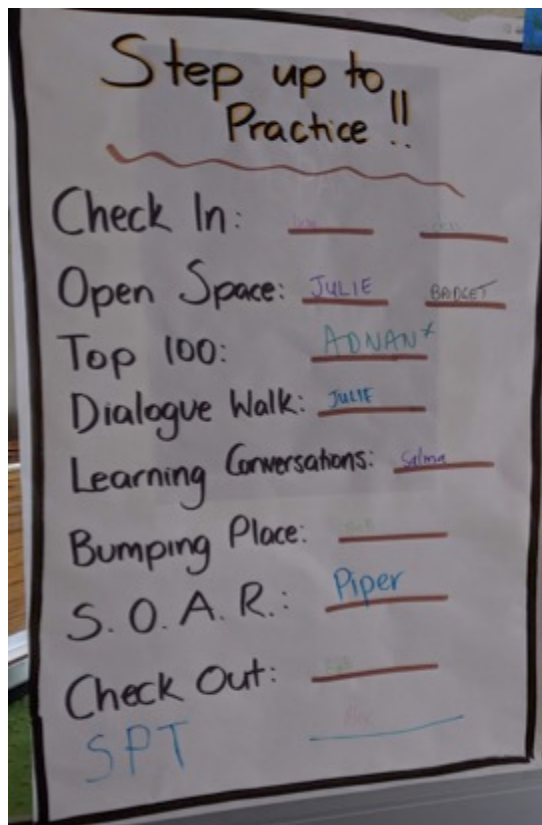
- Level one scribing is great for conferences where presentations are short and multiple people share their thoughts in bursts.
- Level two scribing is useful for panel discussions, academic lectures, negotiations, strategic planning, even system mapping.
- Level three scribing is relational, emphasizing the interaction between elements. It’s a useful approach in storytelling, dialogue, culture mapping.
- And with level four scribing, we draw what must be drawn in the developing reality, representing the absolute present moment as it unfolds. It’s useful in ongoing large-scale change initiatives, cross-sector and multi-stakeholder settings or contexts of societal transformation.





### Step-up to Practice (Michelle)

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. Michelle invited participants into this process.

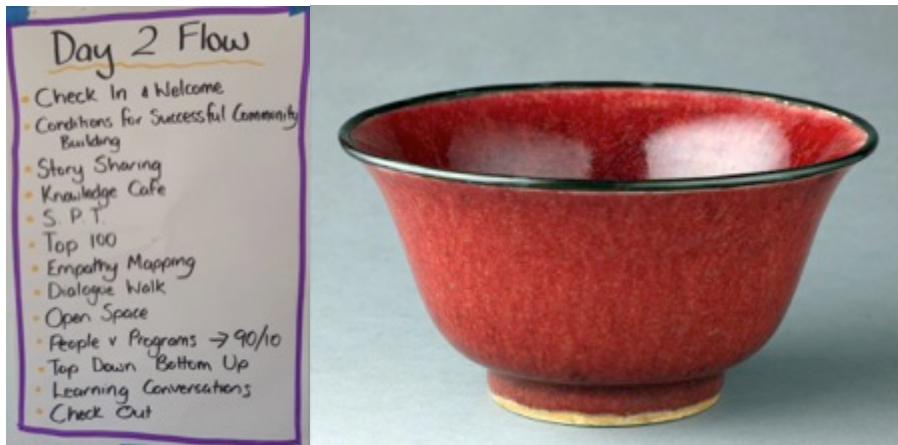


### Check-out (Dimi)

Dimi guided us in an energetic check out to collectively raise positive energy and share this by placing our palms close together without actually touching.



## Day Two Flow



### Check-in (Leisa)

Liesia offered a prop (a bowl) and asked everyone to share the many interpretative and creative uses of a bowl, around the circle. People used the bowl as anything from a hat or a shoe to a bar of soap and a comb and everything in between.

### Conditions of Successful Community Building (Michelle)



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.

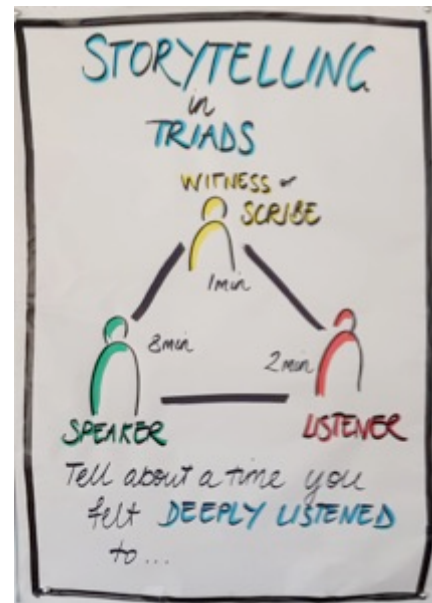


## Story-telling Triads (Dean)

Dean facilitated this activity and asked everyone to self-organise into small groups of 3 and then shared the meanings of the following 3 roles:

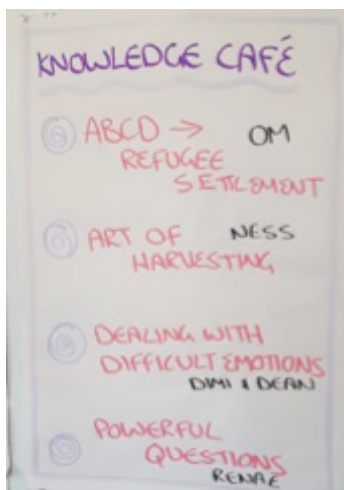
- Storyteller / Speaker
- Listener
- Witness / Scribe

Each person in the Triad had a turn at each role by sharing a story for 12 minutes, listening to another and offering 2 minutes of reflection and finally, by witnessing the interaction of the storyteller and listener, the witness then offered 1 minute feedback of what they noticed.

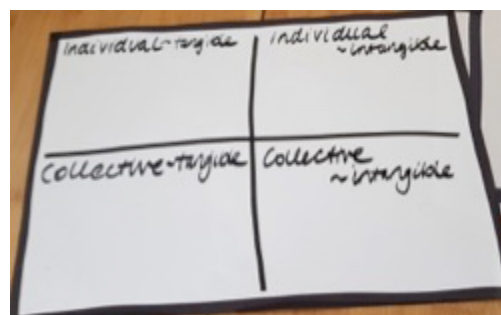
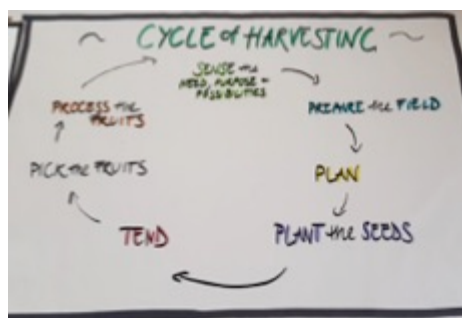


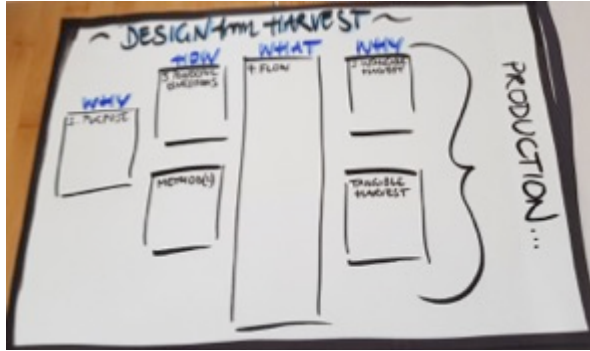
## Knowledge Cafe (Dee)

Om, Ness, Dean and Dimi, and Renae each hosted the following teachers:



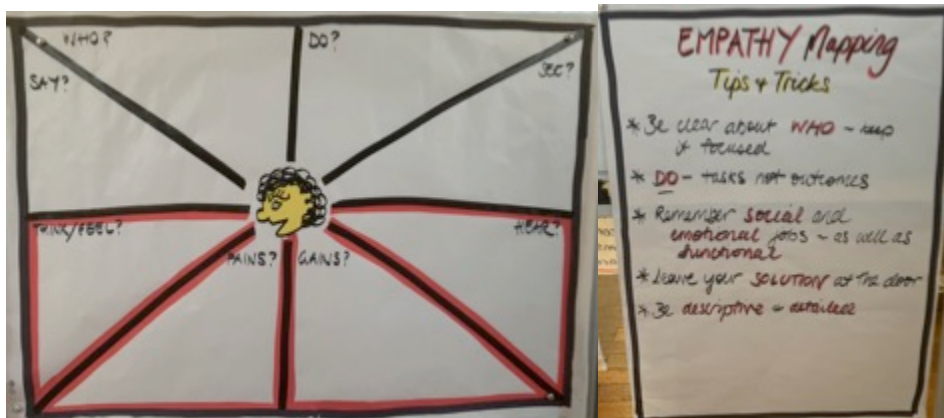
- Application of ABCD in Refugee Settlement (strengths-based approach) (Om)
- Art of Harvesting (Ness)
- Dealing with difficult emotions/SPT protagonist led socio-drama (Dean and Dimi)
- Powerful questions (Renae)





### Empathy Mapping - Think/Feel/See/Do (Renaë)

Empathy Mapping is a tool for doing research giving us a quick snapshot about that person. Use it to guide interviews or as a way to document what you learn from interviews with people. You can also use it to uncover assumptions people hold about the others in their ecosystem e.g. workers can fill this out to give a quick snapshot about the clients they work with. This tool helps us to build empathy about the people involved in our ecosystem.



### Top 100 (Adnan and Dee)

Adnan and Dee 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.





## Dialogue Walk (Julie and Om)

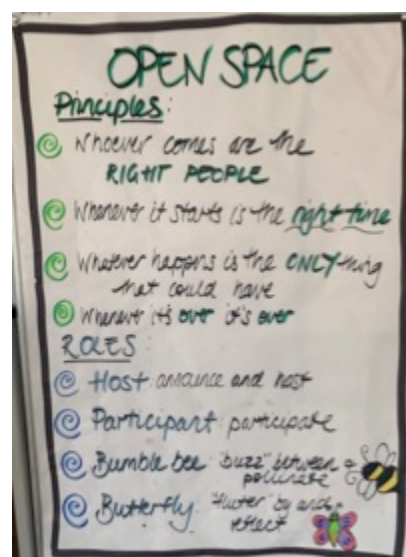
Julie and Om explained the Dialogue Walk process (as pictured above). A dialogue walk provides space and opportunity for people to discover surprising insights and wisdom about themselves and others through listening without interrupting, or judgement. The group paired up and experience a dialogue during a walk outside on the grounds of the park.



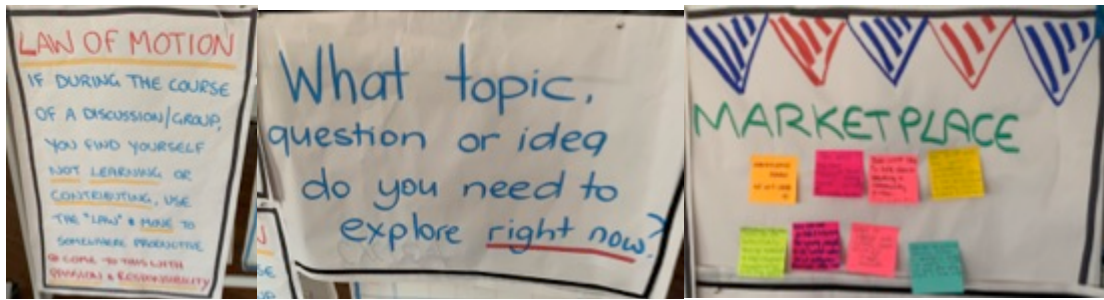
## Open Space (Julie, Bridgit and Dimitrios)

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.

Julie, Bridgit and Dimitrios 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. This was an interesting exploration with participants engaging in different groups and exploring some of their passion ideas and projects.



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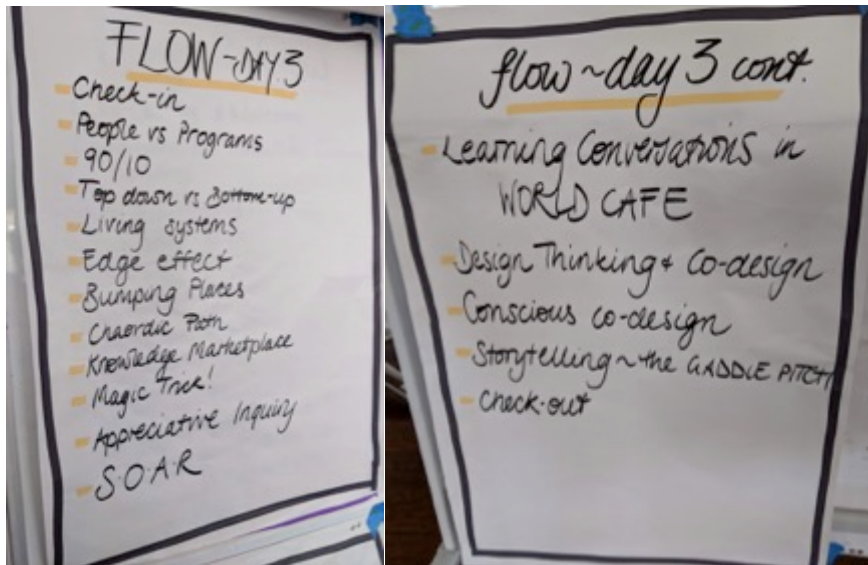
### Check-out (Bob-Mali)

Bob "Mali" hosted the check-out and asked people to share a word or phrase about something you liked today?

- The SPIRIT of things
- Different place and different person after 2 days
- Mindfulness
- Walk with Dimi
- SPT
- Conversations
- Community
- Showing your empathy
- Storytelling
- Deep listening
- The dynamics
- Different opinions
- Dancing monkeys
- Connection, care, conversation
- Action of expression



## Day Three Flow



### Check-in Day 3 - (Jess)

Jess stepped up to host the check-in for day 3 and led everyone in a guided meditation that invited us to unlock our creativity and then share the word, colour or image that came to us in the meditation:

- Inclusion
- Green
- Orange
- Enswirling
- Grateful
- Rainbow
- Kaliedescope
- Yellow
- Welcome, postivie, inquisitive, comfortable
- Yellow - sunshine rays
- Purple
- Merging practices
- Yellow
- Green wheat - growing and blowing in the wind
- Green water
- Purple
- Dynamic
- Relaxed
- Woolen and paper textures

### ABCD: People vs Programs (Dee)

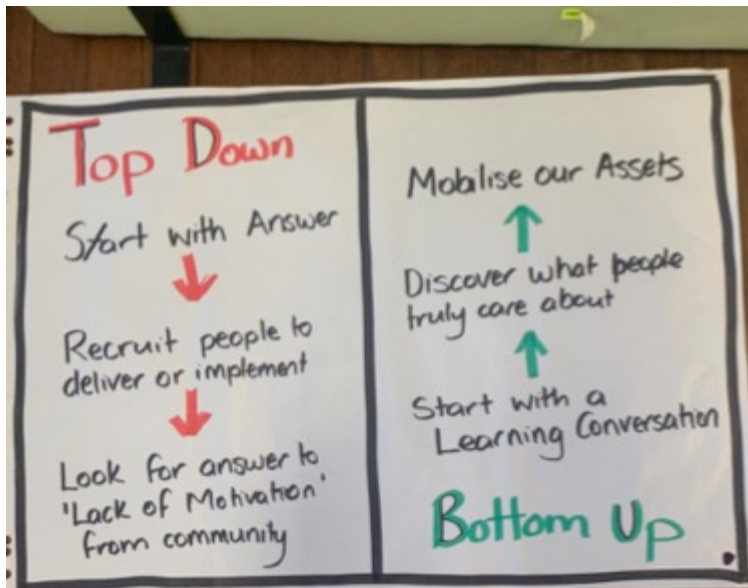
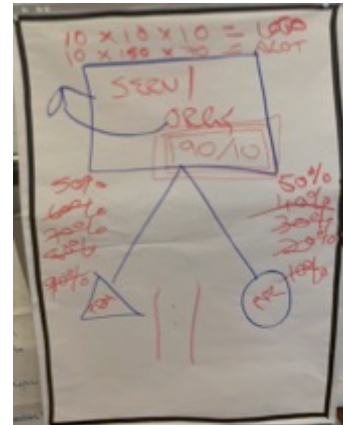
There's 2 paths that have 2 solutions. If we start with answer, we are identifying a 'need', services are then allocated and people are consumers of these services. This path says that programs are the answer.

But, if we start with a question and we discover what people care enough to act on, we can get some action happening and people are community members. This path says that people are the answer.



## ABCD: 90/10 (Dee)

The 90/10 Principle, which extends the people versus program model of shifting programs incrementally towards a tipping point, also informs us how to work with “latent assets” There is a way we can have both people and programs and balance the relationship system between service and community member.



## ABCD: Top Down and Bottom Up (Michelle and Om)

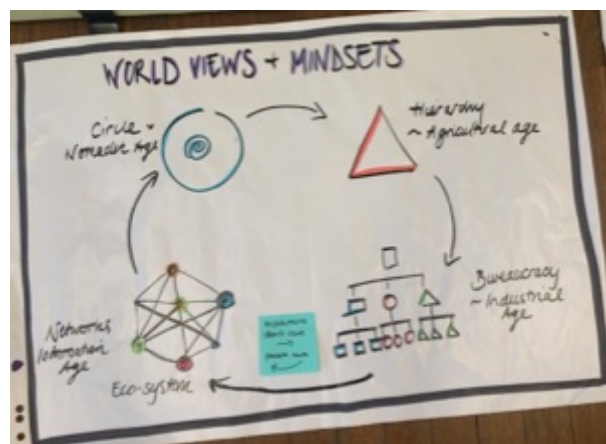
When we start with an answer, we then need to recruit people to implement that answer. The people we find may not be invested or have a motivation to act so we then need to find another solution to boost their lack of motivation. Sounds like a hard job!

But, when we start with a learning conversation,

we discover what people truly care about, right from the start and discover what they have or want to offer as part of the productive solution. Once we have discovered this, we can mobilise the assets of individuals, families and communities.

## Living Systems (Ness & Renae)

The assumptions and core beliefs we hold about organisations when the picture manifests like this are based on a “living systems” worldview, or viewing organisations as “complex, adaptive systems”.



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## Edge Effect (Dean)

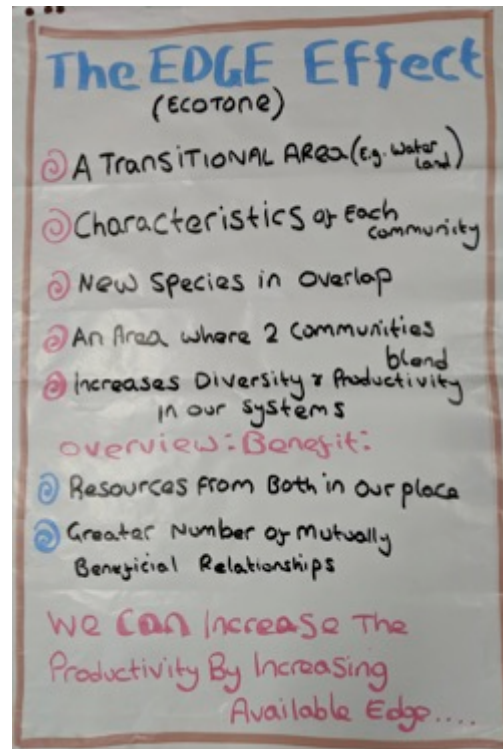
This design principle is concerned with increasing diversity and productivity in our systems. An Ecotone has:

- A transitional area; e.g. between forest and grassland or water and land
- Characteristics of each bordering community
- Species not found in the overlapping communities
- An area, such as a forest clearing, where two local communities blend
- A transitional area for activities such as courtship, nesting, or foraging
- The influence of the two bordering communities on each other is known as the edge effect

What are some community examples?

Multiculturalism or peri-urbanism are obvious, what else?

- Public transport (school buses)
- Neighbourhood houses
- Libraries
- Festivals
- Protests



How can we engage in these spaces or with these varied lived experiences like Bumping Places (third spaces)? In summary:

- Resources from both ecosystems can be accessed in the one place.
- There is a greater number of mutually beneficial relationships between the elements at the edges.
- We can take advantage of the natural phenomenon of the 'edge effect' to increase the productivity by increasing the available edge

## Enswirling (Ness)

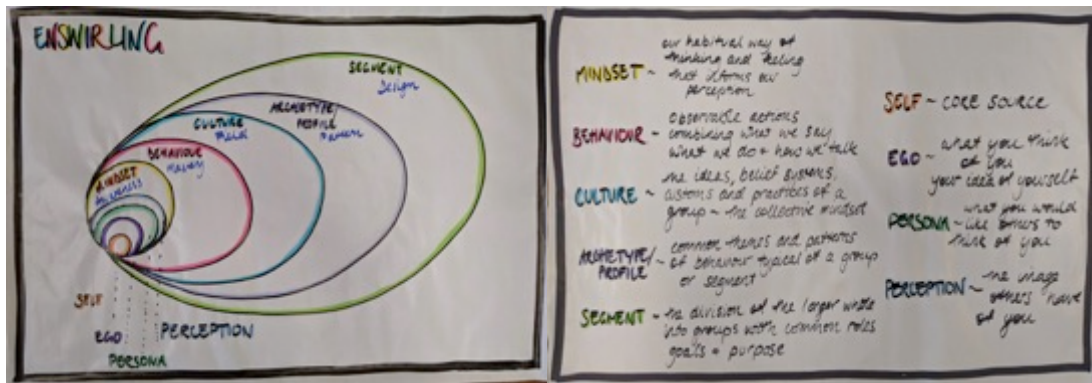
Inspired by the check-in meditation for the day and in the context of the teachings on living systems, worldview /mindset and edge effect Vanessa shared with us the concept of *Enswirling* - a way of being that engages with ourselves and our environment from an awareness-based systems perspective.

We start by seeing ourselves in the system to understand the interplay of inner layers that drive our way of being. Working outwards from our centre, or Self, to the next layer of ego, from there to persona and to the outermost layer visible to others of perception.

- Self - core source
- Ego - what you think of you
- Persona - what you would like others to think of you
- Perception - the image others have of you

Collectively these make up our mindset or worldview, our habitual way of thinking and feeling that informs our perspective. This in turn drives our behaviour or our observable actions combining what we say, what we do and how we talk. Our combined behaviours create our culture, or the ideas, belief systems, customs and practices of a group. Which could also be thought of as our collective mindset. Moving to the next external layer we can understand the common themes, patterns of behaviour typical of a group through the lense of archetype and/or profile. Connecting layers in this way helps us maintain integrity in design processes that extrapolate from individuals to design personas and from design profiles to products and services for individuals. Finally, we might move from the archetype or profile to understand segments or the division of the larger whole into groups with common roles, goals and purpose.

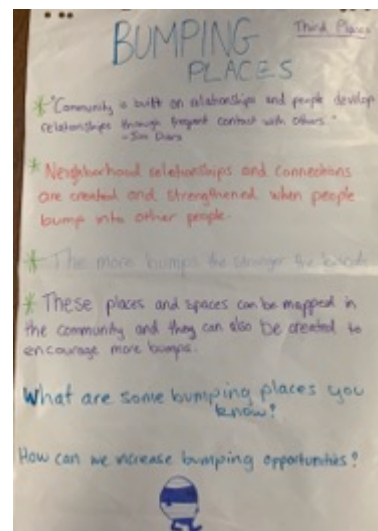
We are invited to imagine being constantly and dynamically in relationship at these edges, within ourselves, with others and within and between groups that make up communities, of any kind. To really engage with the concurrent dimensionality of this we imagine the enswirling image as layers of paint, where if we took a brush tip and ran it across the layers, we would create a multitude of marbled patterns forming a myriad of opportunities for internal and external meeting points at the edges.



### Bumping Places (Dimi, Bob, Dee)

Based on the work of Jim Diers who says, “Community is built on relationships and people develop relationships through frequent contact with others. So, if you want to build community, you need places to bump into other people. The closer those places are to where you live, the more likely you are to bump into the same people over and over again.” In academic literature, bumping places are also called third spaces. These places and spaces can be mapped in the community and they can also be created to encourage more bumps!

Dimitrios and Marley (Bob) enacted (dramatically) an “accidental encounter when Dee “bumped” into them and then offered an explanation of bumping places with Dimitrios giving the example of a coffee van in Fairfield that was used to effectively create bumping places. Participants were then encouraged to reflect on the bumping places they know or ones they could create in their communities.

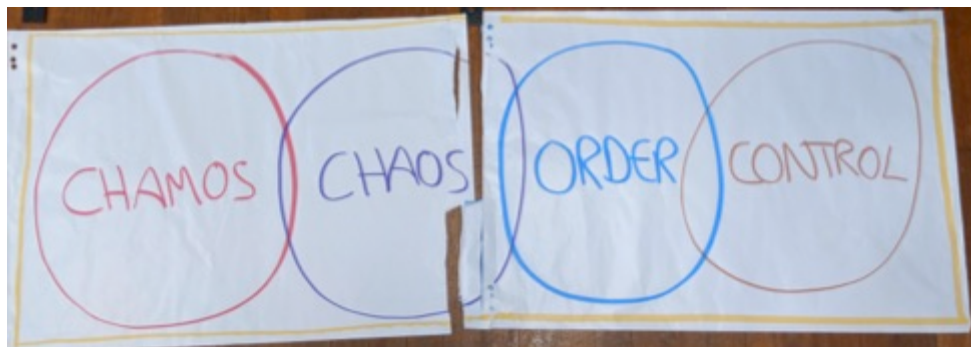




## Chaordic Path (Dee)

Originating with the work of Dee Hock in the development and evolution of Visa to an international network of financial institutions offering “one” credit card, Hock identified the patterns and forces of chaos, order and control that were at play in an animated process that came to the brink of failure at many points along the way. It was clearly experienced that the greatest breakthroughs and emergent ideas came at the intersection of chaos and order, in a system that was more commonly situated in the realm of control. (Sourced from Shapeshift Strategies)

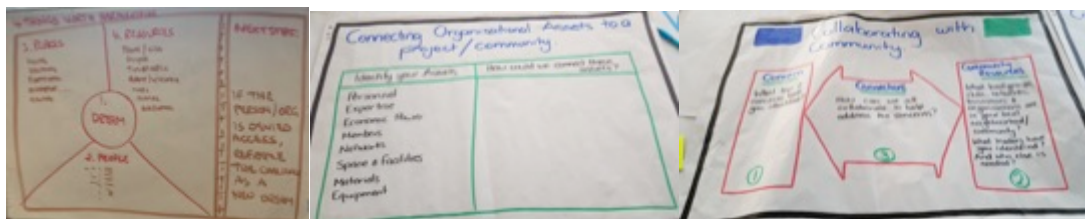
Dee walked participants through the Chaordic Path and invited them to locate themselves where they felt they were now and where they would like to be followed by a robust conversation about levels of leadership, power constructs and systems.



## Knowledge cafe

Dee, Michelle and Om and Beth each hosted a teaching during the knowledge cafe.

- Harmonising 4 things (Dee)
- Org Bat Map (Michelle & Om)
- RBA - results based accountability (Beth Stockton)



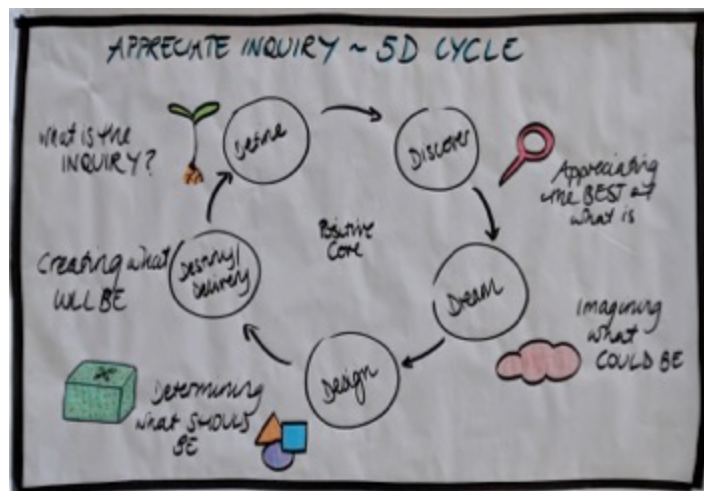
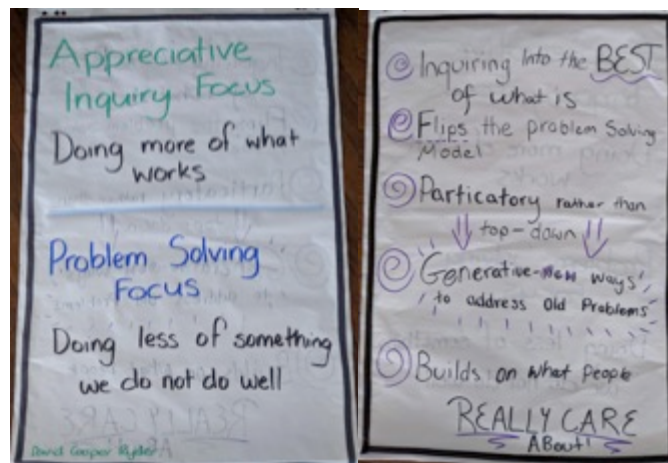
### Magic trick - 3 principles of letting go (Dimi, Bob)

This was a session that Dimitrios codesigned with Bob and was set up as three different stations that participants would go through and explore the notion of letting go and creating magic in their life and communities. The two first stations were outside where participants had to reflect and talk about their strengths; in the second station they had to write down something they have to let go so they can be more effective in their life and work and “burry” it on a box. Third station was inside where Dimitrios did a magic trick on the same concept to bring some more embodiment and integration in that process.



### Appreciative Inquiry (Ness & Piper)

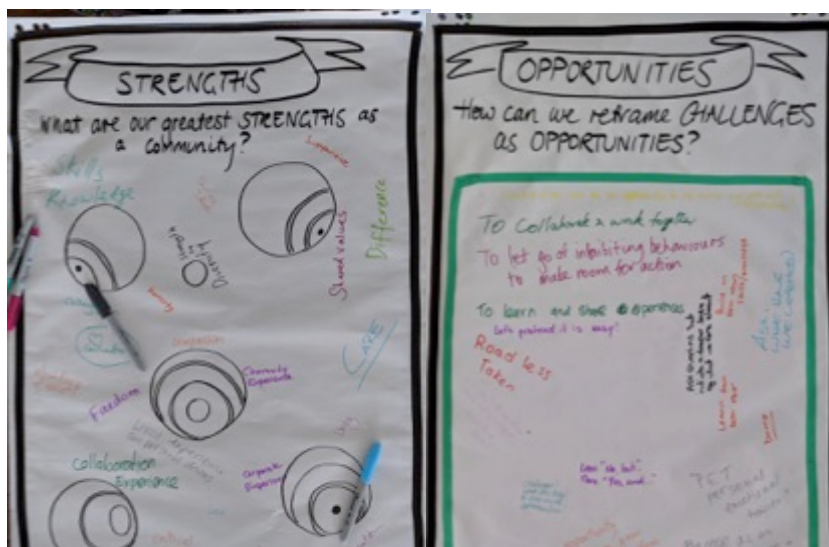
Appreciative Inquiry is a strategy for intentional change that identifies the best of ‘what is’ to pursue dreams and possibilities of ‘what could be’; a cooperative search for strengths, passions and life-giving forces that are found within every system and that hold potential for inspired, positive change. (Cooperrider & Srivastva, 1987)



## SOAR - Strengths, Opportunities, Aspirations, Results (Ness & Piper)

SOAR is a strategy formulation and planning framework that allows an organization to plan its most preferred future. SOAR takes the Appreciative Inquiry philosophy and applies it to provide a strategic thinking and dialog process. SOAR applications include strategy, strategic planning, team building, coaching, leadership development, and strategic summits.

Vanessa shared the story of using this approach with four teams of eighty people in the strategy portfolio of a university. Participants were then invited to follow a version of this same process by responding to prompt questions for each of the four elements of SOAR and captured these on a Canva.

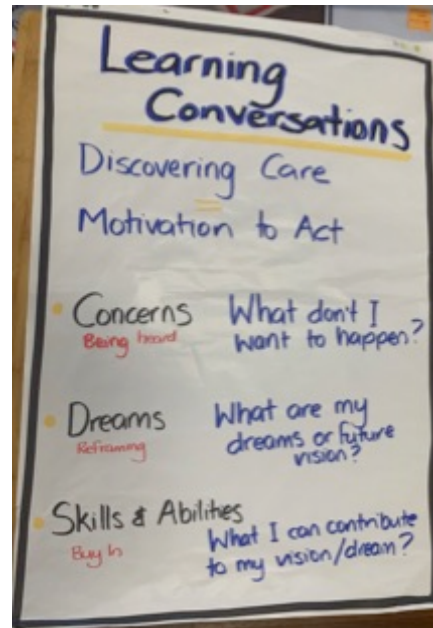
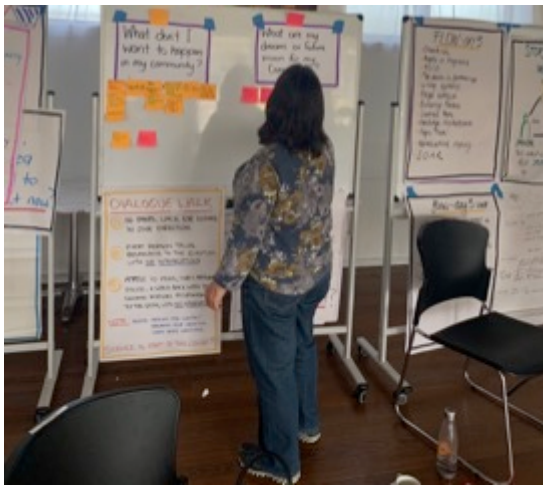


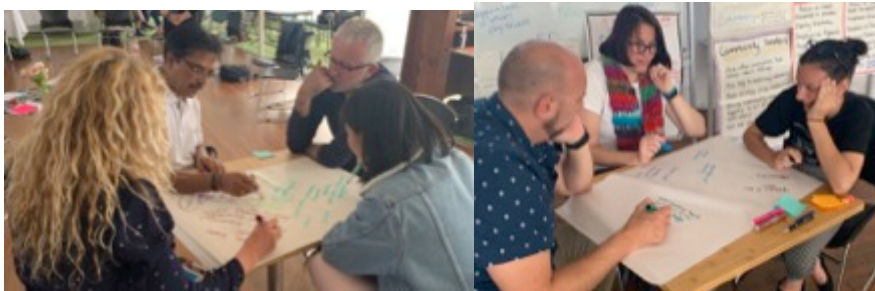


## Learning Conversations (Michelle)

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 Café, 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.

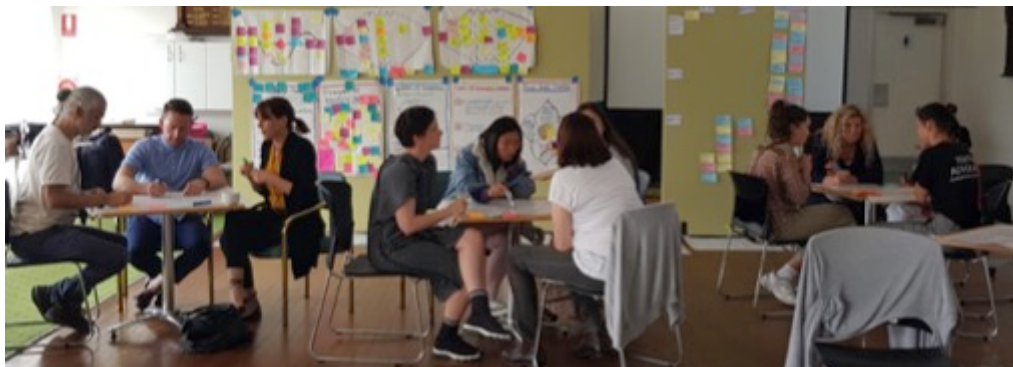
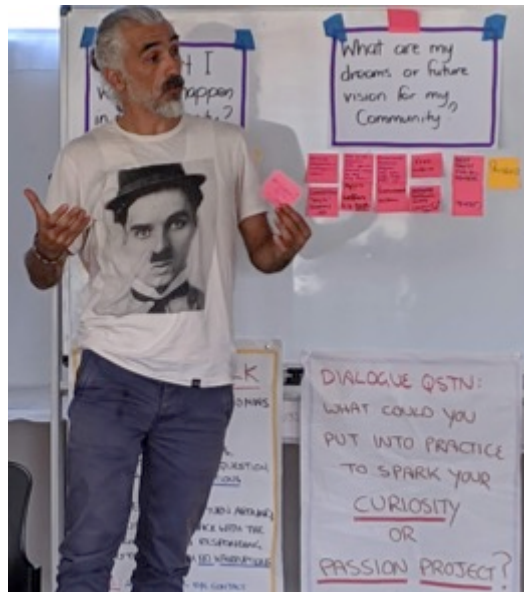
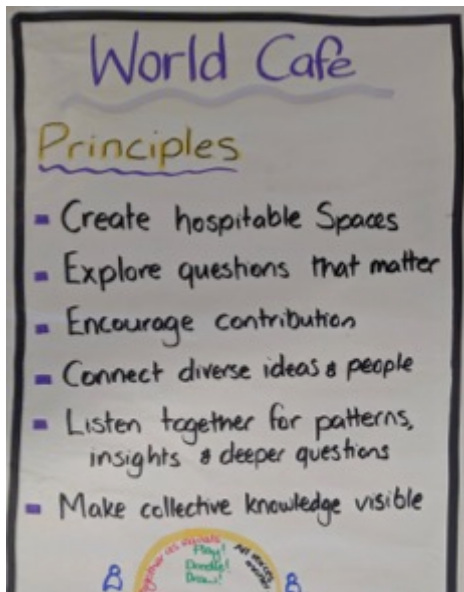






## World Cafe (Michelle and Adnan)

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. (From The World Café Resource Guide) We used the 3 questions from the Learning Conversation teach for this practice.



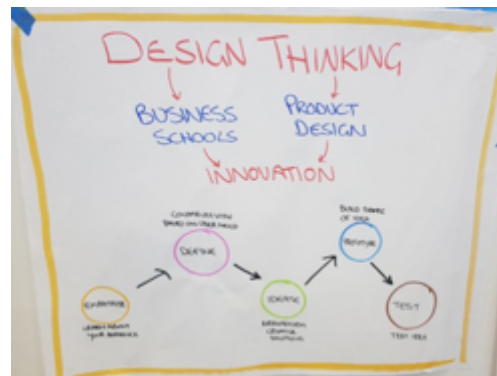
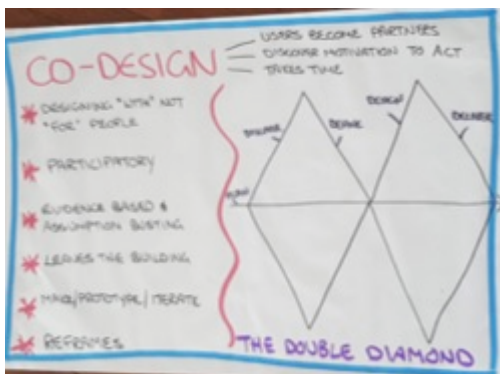




## Design Thinking and Co-Design (Dee and Renae)

Codesign is a human-centred design practice and a participatory process where we design “with the people” not “for the people.”

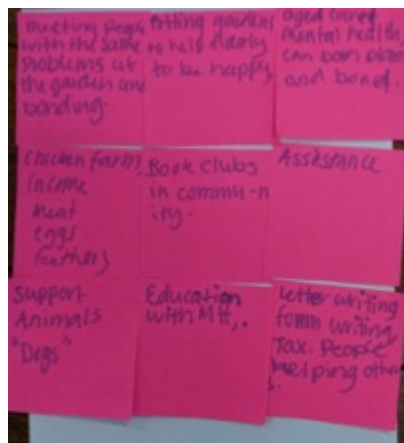
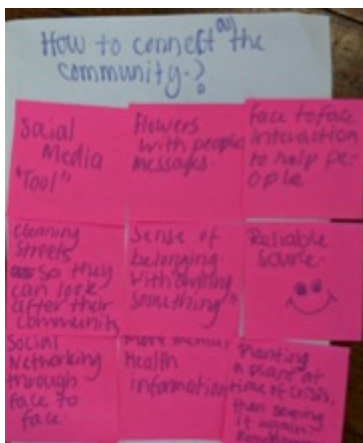
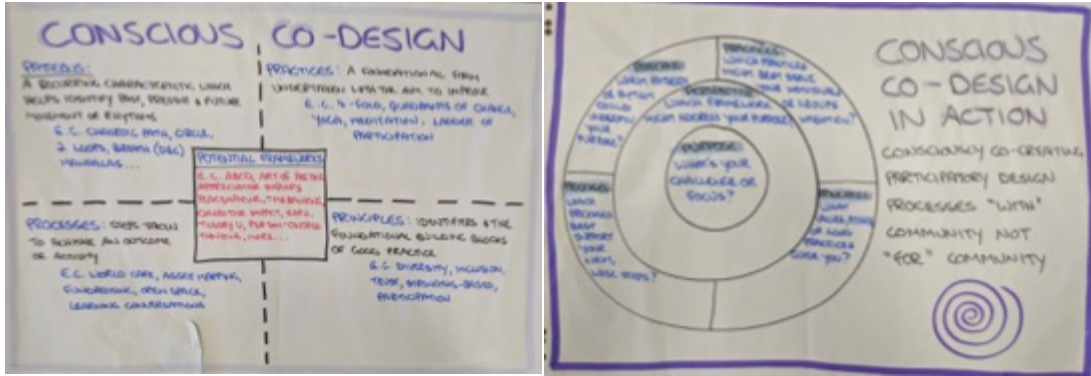
The Double Diamond design process - **Plan, Discover, Define, Design and Deliver** highlights some similarities between this design thinking process and Art of Hosting’s Breath Pattern which both offer a visual, simple map for a design process.



## Conscious Co-Design (Dee)

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

Patterns in frameworks are as natural, and needed, as breathing; you just don't know what you don't know! More info is in the guidebook or on our website.



## Story-telling - Gaddie Pitch (Renaë...Ness)

### Positive Powerful Pitch

#### How to respond to... what do you do?

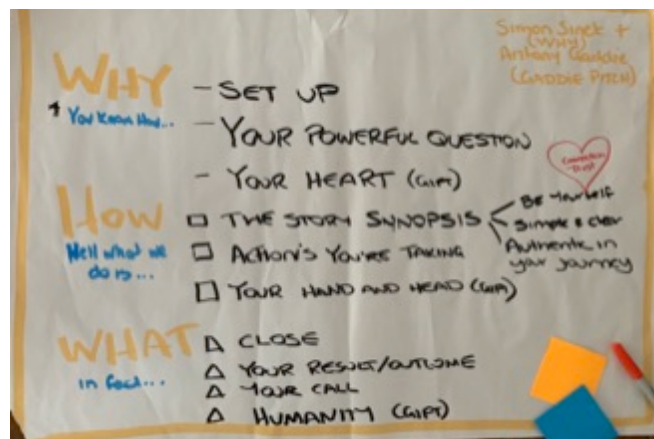
- I believe ... powerful aspiration statement
  - *why do you do what you do, what's your purpose, what's your belief (your heart and humanity gifts)*
- So what we do (are doing)... statement of actions you're taking
  - *what actions are you taking to achieve the aspiration (your head and hand gifts)*
- In fact recently ... statement of result
  - *an example of recent work, a result you've achieved*
- Want to join us?

### Positive Powerful Pitch

- (why – aspiration / outcome) I believe that in order to strengthen a community we need to listen deeply so that every voice is heard
- (how - actions) so what we do is teach communities how to discover their assets, skills and passions to create opportunities for everyone to contribute to their community
- (what - result) recently we held a community workshop ....
- Want to join us?

### Positive Powerful STORY

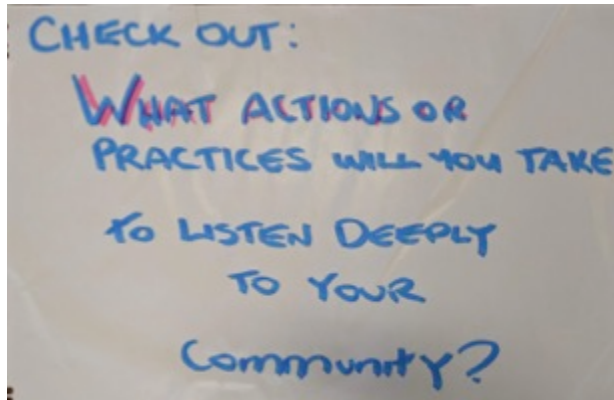
- (why – aspiration / outcome) I believe that in order to strengthen a community we need to listen deeply so that every voice is heard
- (how - actions) so what we do is teach communities how to discover their assets, skills and passions to create opportunities for everyone to contribute to their community
- **(add your story – why you believe in your aspiration, be authentic in your journey, be courageously yourself)**
- (what - result) recently we held a community workshop ....
- Want to join us?





### Check-out Day 3 (Dean)

Dean wrapped up our times together by asking the questions, "What actions or practices will you take to listen deeply to your community?"



- Gratitude to the host team
- I can pick and choose
- I open myself to the group
- "Positively" overwhelming!
- Listen with empathy - the dialogue walk
- Waking up from being in my own mind to hear from others
- Being in Vanessa's orbit to step into practices I feared
- The patchwork pattern of what the host team brings
- World cafe and Gaddie Pitch
- Conscious co-design totally changed what I think community is
- New tools to go back to young people to ask them
- More respect for participation
- Powerful questions
- Open space and conscious co-design
- The mask activity 1:1; 1 convo with 1 person
- 5H's KTL
- Provide community with a space to be heard
- Story-telling triads and powerful questions
- So many - difficult to choose - conscious co-design
- All tools I'll be able to take away stepping back
- 4 fold practice
- Enlightening and playful dean and dimi's complexity
- 4 things worth harmonising - for journaling
- Conscious co-design
- Reflect the experience of being listened to deeply
- Feeling the flow
- Getting past the groan zone to converge
- Grandfather of AoH/Toke - we have 2 ears and 1 mouth for a reason
- Lead by stepping back...better
- Messing with Minds!!...back at work
- Provide my community with a place to meet so they can be heard
- Listen without an intention to reply
- Storytelling in triads
- Powerful questions to dig deep and find peoples "why?"
- Despite the knowledge I think I have - I need to deliver as a practitioner and then step back so I can learn from my community
- World cafe tomorrow
- Listening with empathy
- World cafe
- Four-fold practice - out of my head and being present to hosting in the moment
- Enswirling
- Stay in the emergence
- Harmonising 4 things - to listen and recontextualise
- Which on NOT to say!

The week at Pratten Park Bowling Club was full of an amazing energy, innovation, excitement and insights. The village created by the participants was something to carry into our future work in ways of being together in community.

The Art of Participatory Community Building builds the agency of people to act on what they truly care about and honours and acknowledges the wealth of practices, patterns and processes from other methodologies which was summarised in a final poem by Dee.

**Merge you say?  
Others say no way...**

**So...**

**We try, we trust, we tire...  
We blend, we merge, we inspire!**

**We throw our processes and practices  
Into the blender of time and space  
And we co-create fun and adventure  
With a slow, to go fast pace...**

**We show by participatory example  
How to blend with conscious knack  
Because, starting anywhere, leads everywhere  
And we lead by stepping back**

### **Where to from here?**

Stay connected! With each other, the social media pages and with us! Live a little more consciously everyday and share your learnings with others!

Yours in Community,  
The AoPCB Ashfield Core Team  
Michelle, Renae, Dee, Om, Vanessa, Dimi and Dean







