The Art of Participatory Community Building
"How can we come together and connect more deeply as a community"

The Harvest

The Art of Community Building

Charters Towers

2nd to 4th October 2018

Core Team: Dee Brooks and Michelle Dunscombe (Jeder Institute), Denise Bijoux (Catalyse New Zealand) and Melanie Adams and Tamika Mihill (Prospect Services)

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
- Collaboration & Community Conversations
- Participatory Citizen's Juries & Budgeting, & more

Over the 3 days of this immersion workshop, 25 participants from Charters Towers, Townsville and Bowen, met in Charters Towers at Blackheath and Thornburgh College and experienced how to blend ABCD with a range of powerful strengths-based approaches to community work and 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
- Apply strengths-based monitoring and evaluation
- 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 and other 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)
- Change and/or Social Labs
- 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
- Next Stage Organising & Living Systems

Over the next few pages, you'll find the "Harvest" (essence) of what occurred and how participants stepped up to practice, in a relatively short time and space, 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/abcd-immersion-program/
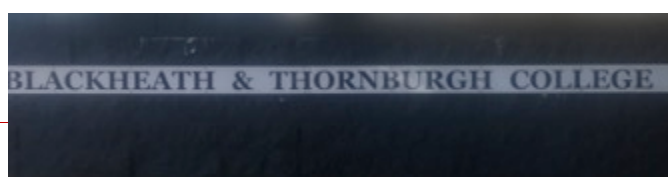
Core Team Design Day

Michelle, Denise and Dee met with Tamika for a day of design, based on the principle that it is common sense to get stakeholders together when designing for the common good. Melanie was unfortunately called away and couldn't join us until Day 2 of the training.

After a day of design, we decided, as a Core Team, to leave the planning posters up for transparency and to support the flexibility and movement of the 3 days of training.
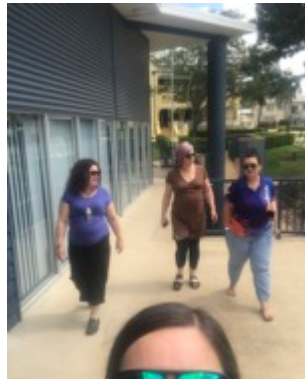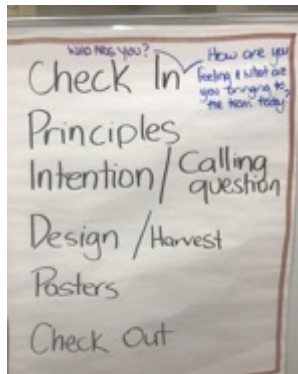
We were guided by a co-created Flow and considered the principles we might work with, together, when co-hosting the week of training, before moving into the design, which would be guided by our Calling Question, "How can we come together and connect more deeply as a community?"

| Before | After |

The final Flow for the 3 days remained on the window, throughout the training, and the design process we used was useful to speak to when we were in 'step out' day on Day 3.

DAY 1

Welcome to Participants and Acknowledgement of Country

Tamika from Prospect Services welcomed the facilitators and participants to Charters Towers and acknowledged the country we were meeting upon.

> *In the spirit of reconciliation, we acknowledge The Gudjal people as the Traditional Owners and Custodians of the place in which we meet, and their connection to land, water and community. We pay our respects to them, their cultures and customs, and to Elders both past, present and emerging.*
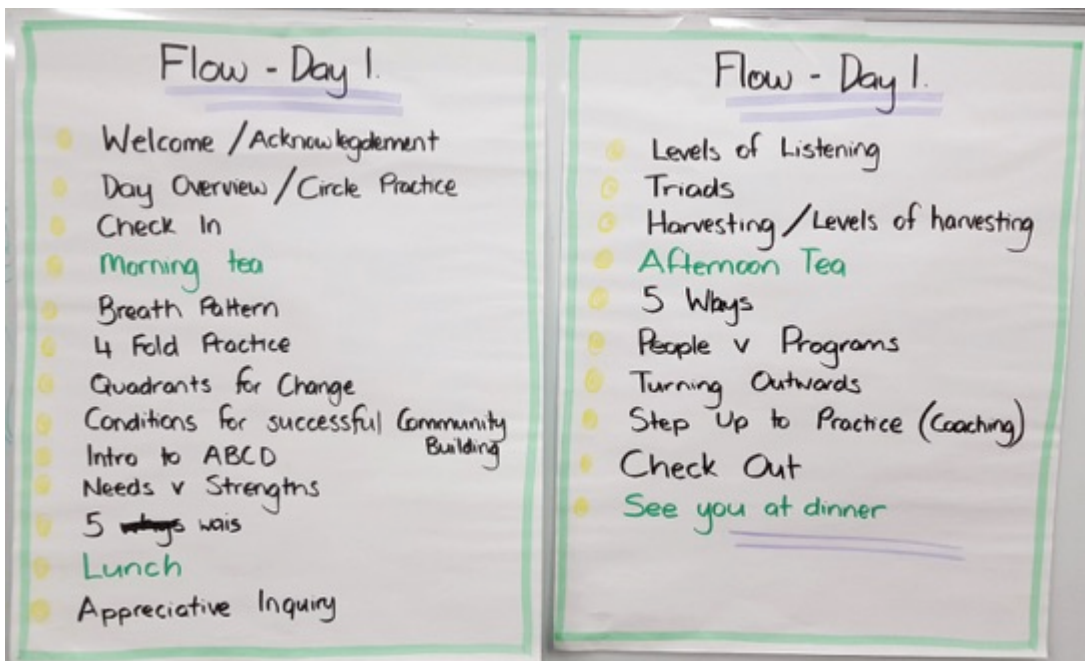
Michelle introduced the broad Flow of "step in, step up and step out" which would be the pattern that the 3 day training would follow and then introduced the processes and practices that would be covered on day one; Circle Practice, check-in, some of the Art of Hosting's foundational practices, an overview of ABCD, 5 wais, appreciative inquiry, levels of listening, 5 ways, people versus programs and would end the day with an offer for participants to step up to practice which, would then be followed by a check out of day one.

Circle Practice

Michelle 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
- Check-out and Farewell
- Tend to the well-being of the group (remaining aware of the impact of our contributions)
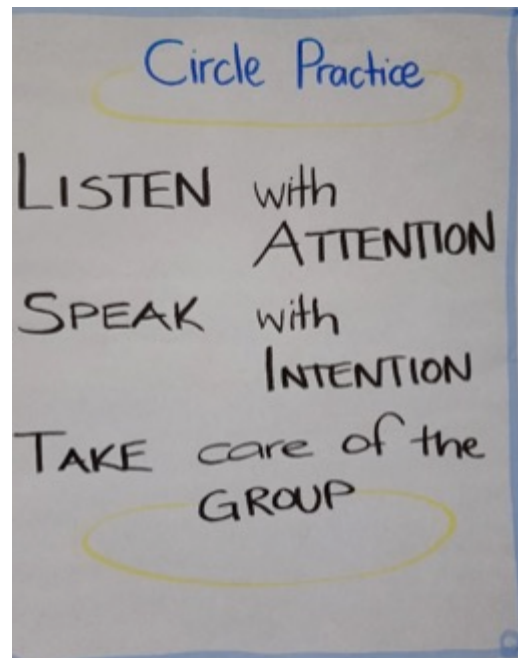
Check In

Tamika hosted the mornings check in by inviting people, one by one, using a Talking Piece, to respond to the following questions:
- Who are you?
- What makes your heart sing?
- What are you offering to the circle?
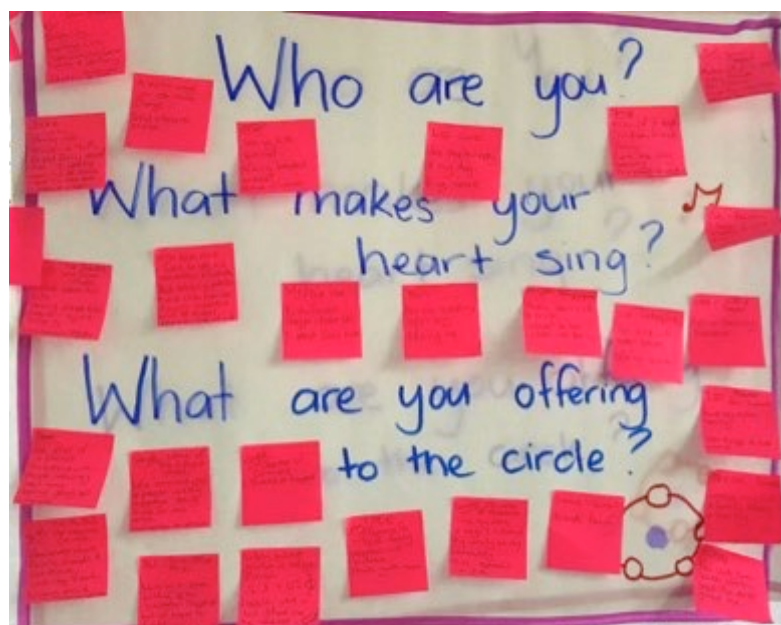
Participant responses:

- Disability working with community / women health & wellbeing - candles = happiness & light
- A million ways you can make change - social enterprise stalker
- Family of 5 - passion for youth - raised family around Australia - to get the most out of community I need to volunteer - it takes a village
- Seeing kids succeed - partner with cancer - offering beaded bracelet
- Seeing people happy & my dog - brought Eeyore
- Mum of 3 boys - children/friends/family - love the city diversity & privileged to work with community
- Mother of 6 & a tissue user - humour, art, music - love for waterfalls - passion for change
- Essential oils - seeing people follow dreams - my kids singing together - lava beads & lavender oil
- Work brings me satisfaction & frustration - people achieving potential - tissue club member - family important - love to travel - keyring/tree of life
- Birds, flowers, hugger, tissue user - trinket from my mum
- My son makes my heart sing - offering me
- People leaving with a smile - interest to see what we learn
- Red dirt & wide open spaces - offering my opinions
- Regional community resilience
- 4th letter of alphabet - connections with people makes my heart sing - seeing young people achieve
- Like community groups & people working together - being there for each other - invitation to share
- Chamber of commerce - didn't read the memo
- Found my niche - family - 50 things to talk about
- Passionate about family, friends & community - love my work - bringing ears & contribution
- Working in community - building up our business - proactive - lots of hope for the future - Collingwood FC
- Urban market garden with refugee women - disability work in NZ - gifted me & the 5 point pentagram necklace
- Programs for youth - seeing progression & achieve - photo youth team
- Love my work, 2 boys & husband - my family are my community - truck represent children
- Friends & family
- Red dirt, open space country, seed the earth - gifted me

DEC Thinking (Divergent, Emergent, Convergent Breath Pattern)

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.

We call it the groan zone because it may feel messy, an uncomfortable stretch, but it is also the phase where the new and innovative solution emerges.
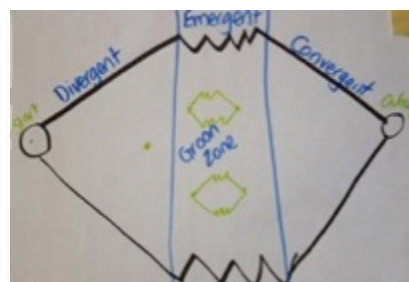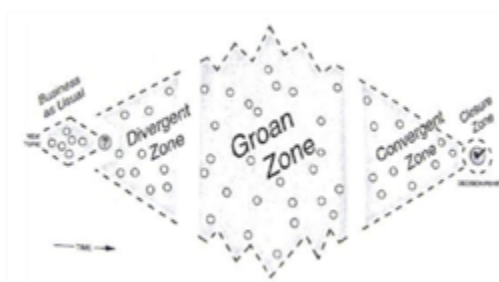

4 Fold Practice

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
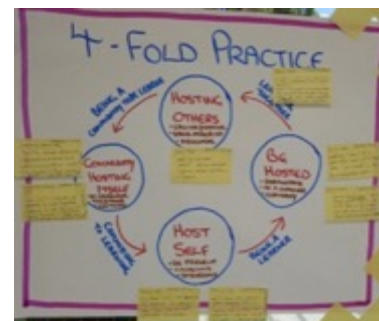
Dee invited people into a 4-Fold activity where participants were asked to move to the Fold where they felt their passion/like/interest was strongest, or most comfortable, and to have a discussion with others who joined them. After a time, people were then asked to move to where they felt their Learning 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.

Participant responses to what resonates:

| Hosting Self	Being Hosted	Hosting Others	Community Hosting Itself
• Self aware – what I can contribute • Self confidence • The agency I have • How I turn up and how I participate • Self motivation	• Realising I have a lot to learn • Listen, learn, get to other places • Tea and biscuits ☺ • Can be a comfortable space	• Doesn't get any easier • "jump in" • Done some teamwork • Difference between facilitation and hosting	• This is the ultimate achievement • Interconnected programs that build community up and make it fly • Mindul of others • Can be very difficult – need each other's skills and strengths

Participant responses to their learning edges:

Hosting Self	Being Hosted	Hosting Others	Community Hosting Itself
• Need to know more about our group – changing, defining… • Knowing more of who I am before/as I step up… how do I host myself as I learn to do new things, e.g. technology, leaflets, communication • Grow confidence in how to communicate	• Can be difficult when I have a strong opinion – deep knowledge • Have to work on it • Never to old to learn • Can learn from all kinds of others and that's what brings us forward	• One person didn't move – likes it but it's never comfortable – need to spend more time • Need to let people bring their ideas • "I'm not sure, has anyone else got ideas" – ok not to know everything • Host different perceptions of how to get there	• Holy grail – very difficult to get everyone to work together… • Learning to ask for help including "dumb" questions; who to ask, about and how • How to find people not only there for own agenda – taking the ego out

Quadrants of Change

Denise 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.
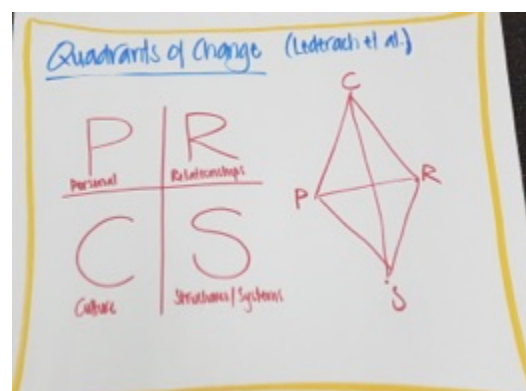

One way to apply the Quadrants is to recognise that not all individual changemakers have agency or positional power to be influential in all of the quadrants so it also makes sense to develop a team approach to changemaking. Some people may be more able than others to make changes to structures, for 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.

Conditions for Successful Community Building

Denise also 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 programmes 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.
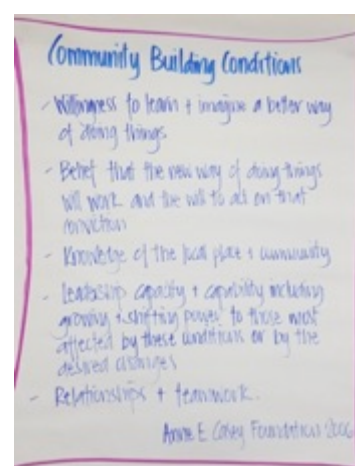
Introduction to Asset Based Community-Led Development

Michelle 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.

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. More information is in the Guidebook or can be found on the website.
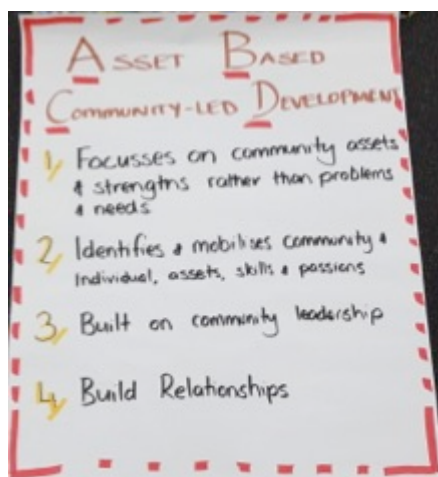
Needs v Strengths

Dee then invited the participants to co-create a typical family scenario, as below, then invited people to gather in small groups and have a discussion about the family, based on the question, "what are this family's needs?" and asked for feedback after 5 minutes. Most of the needs were service-driven or organisationally based.

Dee then asked people to re-join their small groups and have a discussion, based on the question, "what are this family's strengths?" and again, asked for feedback after 5 minutes. Most of their strengths were relationship and community based.

This activity highlighted that a needs-based analysis draws on services, whereas, a strengths audit draws on what is already there to build on. The key message was, if you MUST do a needs analysis, just don't stop there! Discover the strengths that are also present which can respond to the needs from a relationship basis, not a service response.

Levels of Asset Mapping

Dee introduced the 4 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

The 5 Whys

Denise shared The 5 Whys as an iterative technique to explore the relationships underlying a particular concern. The goal is to determine the root cause by repeating the question "Why?"

Each answer forms the basis of the next question allowing multiple root causes to be uncovered.

The method provides no hard and fast rules about what lines of questions to explore, or how long to continue the search for additional root causes. The outcome depends upon the knowledge and persistence of the people involved.

Appreciative Inquiry

Based on the work of David Cooper-Rider, founder of Appreciative Inquiry, Dee 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.
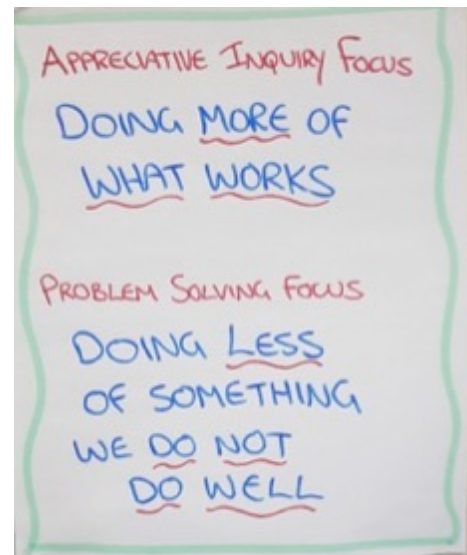
Levels of Listening

Based on the work of Otto Scharmer, a senior lecturer at M.I.T. and founder of The Presencing Institute and Theory U, Dee 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.
    a. 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.
    a. 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.
    a. 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".
    a. 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.

Triads Discussion Activity

Denise facilitated this activity and everyone self-organised into groups of 3 with 3 roles:

- Storyteller
- Listener
- 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 scribing the interaction of the storyteller and listener, the scribe then offered 1 minute feedback of what they noticed when scribing
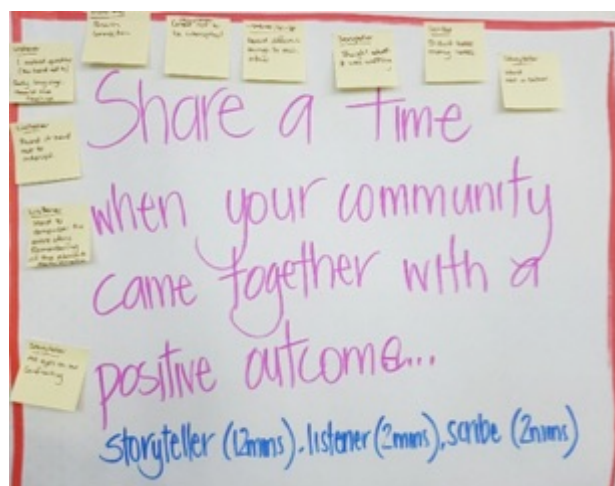
Triads feedback:

Storyteller:
- all eyes on me - confronting
- Great not to be interrupted
- Thought I was waffling
- Hard - not a talker

Listener:
- hard to remember the entire story - remembering all the elements - facts/emotion
- Found it hard not to interrupt
- I asked questions (too hard not to) body language - heard the feeling
- Passion - connection

Scriber:
- Heard different things to the listener
- Didn't take many notes

5 Wais

The point of Atawhai Tibble's framework is to provide questions and themes to think about when engaging with Indigenous people (specifically Māori, in this case) and offers potential application in an Australian context:

1. **Nā Wai:** What is the purpose of the meeting, who set up the hui and why?
2. **Ko Wai:** Who are these people that you want to work with, and what is their background and board structure?
3. **Mō Wai:** What is the benefit of your meeting with Māori, as in what will they get out of this relationship?
4. **Me Wai:** Who is your navigator? Who is the person that will help both parties connect which might be a Māori elder or Kaumatua? It could also be a staff member from the law firm that knows someone within the local iwi.
5. **He Wai:** How can you authentically connect culturally? Do you know your marae 101 such as a mihi (greeting), hongi (nose press greeting), or waiata (Māori song)?

People v Programs

Based on the work of Mike Green and Henry Moore, authors of ABCD in Action: When People Care Enough to Act, Dee shared the concept of how when starting with a question, instead of an answer, we are more likely to mobilise community, based on what they care about enough to act upon.

Following this teach, participants were invited into an activity and conversation around people versus programs and what shape programs might take when informed by community members.
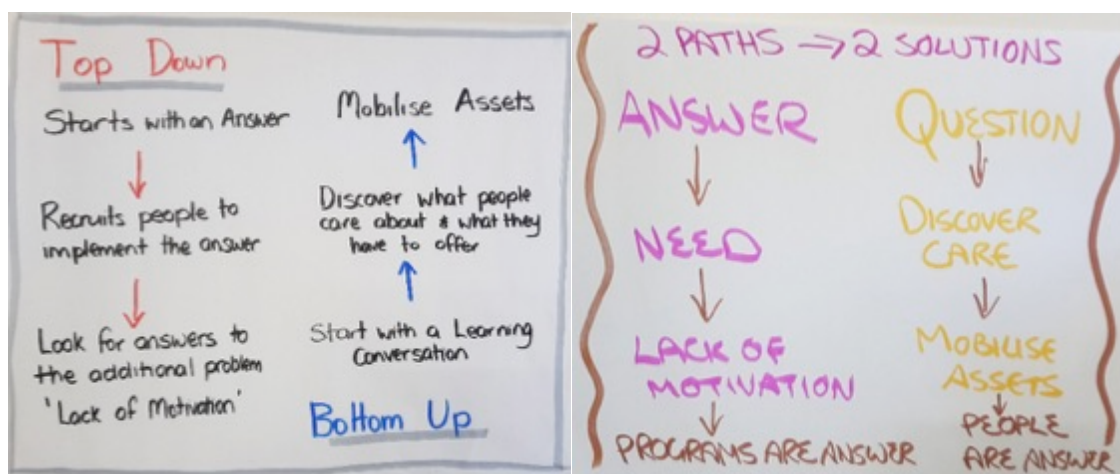
Community: A Place Filled With Care

- Care remains invisible unless you have conversations about what people care about.
- People may not care about what you want them to care about.
- Care must be discovered through relation- ships that are built on purpose.
- Learning conversations are the way to build relationships that make care visible.
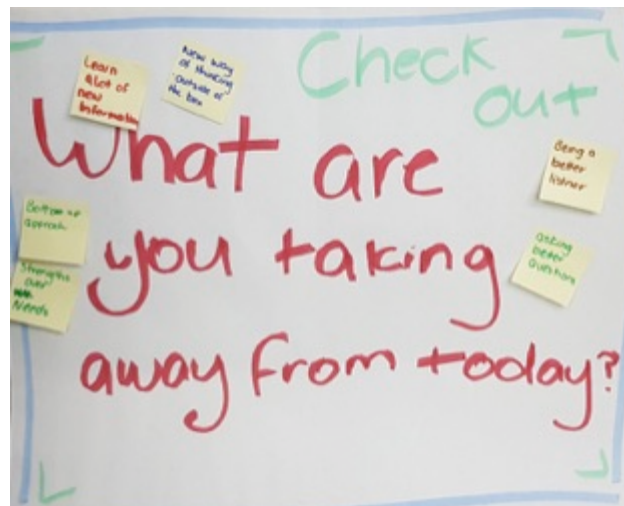
Step Up to practice

This practice offers the opportunity for practitioners 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.

Check Out

We asked for a few voices to speak up from the circle and respond to the question, "What are you taking away from today?"

- Learned ALOT of new information
- New way of thinking
- Bottom up approach

- Strengths over needs
- Being a better listener
- Asking better questions

DAY 2

Welcome & Overview

Melanie joined us from Day 2 onwards. She welcomed everyone back and gave people a sense of why she felt the desire to "call" this training to Charters Towers.

> *My passion for community led me to participate in a workshop series called "Groundwork" where I was introduced into the world of participatory leadership. I embraced the concepts and with the support of Prospect Community Services, rallied to bring my own community together to strengthen connection and build resilience around what we are capable of as a community. I began talks with the Jeder Institute when I discovered "The Art or Participatory Community Building" Model. Over many months and logistical hiccups, Charters Towers Community Connections was born. Many thanks to the magnificent support of QLD Health through the Tackling Regional Adversity through Intergrated Care Grant, we believe Charters Towers Community Connections will continue to positively build our community relationships and resilience to adversity.*

Michelle started the day with a teach on Harvesting, which was followed by Denise teaching the 5 Key Elements of Appreciative Inquiry and Dee, with Wayne stepping up, taught the Learning Conversations framework before shifting into some substantial ABCD teachings.
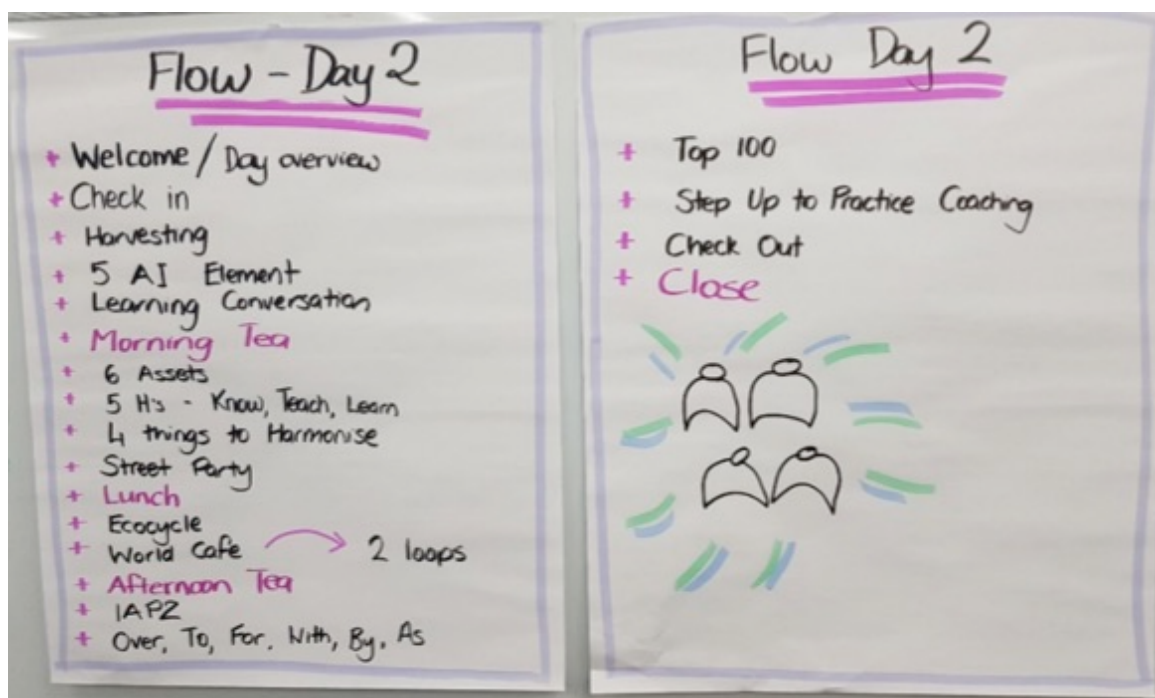
Check-in:

Glenda hosted check in for the group, with the question, "Do you like to come early, on time or a little late when turning up to workshops?"


- Personal, on time - don't stand around weirdly
- Mix of everything
- On time or early - for work thing, be early
- Depends; up front, early or on time
- Be early, get kids out, be on time for work
- Early; instilled as kids by dad
- Compromise on time with others
- Being early for long travel
- Early & into work & leaving late
- Always late - try hard - it is what it is
- Late
- Right on time today
- Despise late comers - military time at home
- Early bird catches the worm
- Time management skills suck - except for holidays & im early
- Anal about time - like to be spot on time
- I'm always early - rather be early - up to an hour before - preparation/settled
- Used to love being late - police academy tore strips off me for being late so now on time
- I like to get stuff done so will arrive early & leave late - socially I suck
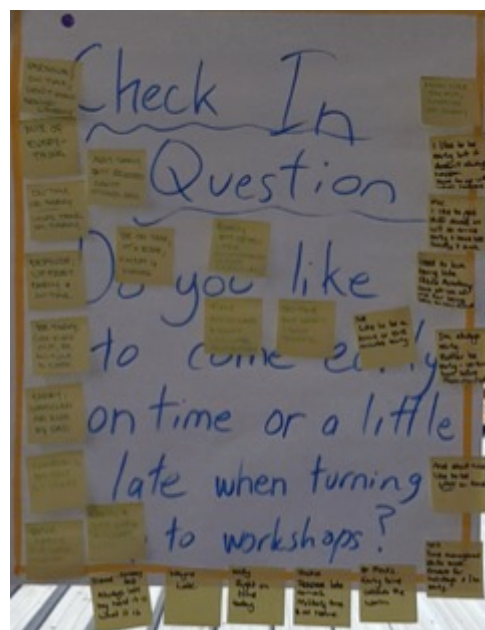
- I like to be early but it doesn't always happen - have to go with what happens
- Have a mum like Jackie - have to be early
- About early but relaxed about others late
- Be on time - it's rude - except for movies
- Early but often work commitments before personal
- Time conscious & don't cope with distraction
- On time but worry about traffic
- Like to be on time or 10-15 mins early

Harvesting / Levels of Harvesting

Michelle shared a brief teach on the 'cycle of Harvesting' and the 'levels of Harvesting' (adapted from the levels of scribing). How many good conversations and crashing insights are lost because they are never recorded, shared or acted on? How many good conversations are overshadowed by formal dry minutes? More information can be found in the AoPCB Guidebook.
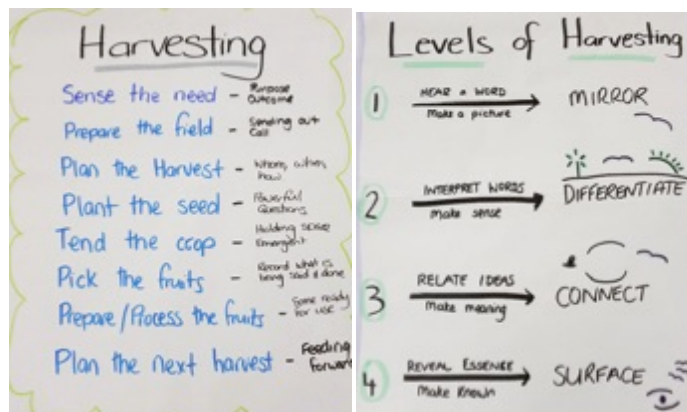
5 Appreciative Inquiry Elements

Tying into the levels of listening, scribing and harvesting, Denise shared the 5 elements of Appreciative Inquiry, which could support meaningful engagement and development.

5 elements of Appreciative Inquiry: drawn from work done by 'Appreciating People' in the UK, there are 5 'vital elements' of the appreciative process that need to flourish to support the effective use of the key Appreciative Inquiry tools (appreciative conversations, 5D process and SOAR). These vital elements are: conversations, cooperation, co-creation, co-design and continuation and they enable the Appreciative Inquiry process to have life and vitality, and to be [re]generative. You can add other things into your work but these five elements are the key ingredients for Appreciative Inquiry (and other participatory community building) to work well.

1 Conversation: This relates to the importance and value of paired and/or group conversations. These use generative questions to foster dialogue, establish a 'trust field', build on the foundations of shared and existing strengths, and explore times of peak performance and success. Such conversations create the space for change, identify possible opportunities, and lay the foundations for collaboration and creativity.

2 Cooperation: This recognises the importance of working together throughout the Appreciative Inquiry process, using the whole system to co-create a common future path. It means enabling all voices and ideas to be heard and ensures the vision for the future is collective and 'owned by all'. Cooperation lays the foundations for co-creation.

3 Co-creation: This refers to collectively identifying the future vision, sharing ideas, and using imagination to develop the future intentions, provocative propositions and innovative frameworks for action and assessment.

4 Co-design: This is about encouraging prototyping, co-production and 'design thinking', based on agreed collective intentions.

5 Continuation: This recognises that community building, change and development are ongoing processes of building on what has been collectively agreed as well as what has worked well before and adapting to new circumstances, understandings, perspectives and experiences. By encouraging reflective learning and evaluation, and supporting flexibility and agility, continuation includes embedding these five vital elements as normative ways of working. It also includes celebrating the successes.
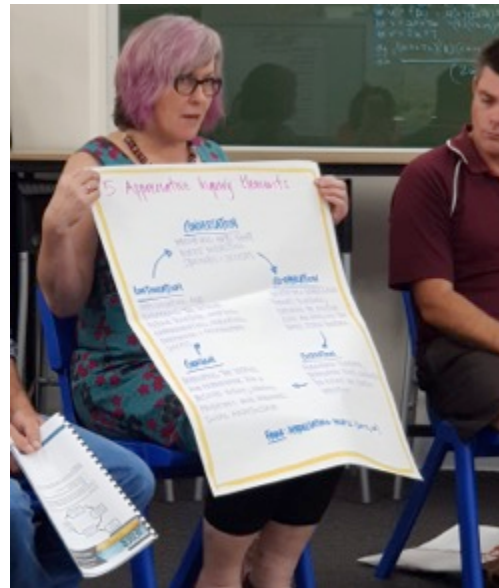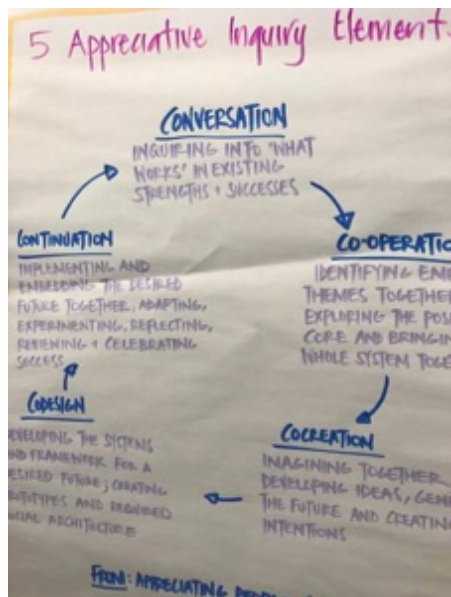
Learning Conversations

Dee and Wayne shared the ABCD framework of Learning Conversations, 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 Café, as an example.

Dee and Wayne explained how the framework 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 here, 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
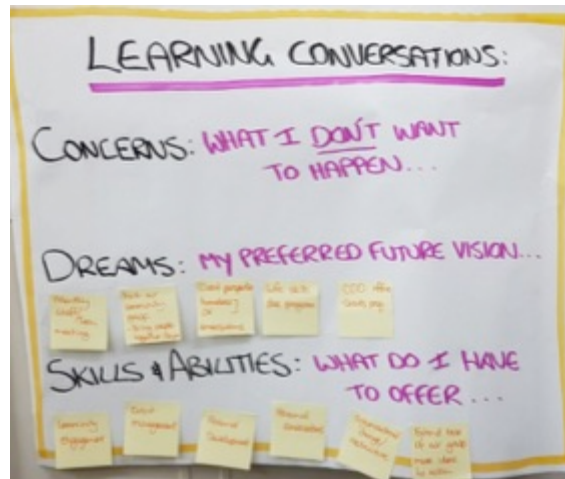
Participants discussed where they might use this framework:
- monthly staff/team meeting
- With our community group - bring people together/share
- Client perspective - homelessness / DV conversations
- Life skills development programme
- CDO office - grants program
- Community engagement
- Event management
- Personal development
- Personal conversations
- Organisational change/restructure
- Extend base of our group move ideas to action

Introduction to Asset Mapping – 6 Assets

Michelle had a dental emergency and so, Dee introduced the 6 Assets of ABCD before shifting into Individual Asset Mapping activities.

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 who are good at making connections.
   .
2. We identify voluntary community organisations and networks and what they offer (or could offer) to the community. (These are 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).
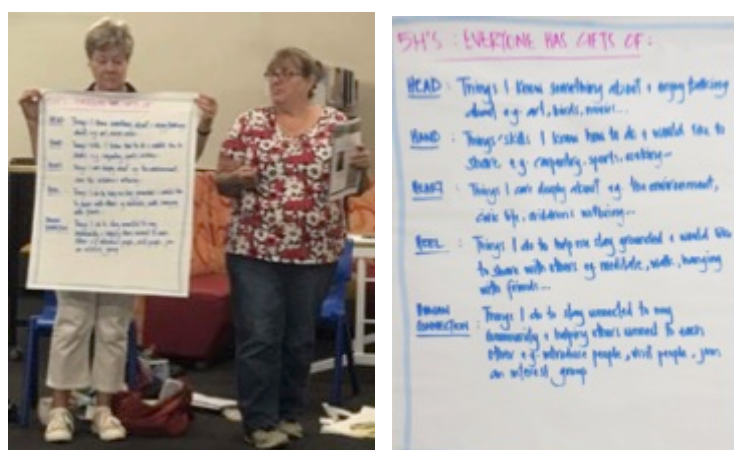
6. And finally we appreciate the stories, culture and heritage of the community

When these assets are discovered, connected and provided with a place to be productive together, we mobilise communities.
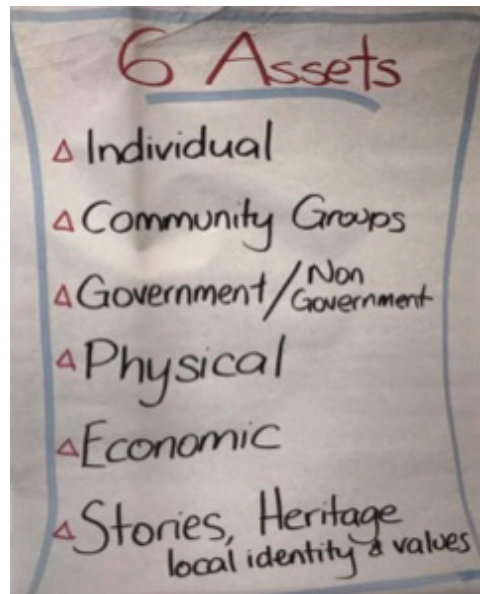
5 H's -> KTL:

**(Gifts of the Head, Hand, Heart, Heel, Human Connection -> Know / Teach / Learn)**

Lois 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 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. Denise 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".
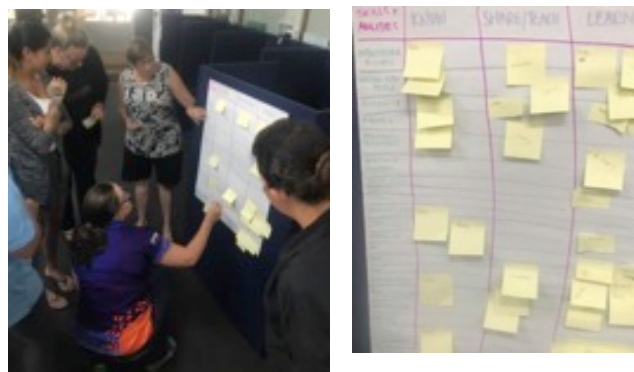
Street Party

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.
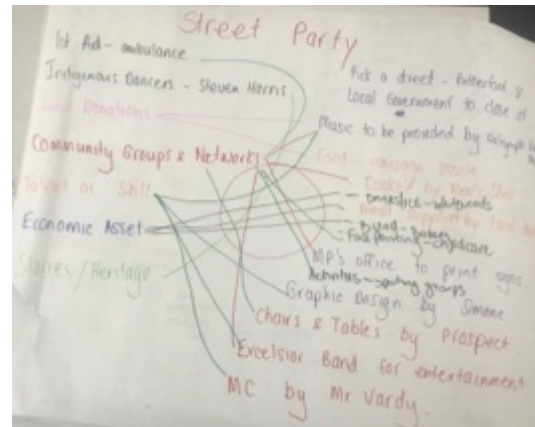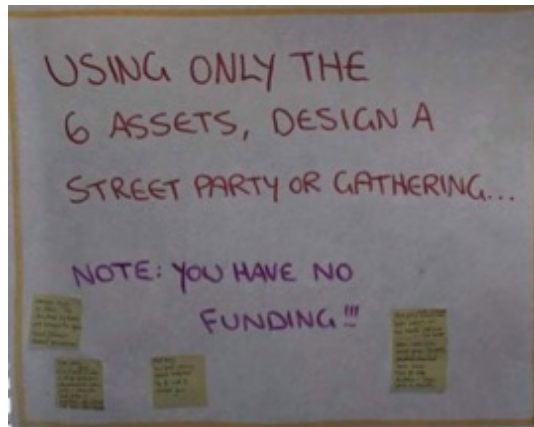
Ecocycle

The concept of an ecocycle draws on biological research into the development, conservation, destruction, and renewal that is seen in natural (ecological) systems1. As a framework for organisational or project development, the ecocycle suggests that long-term sustainability requires that elements of organisations and projects undergo periodic, natural processes of destruction and renewal. This a visual depiction can be used to show where in the ecocycle different initiatives, programs, or even parts of an organisation are currently operating. It can help us plan, strategise and lead more effectively by tailoring our approaches.

After sharing the model, Denise invited people to write their name on a sticky note and add their name to the Eco-cycle according to where they felt they were operating through their work, at the moment.
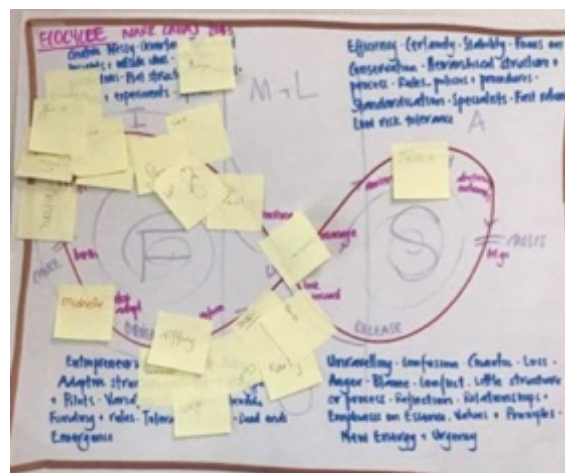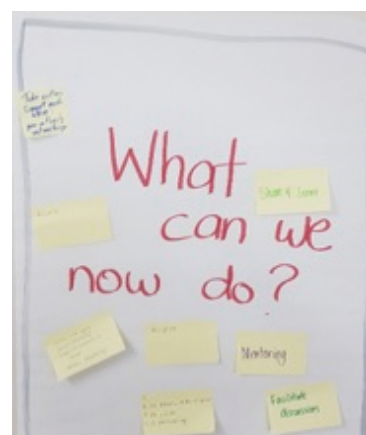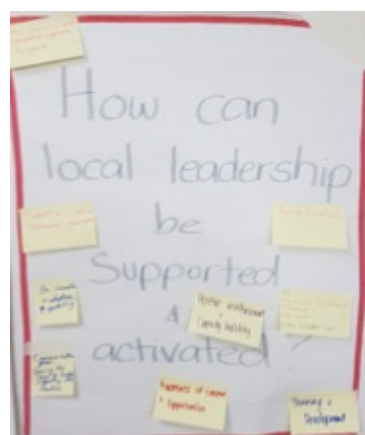

World Café

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 does good community leadership look like?
2. How can local leadership be supported and activated?
3. What can we now do?

After the discussions, each group shared back their top 3 "pieces of gold" and the group went through a synthesising process of discovering the collective wisdom in the room.

World cafe gold:

Q1: what does good community leadership look like?
- Inclusive of all opinions
- Good communication
- Well connected
- Succession planning listening skills
- Networking skills
- Empathy
- Ability to step back
- Leave agendas/ego at the door
- Whole community

Q2: how can Leadership be supported & activated?
- back decisions made - provided agreed by group
- Support new ideas - community generated
- Be innovative & adaptive by upskilling
- Communication good - sharing the load - leaders supporting other leaders
- Awareness of concerns & opportunities
- Positive reinforcement & capacity building
- Provide feedback
- Being more transparent as a community
- Be present
- Offer support
- Training & development

Q3: what can we now do?
- Take action - support each other - proactively networking
- Reward & recognise
- Mentoring
- Share & learn
- Facilitate discussions
- Use personal skills to support
- Be holistic
- Be empowering
- Nominate your leaders

Two Loops

Dee shared the 2 loops model, which has come out of the Berkana Institute. It is useful in describing the natural and inevitable evolution of a system, organisations or even an idea. It acknowledges that within any system there will always be a flow from the old into the new. At some point in an organisation's life cycle, new ways of doing/being will arise. This innovation will feel disruptive to the old system and it will try to pull the new ideas back into line. 2 loops supports an understanding that this disruption is an essential feature of evolution and that there are worthy roles to play for members in moving from the old into a new paradigm. Berkana's key activity areas are built into the model: Name, Connect, Nourish and Illuminate.

The theory is that as a system nears its' peak, the new system starts being born. People drop out and walk out, innovating something new. Not

everyone walks out of the current system, not everyone can.

IAP2 Spectrum

Michelle shared the concept of the Public Participation Spectrum from IAP2. This is not a continuum yet, can be useful to explore different levels of public participation. As Max Hardy says, "It is a framework that explains the different levels of engagement that organisations can engage their stakeholders/communities. The further to the right on the Spectrum, the greater the influence the community has to influence decision-making. At each level a different promise to the community applies – a promise that decision-makers can be held accountable to. Each level requires a different type of interaction."
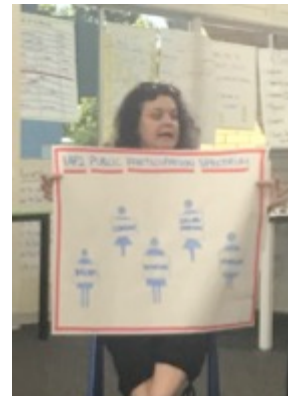
Deciding/Doing Continuum

Denise shared this continuum, which builds on work by Arnstein (1969), Wehipeihana (2013) and the New Economics Foundation (2014). This continuum illustrates the range of ways decisions and actions are taken, with particular emphasis on the roles and participation of local people. There are times when each of these approaches are valid, with more technical discipline-led solutions and project-driven activities tending towards the bottom left and more place-sensitive and people-led activities tending towards to top right. At the same time, even the most place-sensitive and people-led approaches will often require some elements that do/decide for, to or even over them. The model 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.
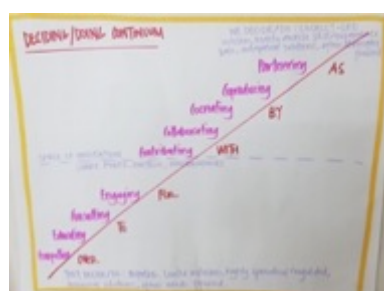
Check Out

Glenda hosted checkout for us and posed the statement, "Tell us one thing that you'll use in your life/group that you learnt today!"
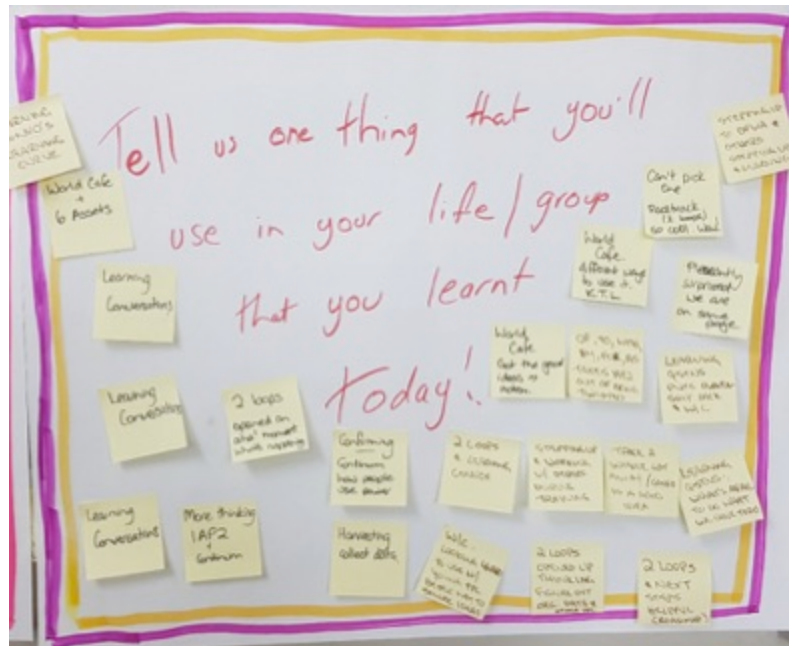
- Learning conversations learning curve
- World Café and 6 assets
- Learning Conversations
- Learning Conversations
- 2 Loops – opened an aha! Moment – what's happening
- Learning conversations
- More thinking IAP2 and continuum
- Confirming – continuum how people use power
- Harvesting – collect data
- 2 Loops and Learning Conversations
- World Café – looking forward to using with young people – better way to share ideas
- World Café – got the good ideas to action
- Stepping up and working with others during training
- 2 Loops opened up thinking – figure out organisations path and other people
- Of, To, With, By, For, As – takes IAP2 out of being twisted
- World Café – different ways to use it – KTL
- Took a whole lot away – conversation is a good idea
- Learning Questions: what's available to do what we have to do
- Learning Questions – puts ownership back and World Café
- Pleasantly surprised we are on the same page
- Can't pick one – racetrack (2 loops) – so cool. Wow!
- Stepping up to DFWA and others stepping up and learning

DAY 3

Welcome/Day Overview

Day 3 was a spacious day, which started with a participant check-in, welcome and overview, followed by teaching sessions on community design thinking, powerful questions, stakeholder mapping and converging with Open Space sessions and the Designing for Wise Action process to finish the 3 day training.
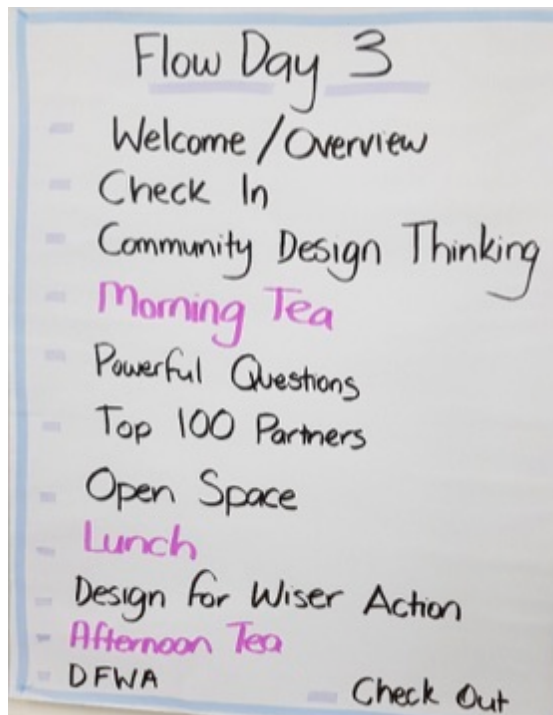

Check-in

Morgan hosted check-in and offered the instruction to turn to our left and say "good morning" in a way that reflects your mood! ☺

Everyone said good morning and we began the day!
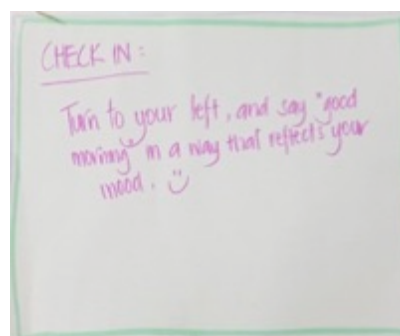
Community Design Thinking (Theory U / Breath Pattern)

Dee shared the Jeder 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.
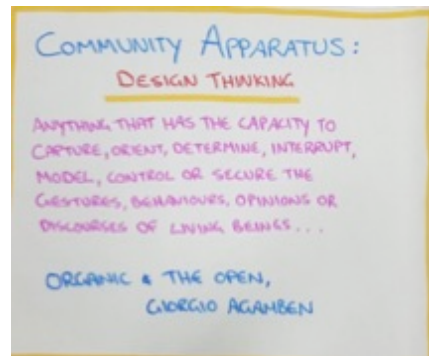
Dee shared the definition(s), to date, of patterns, practices and processes within community engagement and development frameworks and invited people to share their thoughts on others.
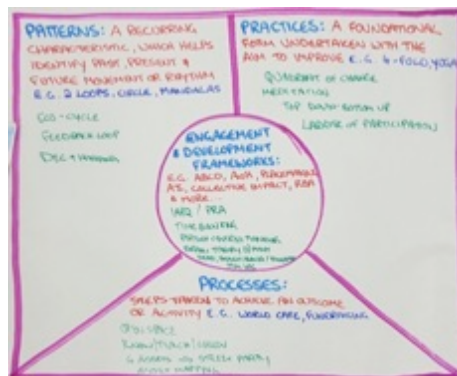
Pattern: a recurring characteristic, which helps identify past, present and future movement or rhythm, e.g. chaos and order, new system and old system

- 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)
- Top 100
- Learning Conversations
- Designing for Wiser Action

Dee also shared the thinking behind two underpinning frameworks which can support design, planning and action and gave an overview of the Core Team's Design Day using DEC Thinking and then invited participants to form small groups and explore the question, "Where/how might you use these patterns, practices and processes in your work/life?"
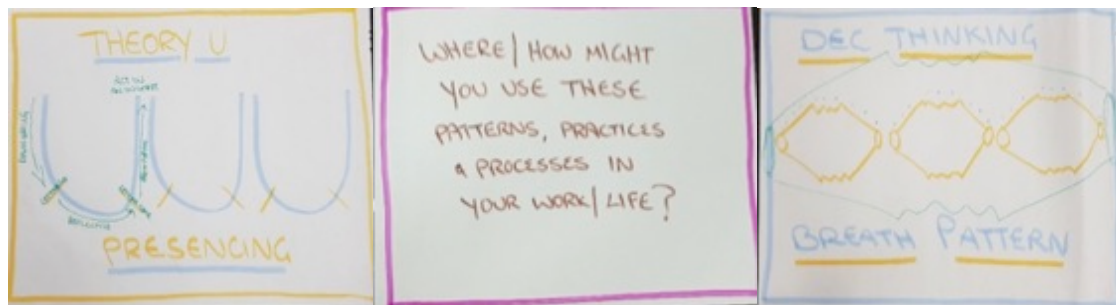

Powerful Questions

Denise gave an overview on powerful questions, which would support the rest of day's journey into project design and action. The areas she focused the powerful questions teach on was for:

- Focusing attention
- Connecting ideas and deeper insight
- Creating forward movement
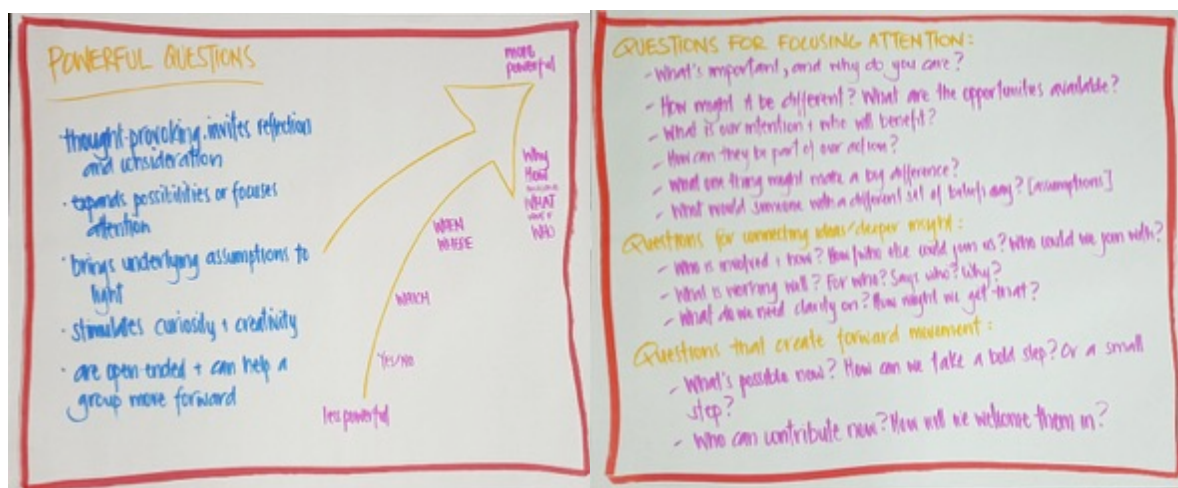
Stakeholder Mapping - Top 100 Partners

Shane 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.
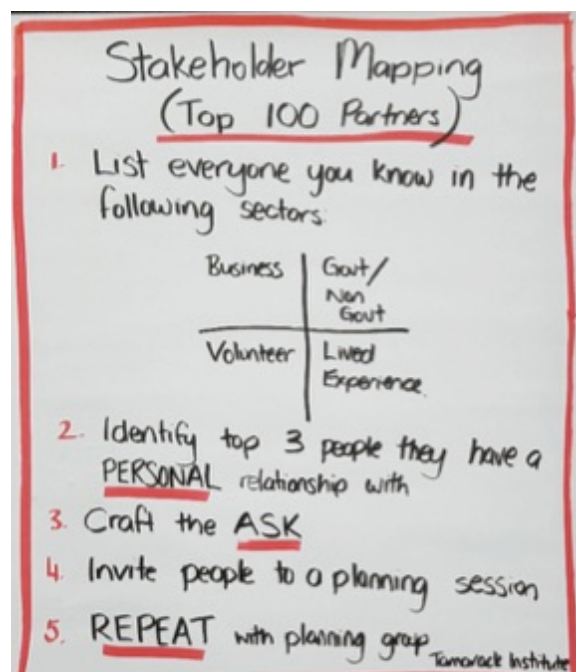
Open Space Technology

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, Tiffany, Tamika and Paul 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.
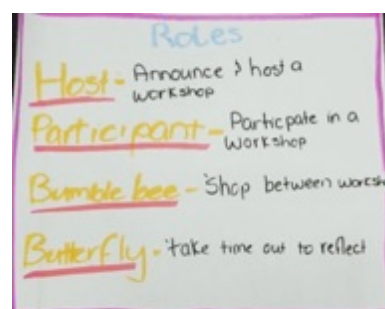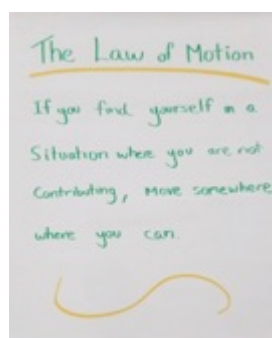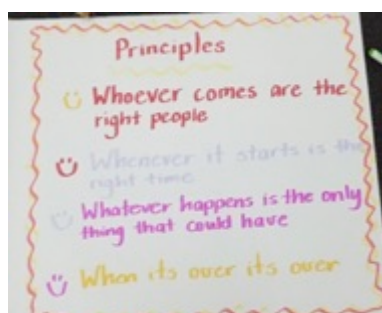
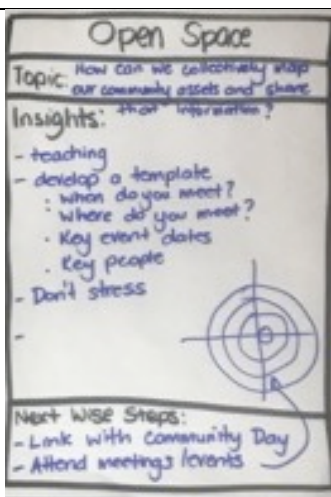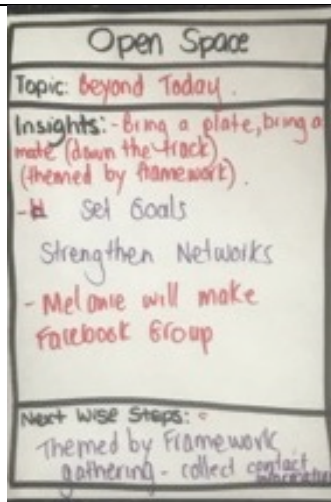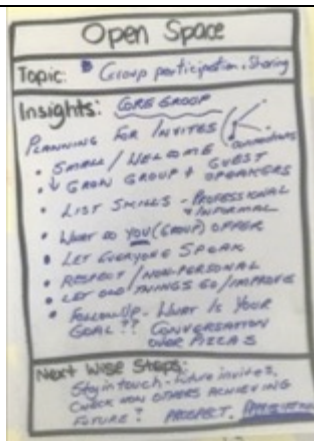- The group gathers in a circle and is welcomed by the sponsor.

- The facilitator provides an overview of the process and explains how it works. They invite people with issues of concern to come into the circle, write the issue on a piece of paper and announce it to the group.

- These people are 'callers'. Each caller places their paper on the wall and chooses a time and a place to meet. This process continues until there are no more agenda items.

- The group then breaks up and heads to the agenda wall, by now covered with a variety of sessions. Participants take note of the time and place for sessions they want to be involved in.

- Conversations take place for the rest of the meeting. Recorders (determined by each group) capture the important points and post the reports on the news wall. All of these reports will be harvested in some way and returned to the larger group.

- Following a closing or a break, the group might move into 'convergence', a process that takes the issues and attaches action plans, or next wise steps to them to 'get them out of the room'.

- The group finishes the meeting with a closing circle where people are invited to share comments, insights and commitments arising from the process.

Open Space

Topic: Group participation, sharing

Insights: Core Group
Planning for invites
- Small / Welcome
- Grow group + guest speakers
- List skills - Professional & Informal
- What do you (group) offer
- Let everyone speak
- Respect / Non-personal
- Let old things go / improve
- Follow up. What is your goal?? Conversation over pizzas

Next Wise Steps: Stay in touch - future invites. Check how others achieving future? Respect...

Open Space

Topic: Beyond Today

Insights: - Bring a plate, bring a mate (down the track) (themed by framework).
- Set Goals
  Strengthen Networks
- Melanie will make Facebook Group

Next Wise Steps:
Themed by Framework gathering - collect contact...

Open Space

Topic: How can we collectively map our community assets and share that information?

Insights:
- teaching
- develop a template
  . when do you meet?
  . where do you meet?
  . Key event dates
  . Key people
- Don't stress

Next Wise Steps:
- Link with community Day
- Attend meetings /events

Designing for Wise Action (DFWA)

Dee explained the process, as below, and invited the 3 participants who had come forward to ask for help from the other participants to give a short 1-minute pitch on their project idea.


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.

The template co-designed for this training was an intentional "strengths-focused" format, which was first designed at a Ballina Art of Participatory Leadership training in September 2018 and included an extra framework called 'SOAR', which is a strengths-based SWOT analysis. SOAR looks at; strengths, opportunities, aspirations and results.
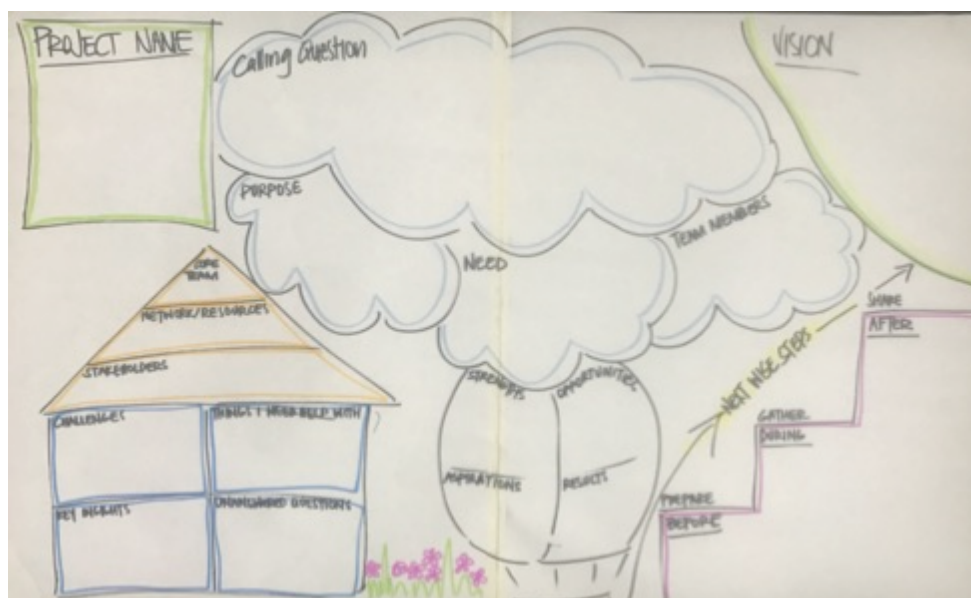
Armed with a diverse range of new tools, techniques and resources, three (3) projects were offered by Sue, Nicky and Paul and everyone worked through the DFWA process for the afternoon, offering peer support, insights, questions, feedback and next wise steps through a tailored DFWA process.

Final Check Out

The Core Team, including Melanie and Tamika, hosted the final checkout with a question which responded to the initial Calling Question for the training, "What is something you can now do that will deepen community connection?"
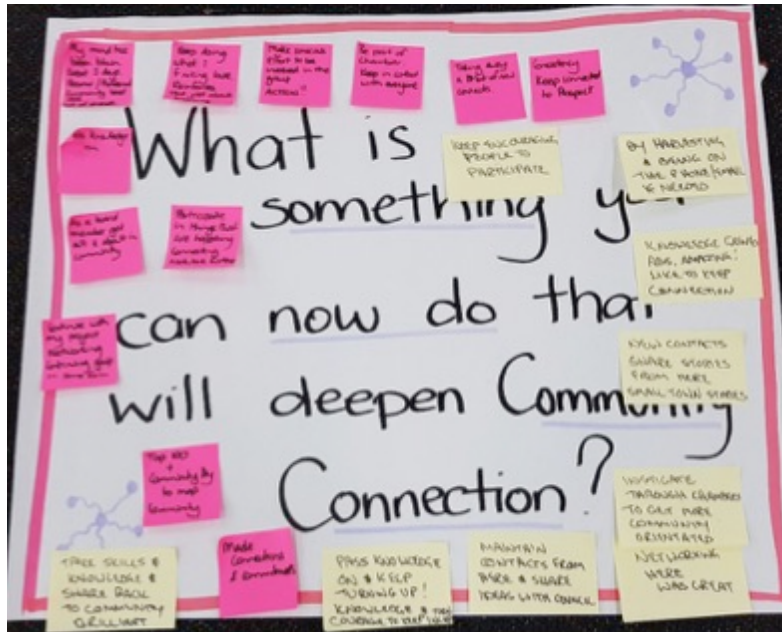
- What is something you can now do that will deepen community connection?
- My mind has been blown. Great 3 days
- Personal/Professional/Community levels Pfff…. Lots of strength in the room
- Keep doing what I f@#$ing love Reinforces not just about training
- Make conscious effort to be involved in the group. ACTION!!!
- Be a part of the Chamber. Keep in contact with everyone
- Taking away a lot of new contacts
- Consistency in my work and keep connected to Prospect
- Keep encouraging to participate
- By harvesting and being on the phone or email if needed
- Knowledge gained absolutely amazing. Like to keep connected
- New contacts
- Share stories from here

- Small town stories
- Instigate through the Chamber of commerce to get the community orientated
- Maintain contacts from here and share ideas with council
- Pass knowledge on and keep turning up! Knowledge & turn courage to keeping up
- Made connections & commitments
- Top 100 & community day to map community assets
- Take skills & knowledge & share back to community. Brilliant
- Networking here was great
- Continue with my project
- Networking. Continuing group in some form
- As a board member get out & about in community
- Participate in things that are happening
- Connecting & networking further

In summary, the Charters Towers Art of Participatory Community Building was a wealth of resources, skills, abilities, networks, talents, gifts and more. Together, the group are already planning to meet semi-regularly and host each other in deeper dives into each of these practices.

It was a rich week full of learning, teaching, insights, sharing, laughter and fun!