From Seeds to Trees:

A Resource for Organisational Development

October 2010

THE **INTEGRATION** CENTRE
Connecting Communities • Advancing Integration

Partners
Training for
Transformation

It's common to say that trees come from seeds. But how could a tiny seed create a huge tree? Seeds do not contain the resources needed to grow a tree. These must come from the medium or environment within which the tree grows. But the seed does provide something that is crucial: a place where the whole of the tree starts to form. As resources such as water and nutrients are drawn in, the seed organises the process that generates growth. In a sense, the seed is a gateway through which the future possibility of the living tree emerges.

From: Senge, Peter; Scharmer, C. Otto; Jaworski, Joseph and Flowers, Betty, Sue. (2005)
Presence: Exploring Profound Change In People, Organisations, and Society.
London: Nicholas Brealey, page 2.

From Seeds to Trees:
A Resource for Organisational Development

This resource book was developed and written by **Jacqui Gage** and **Frank Naughton** of Partners (Training for Transformation) with the assistance of **Seamus O Leary** of The Integration Centre.

We have made every effort to acknowledge the source of any work we have drawn on. We would like people to use this resource as widely as possible. However if you wish to include extracts of this work in a publication please contact us.

Acknowledgements

We would like to acknowledge the following people whose input and feedback contributed to the production of this manual and the materials upon which it is based:

- Staff of The Integration Centre (and those who worked previously with Integrating Ireland) who developed, piloted and delivered the Organisational Development Programme for Ethnic Minority-led Groups, in particular Monica Anne Brennan, Wilberforce Owusu-Ansah, Jipe Kelly, Seamus O'Leary, Kathy O'Connor, Niamh O'Sullivan & Tosin Omiyale.

- Partners Training for Transformation, in particular Peter Dorman for really helpful material and Tony O Grady for invaluable support.

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- Participants from a variety of ethnic minority-led groups from right around the country (20 groups in the pilot phase and 63 groups during subsequent phases) who engaged with and shaped the development of the programme, and whose interaction and feedback during the training sessions re-shaped and improved the materials and exercises used.

- Pobal who funded the pilot version of the Organisational Development Programme and the initial development of materials in 2007.

- The Wheel who funded subsequent versions of the Organisational Development Programme across the country in 2009 and 2010, as well as the development of this manual.

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INTRODUCTION

Background

The Organisational Development Programme for ethnic minority led groups was originally developed and piloted by The Integration Centre (then Integrating Ireland) as a five-day training programme during 2007. The programme developed in recognition of the large numbers of mostly voluntary groups that were founded and run by members of immigrant communities right across Ireland with the intention of enhancing their participation in Irish society as vibrant civil society sector organisations. Broad consultation took place with participating groups in the Southeast and Western Regions during the design phase of this programme, with some targeted mentorship support thereafter to assist groups in their application of some of the tools and techniques covered in the programme.

The second phase of the Organisational Development Programme was funded by The Wheel (Training Links Programme), with some supplementary support at local level, such as by Kilkenny Leader Partnership and Roscommon Integrated Development Company. During the period June 2009 to July 2010 the full five-day programme was delivered in each of five locations, namely in Monaghan, Dublin, Galway, Mallow and Kilkenny, with an average of 20-25 participants per region. The programme in each region covered the following training modules:

Module 1: Community Development Principles; and Group Dynamics

Module 2: Setting Vision, Mission and Values; Prioritising Objectives

Module 3: Charities Act 2009; Governance and Legal Structures

Module 4: Financial Management and Basic Accounting Records

Module 5: Fundraising and Fundraising Planning

The Integration Centre staff delivered training inputs in relation to Modules 1, 2 and 3 above, while external trainers delivered Modules 4 and 5 respectively. Based on evaluation feedback from course participants, trainer observations and guidance from an external Advisory Group, a number of resource manuals are being developed. The Integration Centre sought the support and expertise of Partners (Training for Transformation) in the design, development and writing of this resource, which is based on the topics and themes addressed in the initial two modules of the programme

Training Modules

THE INTEGRATION CENTRE
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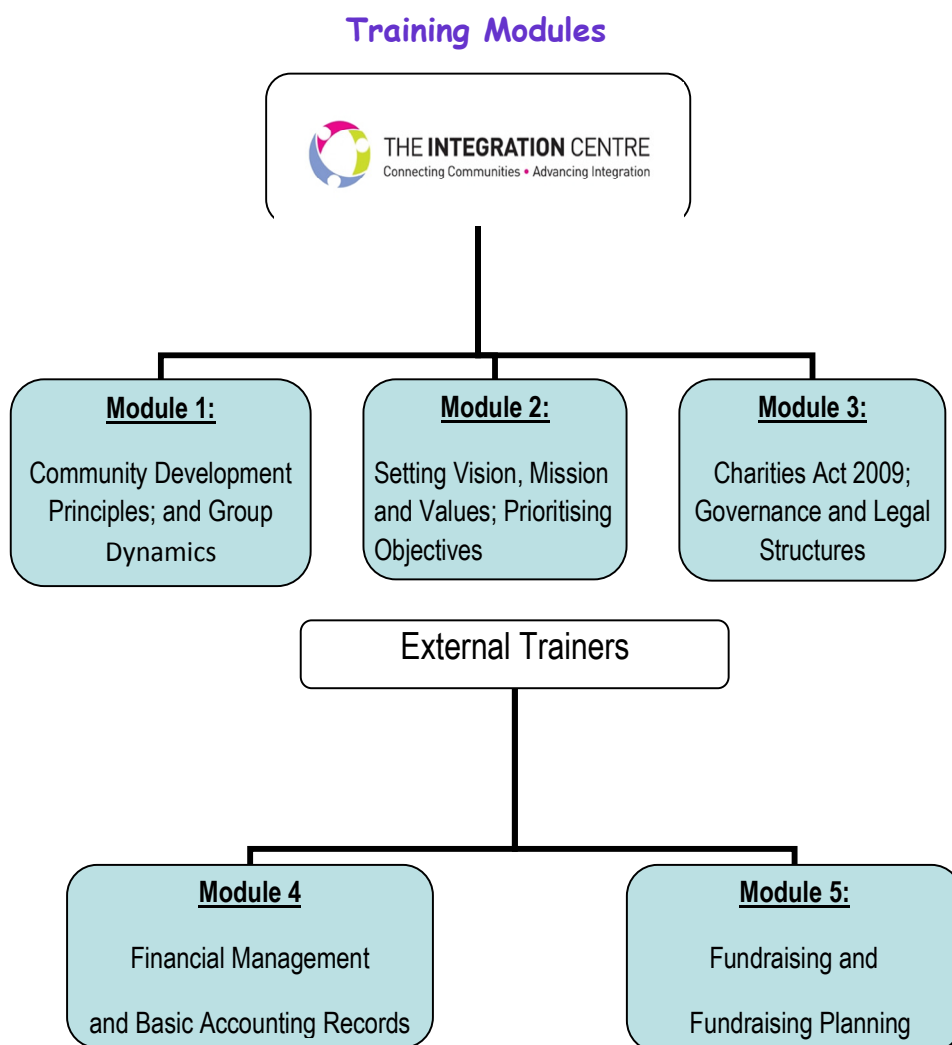| **Module 1:**	**Module 2:**	**Module 3:**
Community Development Principles; and Group Dynamics	Setting Vision, Mission and Values; Prioritising Objectives	Charities Act 2009; Governance and Legal Structures

External Trainers

Module 4	**Module 5:**
Financial Management and Basic Accounting Records	Fundraising and Fundraising Planning

Purpose of this Resource

This resource builds on the work done on the course and has a two-fold purpose. It is

- a synthesis and adaptation of key materials and processes used during the course.

- a resource to be used by course participants with their own groups and organisations.

We have not included every topic that was given in the initial five day module. Instead, we have chosen key features that have been developed to enable both "delivery" and "discovery" approaches to training. This decision has been informed by participant feedback during the training sessions, post course evaluations and the reflections of the trainers, organisers and advisory committee. The courses provided learning opportunities for the participants and also for those involved in the organisation and delivery of the courses. We would like to think that this resource reflects that ongoing learning. In many ways the book is one response to the question, "How can we support and build on the work done on the courses?"

We feel that it is important for participants to select what is most relevant and meaningful for their own groups and organisations at this time, rather than replicating the original course. All original participants have a full set of course materials. This resource is intended to enhance the use of that material. However there is sufficient material included in this resource for it to be used in a stand alone fashion.

Strengthening Organisations

If we are interested in strengthening organisations and in increasing their effectiveness, it is useful to consider our own understanding of what an organisation is. There is a danger that we can be overwhelmed by the complexity and detail of ever changing organisations. Simple models and frameworks can offer a way of seeing an organisation as a whole, and of understanding key and different elements vital to its existence. One such model is the 'Four Dimensions of an Organisation', based on Dara Molloy's article: "The Four Ways Plus", Aisling Magazine Galway 1988.

This model suggests that there are four inter-related elements in organisational life that need to be consistently attended to and supported:

- There has to be a clear sense of values, vision and mission so that people can see what they are working out of, what they are working towards and what particular contribution their organisation is making.

- Networking and relationships, external and internal, have to be developed and fostered.

- Appropriate organisational structures and strategies are needed as a scaffolding for the organisation's work.

- There is a range of projects and activities in which the organisation needs to engage in order to fulfill its mission.

Organisational effectiveness requires that we be mindful of each of these elements and seek alignment and congruency between them.

In this book we have included resources and processes that enable people to explore their experience and to strengthen their organisations' capacity in these four key areas.

Approaches to Training

There are many approaches to training. Most trainers develop a personal style or approach which draws on many diverse methods. It is perhaps useful to make a distinction between approaches which have an emphasis on delivery and those with an emphasis on discovery. DELIVERY MODELS often assume that there is an ideal to be lived up to, that there is a right way of doing things, a correct skill set. There is a prescriptive tone and an emphasis on the knowledge of the trainer. This approach stresses **content**. DISCOVERY MODELS assume that all involved (participants and trainers) have experience and expertise, that there are many ways of doing things, and varying skill sets for accomplishing similar tasks. There is an inquiring or elicitive tone and the knowledge of the participant is emphasised. This approach stresses **process**.

Perhaps a good way of illustrating the difference is to examine two Latin verb forms from which the word educate comes. One verb form "educere" means to lead out and another verb form "educare" means to draw out. "Educere" captures many of the activities of a trainer using the delivery approach and "educare" captures many features of the discovery approach.

EDUCATE

Educere (to lead out)	Educare (to draw out)
More emphasis on	*More emphasis on*
Speaking	Listening
Answers	Questions
Directing	Eliciting
Demonstrating	Discovering
Being ahead	Being beside
Imparting information or knowledge	Co-creating information or knowledge

Both approaches, delivery and discovery, have strengths and limitations. It is neither helpful nor necessary to suggest that one must choose one or the other. In this resource both approaches are combined and used. Users of this resource must trust their own experience and the circumstances in which they find themselves to assess what is the best balance of approach for the people with whom they are working. Participants may find it helpful if the trainer indicates the approach to training he or she is taking.

WORKING TOGETHER AS A GROUP

Three Dimensions of a Group - Task, Process, Relationships

Aim:

The aim of the exercise is to help participants to become familiar with three dimensions of group life (task, process, relationships) which must be attended to if the group is to be successful in the long term.

Process:

1. Put out three ropes on the floor showing three overlapping circles, labelling one as task, one as process, and one as relationships. Explain task, process and relationships, using the information in handout TASK, PROCESS, RELATIONSHIPS)
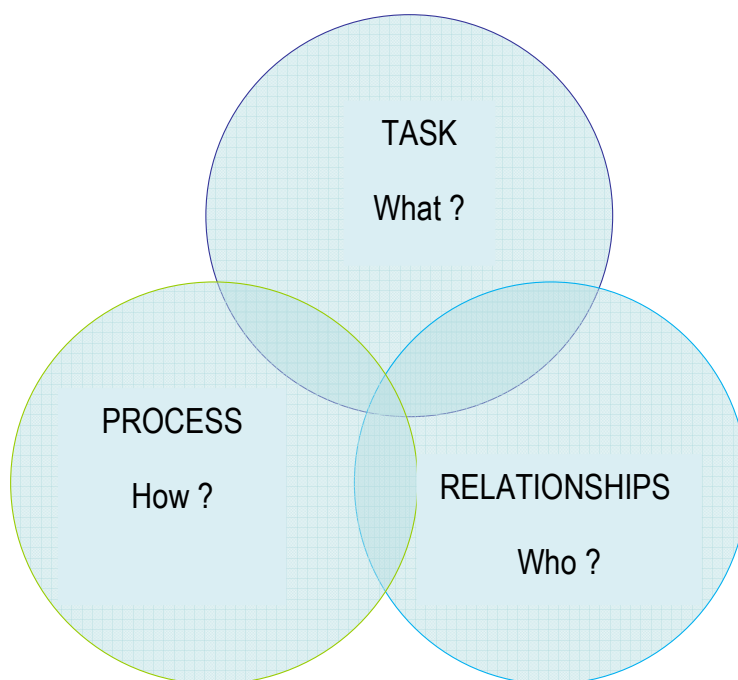
Tell participants that, for groups to be successful in the long term it is important to attend to the task of the group, to the process(es) used by the group, and to the relationships between members of the group. Each member of the group contributes to the way the group attends to one or more of these.

2. Invite individuals to reflect on where they tend to make a contribution to a group they are a part of, and to stand in the space reflecting that in the three circles on the floor.

3. Invite people to talk with those near to them about where they are, and to say a little about what they do, how they contribute to this dimension. (if numbers are small, just hear this in the group)

4. After a few minutes, hear from some (or all, depending on the size of the group) participants about how they contribute to these dimensions.

5. After participants sit down again, give them the handout to read, and then invite them to reflect on two questions

     i.   When you think about your own group, are you strong in all three areas, or is one stronger? Where are you strongest?

    ii. At this point in the life of your group, which dimension needs attention?

7.   Hear back from the group on questions i. and ii.

MATERIALS: ROPES, LABELS ('TASK, PROCESS AND RELATIONSHIPS EACH WRITTEN ON AN A4 SHEET TO LABEL CIRCLES ON THE GROUND), COPIES OF HANDOUT : TASK, PROCESS, RELATIONSHIPS
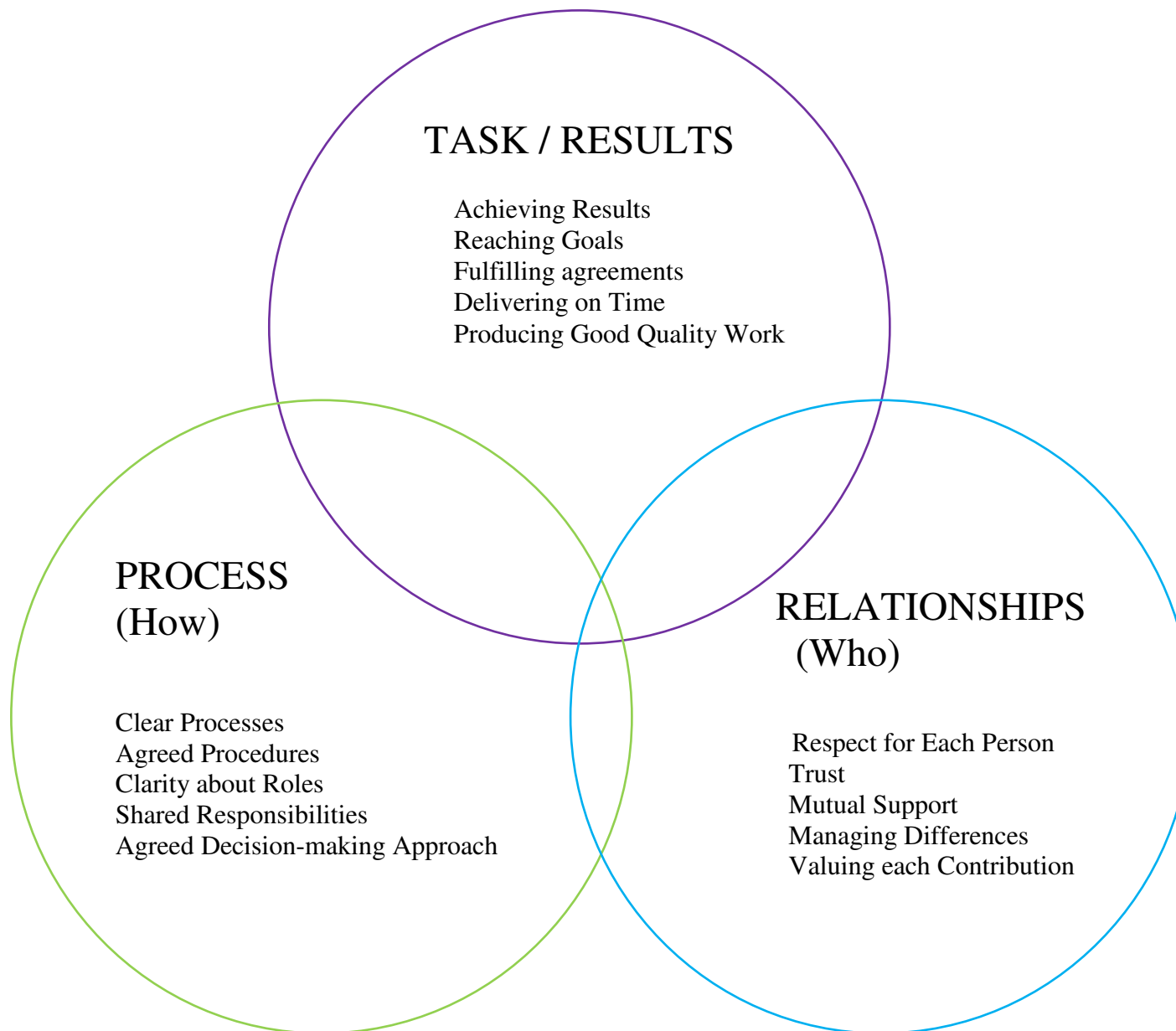
TIME: 45 TO 60 MINUTES

ALTERNATIVE PROCESS

1.   Show a picture of a bicycle on large flip-chart sheet, indicating that the bicycle has the following three wheels: the front wheel, the back wheel and the chain-wheel in the middle. Without going into any detail, point out that each of the three wheels has distinct functions.

2.   To begin with, focus on the front wheel only, and invite the group to name the functions of the front wheel of a bicycle. List the group's suggestions on the flip-chart sheet under the front wheel. Some differences of opinion may emerge, so allow the group to discuss and debate these with a view to arriving at a consensus in relation to the functions listed.

3.   Move on to the back wheel next. Once again, invite suggested functions, facilitate debate and list the consensus view on the flip chart (under the back wheel) in relation to key functions of a bicycle's back wheel.

4.   Finally, move on to the chain-wheel. Once again, invite suggested functions, facilitate debate and list the consensus view on the flip chart (in the centre, under the chain-wheel) in relation to key functions of a bicycle's chain-wheel. At this point the group is likely to begin referring to ways in which the functions of all three wheels inter-relate, so allow some discussion about that too, in order to inform this third list and, where appropriate, to add new points to either of the previous two lists.

5.   Point out that the bicycle is an analogy for the three dimensions of a group. Note the following dimensions and write them onto the flipchart over the picture of the bicycle as follows:

- Relationships – to be noted over the back wheel

- Process – to be noted over the chain-wheel

- Task – to be noted over the front wheel

6.   Facilitate a discussion about each of these three dimensions of a group (task, process and relationship) in light of the key points listed earlier in relation to the bicycle. Key questions might include the following:

     i.   When you think about your own group, are you strong in all three areas, or is one stronger? Where are you strongest?

    ii. At this point in the life of your group, which dimension needs attention?

MATERIALS: MARKERS, BLU-TACK, LARGE PICTURE OF A BICYCLE ON A FLIP-CHART SHEET (ENSURE THAT THERE IS SUFFICIENT ROOM ON THE SHEET TO NOTE 3 LISTS OF KEY WORDS UNDER EACH OF THE 3 WHEELS).

TIME: APPROX. 45 MINUTES

Task, Process and Relationships

TASK / RESULTS

Achieving Results
Reaching Goals
Fulfilling agreements
Delivering on Time
Producing Good Quality Work

PROCESS
(How)

Clear Processes
Agreed Procedures
Clarity about Roles
Shared Responsibilities
Agreed Decision-making Approach

RELATIONSHIPS
(Who)

Respect for Each Person
Trust
Mutual Support
Managing Differences
Valuing each Contribution

Bicycle picture

Where Are We as a Group?

Aim:

To enable participants to reflect on their own experience of group development, and to relate this to a well known framework for group development.

Process:

1. Distribute paper and pen among participants. Ask them to draw a line representing their life from the time they were fifteen years old to the present. They can divide it in five year sections as shown below.

    15_____20_____25_____30_____35_____40_____?

2. Invite them to list along the line some of the groups of which they are or have been members. Ask them to think particularly about work groups, community groups, youth groups etc. When people have had a few minutes to do this, ask them to share the results with their neighbour. Then invite people to give some examples of what they have written down. (You are not asking for details here, just the types of groups.)

3. Tell participants that you are going to ask them to do more detailed work on one specific group (not this group). Give each person a copy of the worksheet : **REFLECTION ON A POSITIVE EXPERIENCE OF A GROUP**. Ask participants to jot down some notes in response to each question. This is to jog their memories and to elicit important information about the group they have chosen. Allow about 8-10 minutes for this.

4. Invite people to share their reflections in pairs. It is important to encourage people to tell the story of their group, not to simply read from their notes. Allow about 15 minutes for this.

5. After people have shared, tell them that you are going to introduce them to a well known framework or theory of group development. Give a short input on group development using the handout : **FIVE STAGES OF GROUP DEVELOPMENT**.

6. Tell participants that you want them to explore the link between their experience of the group they have just spoken about and the theory they have just heard. Invite participants to work with the person they have shared their story with, to see if they can see any connection between the story of their group and this theory of group development. When the pairs have had a chance to reflect, ask for feedback in the larger group. Be careful to allow for a diversity of response. For example, people may speak of a group where stages were skipped or where groups did not follow the sequence Tuckman suggests. What is important is that people reflect on the theme of group development.

7. Now invite participants to think about the group of which they are now a part. You can ask these questions: what stage of development do you think this group is at, and what are the reasons for your choice? What are some of the things we can do at this time to help this group grow and develop? Are there specific things we need to attend to in order to strengthen the well-being of this group? Allow participants some time for personal reflection and take feedback. As you listen, be careful to note the suggestions and ideas put forward by people.

MATERIALS: PAPER AND PENS, COPIES OF WORKSHEET REFLECTION ON A POSITIVE EXPERIENCE OF A GROUP, HANDOUTS FIVE STAGES OF GROUP DEVELOPMENT.   TIME: 90 MINUTES

Reflection on a Positive Experience of a Group

From the many groups of which you are or have been a member, choose one group in which your experience has been positive, satisfactory and life-giving. It is a group that you feel grew and developed and achieved something. It may be that there were challenges and difficulties in the group, but overall the experience was positive. It was the kind of group you look back on and say, "I really liked being a member of that group, it was such a positive experience, I wish all groups were like that". Please jot down a few notes in response to the following questions.

- Recall how, when and where the group came together, who was in it, and its purpose.

- What was the group's greatest achievement?

- What was special about the group? What feelings did you experience in the group?

- What were some of the key factors which enabled the group to be successful?

- What were some of the contributions you and others made to ensure that it was a really good group?

- Were you aware of the group growing and maturing? Can you give an example of this?

Five Stages of Group Development

There are many versions of group stage theory. The most well known is that of Bruce Tuckman (1965) "Developmental Sequences in Small Groups." Psychological Bulletin, Vol 63, No. 6. Many others have adapted or added to Tuckman's ideas. What follows is a brief outline of Tuckman's and others' thinking.

Forming (Introduction/Orientation)

This is an introductory phase. People are getting to know each other; checking out other people, the purpose of the group and how they themselves might fit in. There is a tendency to be cautious, polite and tentative. It is a time of inquiry and discovery and of exploring expectations. What do I expect to happen? What might be expected of me?

Storming (Conflict)

At this stage differences begin to emerge. There are conflicting views and attitudes about what is to be done and how it might be done. People assert themselves more strongly than earlier and want to have a say and exercise influence. People challenge one another and take up strong positions. There can be an uncomfortable atmosphere as disagreements emerge and some people may be tempted to withdraw into themselves or from the group.

Norming (Developing cohesion)

Norms, rules and roles begin to emerge. There is increasing agreement about what is to be done, how it will be done and who might do it. There is a developing sense of what is acceptable or unacceptable, appropriate or inappropriate. Whether norms are formal and explicit or informal and unwritten there is an increasing sense of agreement and cohesion among members.

Performing (Achieving)

At this stage there is a focus on tasks and goals. People are taking up different roles and working together cohesively. There is co-operation and inter-dependence as people plan, decide and implement. Members experience a sense of satisfaction, achievement and pride.

Mourning (Ending)

The group is coming to an end. Tasks have been completed. Members are moving on to other tasks and groups. There may be a mixture of celebration, appreciation and regret. People may struggle to let go. Some may wish to explore ways of re-forming the group.

PARTICIPATION

In this section there are processes designed to enable groups to explore three aspects of participation:

I.   Participation within the group

II.   When the group is inviting others to participate in events, activities and processes

III.   When the group itself is invited by others to participate in events, consultations, processes

The facilitator or trainer can choose which aspect is most relevant for the group.

Participation Within the Group : Circles of Participation

Aim:

To explore current levels of participation and the impact of this on the group.

Process:

1. Explain that it is a common experience among voluntary / community groups that levels of participation among members varies, and can change over time. At any one time members will devote different amounts of time and energy to the group.

    (The facilitator may offer examples from their own experience, including a group in which they were highly involved, and one in which they were more peripherally involved.)

2. Place three ropes on the floor in three concentric circles. Explain that the inner circle indicates a very active and involved relationship to the group, while the other circles as they move out indicate decreasing levels of involvement and activity.
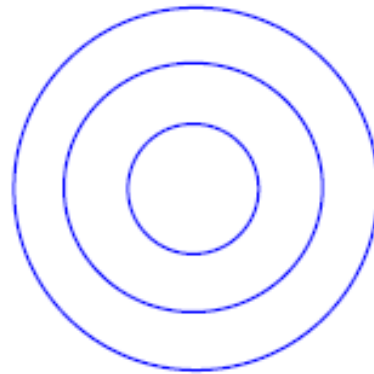
Invite people to think about their current involvement in the group and where in the circles best represents that, and to take up a position indicating their current involvement.

> i. Ask , 'What are some of the reasons for you choosing that position?'

Give space for everyone to think and to share their response. Hear from everybody about where they are in the circles.

> ii. Ask, 'Would you like to be more or less involved and active in the group? '
> Invite people to move to the position that indicates where they would like to be.
> Ask people to consider whether they see this as a realistic possibility and then to share their thinking about this move with the group.

3. Invite people to sit down and consider the existing and the desired patterns of participation. Ask, 'What are the implications?'

MATERIALS: THREE ROPES   TIME: 45 MINUTES

Note for facilitator: The exercise Circles of Participation requires some sensitivity from the facilitator. It may have the effect of surfacing underlying tensions, and if this happens it is important that there is enough time to allow all perspectives to be carefully listened to. When participants are taking up a position to indicate their current involvement (step 2.), it is important to convey that 'Being in the centre is not better; wherever you are is OK.'

Inviting Participation of Others

▪ Reasons for Inviting Participation

Aim:

To help the group to explore and clarify what they are expecting of others, and what they are offering, when they invite others to participate in events, activities, etc. organised by the group.

Process:

1. Hear examples from the group of some events and activities they have invited, or plan to invite others to participate in.

2. Explore one of the examples in some detail, asking:

    i. **WHAT** are people being invited to participate in?

    ii. **WHO** do you ask?

    iii. **WHY**, What are your reasons for inviting them?

These responses should be recorded on three separate sheets.

3. Ask what other reasons the group has for inviting people to other events. Record these.

4. Present on a flipchart the following possible reasons for inviting participation of others (adapted from Levels of Participation by David Wilcox and others)

    i. Enjoy, join in these social activities we have organised.

    ii. Be informed, receive information from us.

    iii. Inform us, tell us about things that matter to you.

    iv. Help us to do something we have planned.

    v. Make a decision with us, plan and decide with us.

    vi. Plan, and decide and act with us, participate in the action we plan together.

5. Ask, 'Do these reasons for inviting others relate to the reasons you have for inviting others to the events and activities you organise? Which of the reasons apply? What other reasons do you have?'

6. Sometimes people have experienced a mis-match between the reasons they invite others, and the expectations of those others they have invited. Ask, 'Have you ever had such an experience? What happened when there was a mis-match?'

7. Ask, 'What have you learned that might be useful when you plan to invite participation of others in the future?'

MATERIALS: FLIP CHART

TIME: 60 MINUTES

Being Invited to Participate by Others

▪ Our Levels of Participation

Aim:

To critically examine the participants' experience of participation in events, processes and consultations organised by statutory bodies, government departments and NGOs, in order to recognise which levels of participation were operative.

Process:

1. Invite the group to think of three or four occasions when as a group they have been invited to participate in events or processes organised by statutory bodies, government departments, NGOs or networks. Record these without going into detail at this stage.

2. Give a short input based on Wilcox's levels of participation, and give them the handout LEVELS OF PARTICIPATION.

3. Ask the group to relate their level of participation in the events recorded earlier to one of the levels described by Wilcox.

4. Consider the level of participation you expected when you were invited to attend the event and the level of participation intended by the organiser.

   i. Was your experience of the event different from your expectations of the event? Considering the stated intention for the event, were you happy with your experience of participation?

   ii. Have you ever attended any events where :

       a. more participation was expected of you than you had expected?

       OR

       b. there was less opportunity for participation than you had expected?

       What might have contributed to this mis-match?
       Where did your expectations come from?

   iii. Looking back at Wilcox's description of five levels of participation, what have you learned that might be useful to you when you are next invited to participate in an event organised by an outside body?

MATERIALS: HANDOUT: LEVELS OF PARTICIPATION, FLIPCHART, MARKERS

TIME: 60 MINUTES

Levels of Participation

In applying this framework key points to bear in mind are:

- There are different levels of participation appropriate for different situations.

- There isn't one 'community', but many interests – or stakeholders – to consider. Different levels of participation may be appropriate for different stakeholders.

- Participation takes time.

Information

▪ *The least you can do is tell people what is planned.*

Information giving underpins all other levels of participation, and may be appropriate on its own in some circumstances. However, you are likely to hit problems if all you offer is information and people are expecting more involvement.

Consultation

▪ *You offer a number of options and listen to the feedback you get*

Consultation is appropriate when you can offer people some choices on what you are planning to do – but not the opportunity to develop their own ideas or participate in putting plans into action.

Deciding Together

▪ *You encourage others to provide some additional ideas and options, and join in deciding the best way forward*

Deciding together is a difficult stance because it can mean giving people the power to choose without fully sharing the responsibility for carrying decisions through.

Acting Together

▪ *Not only do different interests decide together what is best, but they form a partnership to carry it out.*

Acting together may involve short-term collaboration or forming more permanent partnerships with other interests. It involves both deciding together and then acting together. Each partner needs to feel they have an appropriate stake in the partnership and a fair say in what happens.

Supporting independent Community Initiatives

▪ *You help others do what they want – perhaps in a framework of grants, advice and support provided by the resource holder*

Supporting independent community-based initiatives means helping others develop and carry out their own plans. Resource holders who promote this stance may, of course, put limits on what they will support.

Adapted from 'The Guide to Effective Participation' by David Wilcox
see www.partnerships.org.uk/guide/index.htm for more information

Edward de Bono's Six Thinking Hats

Edward de Bono's technique of Six Thinking Hats is a simple and effective tool for an inclusive discussion.   It can be used to enable a group to think through an issue using a range of ways of thinking about it, in such a way that everyone in the group thinks 'in the same direction' at the same time, and everyone considers all these perspectives. The image of the hat reflects the commonly used phrase 'to put on your thinking hat'. The questions for each hat capture an important dimension for consideration.

In order to use the Hats, **it is important to have a clear proposal as a starting point**.

Summary of the Six Thinking Hats:

The Red Hat – *intuitive, feeling*
(Feelings, intuitions, hunches and emotions)
- What do you feel about the proposal?
- What are your gut reactions?
- What intuitions do you have?

The Yellow Hat – *constructive*
(Benefits, advantages, positive, constructive)
- What are the benefits of this proposal?
- Why is this proposal preferable?
- What's good about this proposal?
- How can we make this work?

The White Hat – *informative*
(Information known or needed, facts)
- What are the facts?
- What information do we have?
- What information do we need?
- How will we get that information?

The Black Hat – *cautious*
(Caution, critical thinking, difficulties, problems)
- What are the risks or dangers of this proposal?
- What difficulties or problems can we see?
- What have we missed?
- Why is this not a good idea?

The Green Hat – *creative*
(Creative, new ideas, new ways of looking)
- What are some alternatives to this proposal?
- What variations of this proposal can we think of?
- Is there another way of looking at this?
- Could we do this a different way?

The Blue Hat – *reflective*
(Controls the process, organises)
- Decides which order to use the hats
- Observes the guidelines
- Reflects how group is working

Using de Bono's Six Thinking Hats

Aim:

To become familiar with and to use de Bono's Six Thinking Hats as a tool for discussion.

Process:

Edward de Bono

1. Introduce the technique, explaining each of the six coloured hats. Explain that you will hold the Blue Hat, looking after the order for the Hats and reminding members which Hat is being used should they begin to stray to another way of thinking. Each Hat will be used at least once, and may be re-visited if there seems to be the need.

2. Use the technique with the group to discuss a simple sample proposal. Show clearly which hat you are using at any one time, using the hats as props, or some other visual prop.. Possible proposals might be: 'Everyone should be free to live wherever they want in the world'; or 'The highest income earned by anyone in the country should be no more than ten times the minimum wage.' Use just one example, allowing enough time for members of the group to become familiar with the technique.

3. Take a few minutes to reflect on how the technique worked well for you, and what you need to attend to if using it in future. This reflection could be done in pairs and then fed back to the whole group.

4. Use the Six Hats to look at a proposal the group is currently considering, or a proposal the group would like to consider. The proposal should be a single, clear proposal. If you are considering alternatives, choose just one as the focus for your discussion. (The Green Hat will allow for alternatives to be introduced.)

MATERIALS: RED, BLUE, YELLOW, BLACK, WHITE and GREEN HATS. (OPTIONAL) , AS AN ALTERNATIVE DRAW PICTURES OF HATS OR INDICATE COLOUR IN SOME OTHER WAY

TIME: 45 TO 90 MINUTES

The Hats can be used in any order chosen by the facilitator.

One possible order is as follows: Red (to enable people to give expression to their feelings about the proposal), followed by yellow, then black, then white, then green.

As an alternative you might follow the order Red, black, yellow, white, green.

As you become more familiar with the hats you'll get a feel for what order will be most helpful for a particular group discussing a particular proposal.

A challenge often faced by the facilitator is to encourage people to stay with the current 'hat'.

WHERE ARE WE AS AN ORGANISATION?

Note: There are two parts to this process, the first general and the second more specific. The first part seeks to elicit a general sense of what people see as the current stage of development of their organisation. The second part seeks to draw the attention of participants to the different and more specific areas that need to be attended to if their organisation is to grow and develop.

What Stage is Our Organisation at?

Aim:

The aim is to elicit participants' perceptions of the current stage of their organisation's growth.

Process:

1. Introduce participants to the idea of organisational growth and development by using the material in the Handout : FIVE STAGES OF ORGANISATIONAL GROWTH. One way of doing this is to put five separate flipchart sheets on the wall with each stage illustrated and explained. (One stage per sheet). These are best prepared beforehand.

2. Having explained the different stages, ask participants to stand beside the stage/sheet that best captures for them where the organisation is currently at. When participants have taken up position ask them to share some of their reasons for their choice of position. It is important to create space for a diversity of perception. There is no right answer to the question of what stage the organisation is at. What matters is that participants appreciate one another's views rather than trying to secure consensus.

3. The following questions may be helpful in exploring further the group's stage of growth:
   - What's it like to be at this stage?
   - How long have you been at this stage?
   - Can you see yourselves moving forward from this stage? How might that happen?

4. Now ask if they can give an example of when their organisation moved from one stage to another. What happened? What was different?

5. After taking feedback it is useful to summarise the different views or perceptions expressed. Participants can be given a copy of the Handout at the end.

ALTERNATIVE PROCESS:

If the organisation is a fairly new one, and all participants stand at the first stage in response to the question posed in 2 above, then you could ask what would be different if they were at the next stage and what might they need to do to move on that stage.

MATERIALS: FLIPCHART SHEETS WITH STAGES OF ORGANISATIONAL GROWTH (OR PRINTOUTS OF EACH OF FIVE STAGES , IF POSSIBLE ENLARGED TO A3 SIZE), HANDOUT : FIVE STAGES OF ORGANISATIONAL GROWTH.(FROM ..GUBBELS, PETER AND KOSS, CATHERYN (2000) 'FROM THE ROOTS UP', OKLAHOMA: WORLD NEIGHBORS)

TIME: 45 – 60 MINUTES

Stage 1 **Embryonic**

Five Stages of Organisational Growth

Stage 3 **Growing**

At the **Embryonic** stage, the tree is a vulnerable seed trying to penetrate the soil. At this stage, an organisation is just beginning to form and define itself.

At the **Emerging** stage, the tree has broken through the soil to benefit from the sunlight. However it is still vulnerable, and its roots are not deep.

At the **Growing** stage, the tree is becoming stronger and develops deeper roots. An organisation at this stage can protect itself from many threats, although it is still vulnerable to significant negative forces.

Stage 4
Well Developed

Stage 5 **Mature**

When a tree (or an organisation) is in the **Well Developed** stage, its roots (capacities) are strong and deep, fruit (results) starts being produced, and it can withstand all but the most extreme threats.

A **Mature** tree (organisation) is able to continually bear large quantities of fruits (or results). Due to its capacity building efforts, an organisation at this stage has become a viable and permanent local institution.

(FROM ..GUBBELS. PETER AND KOSS. CATHERYN (2000) 'FROM THE ROOTS UP'. OKLAHOMA: WORLD NEIGHBORS)

Stage 1 **Embryonic**

At the **Embryonic** stage, the tree is a vulnerable seed trying to penetrate the soil. At this stage, an organisation is just beginning to form and define itself.
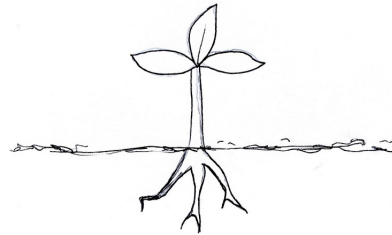
Stage 2 **Emerging**
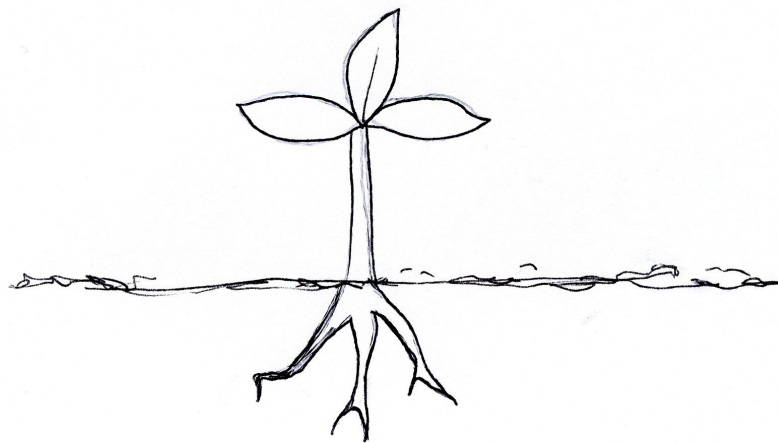
At the **Emerging** stage, the tree has broken through the soil to benefit from the sunlight. However it is still vulnerable, and its roots are not deep.
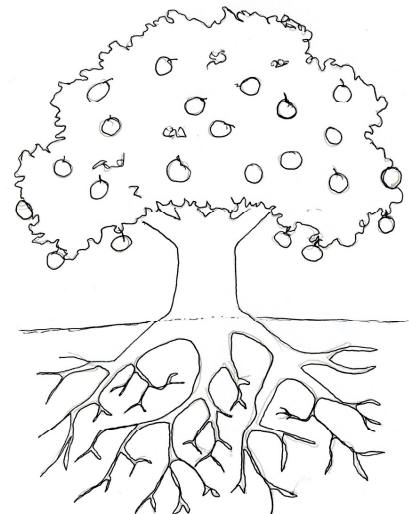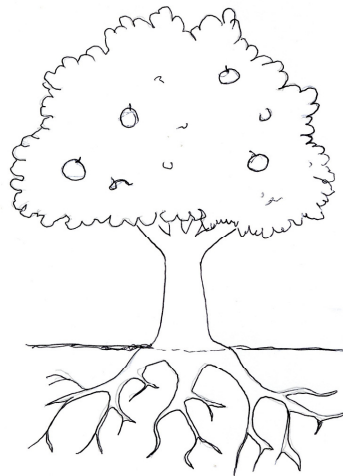
Stage 3 **Growing**
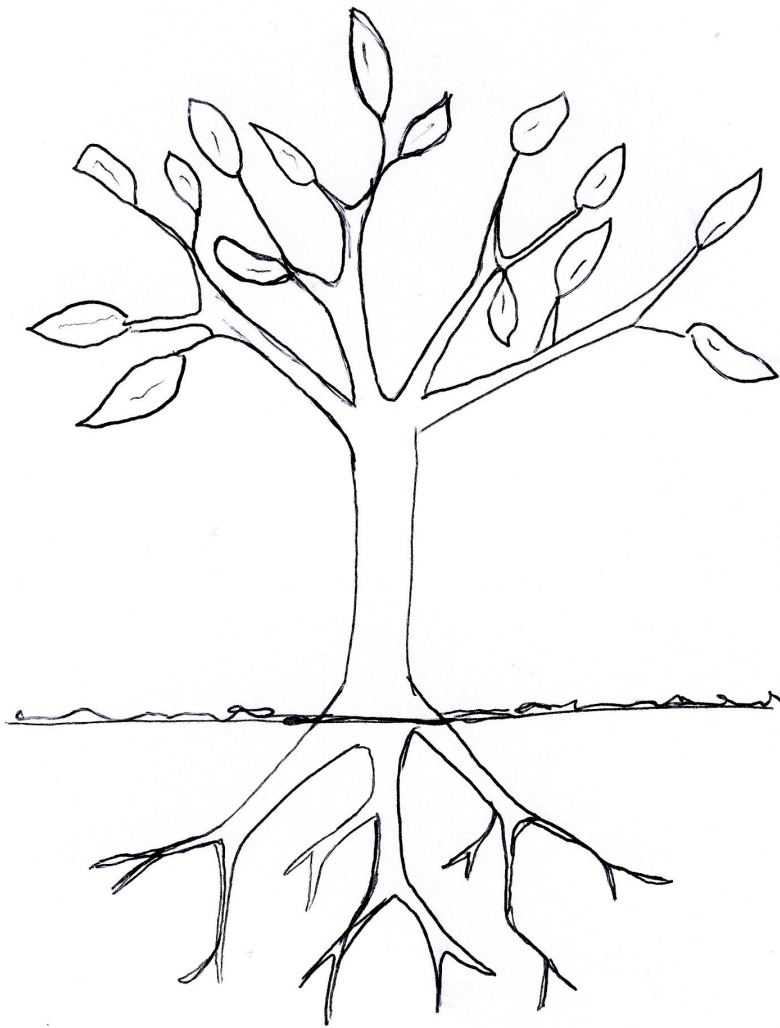
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Stage 4 **Well Developed**
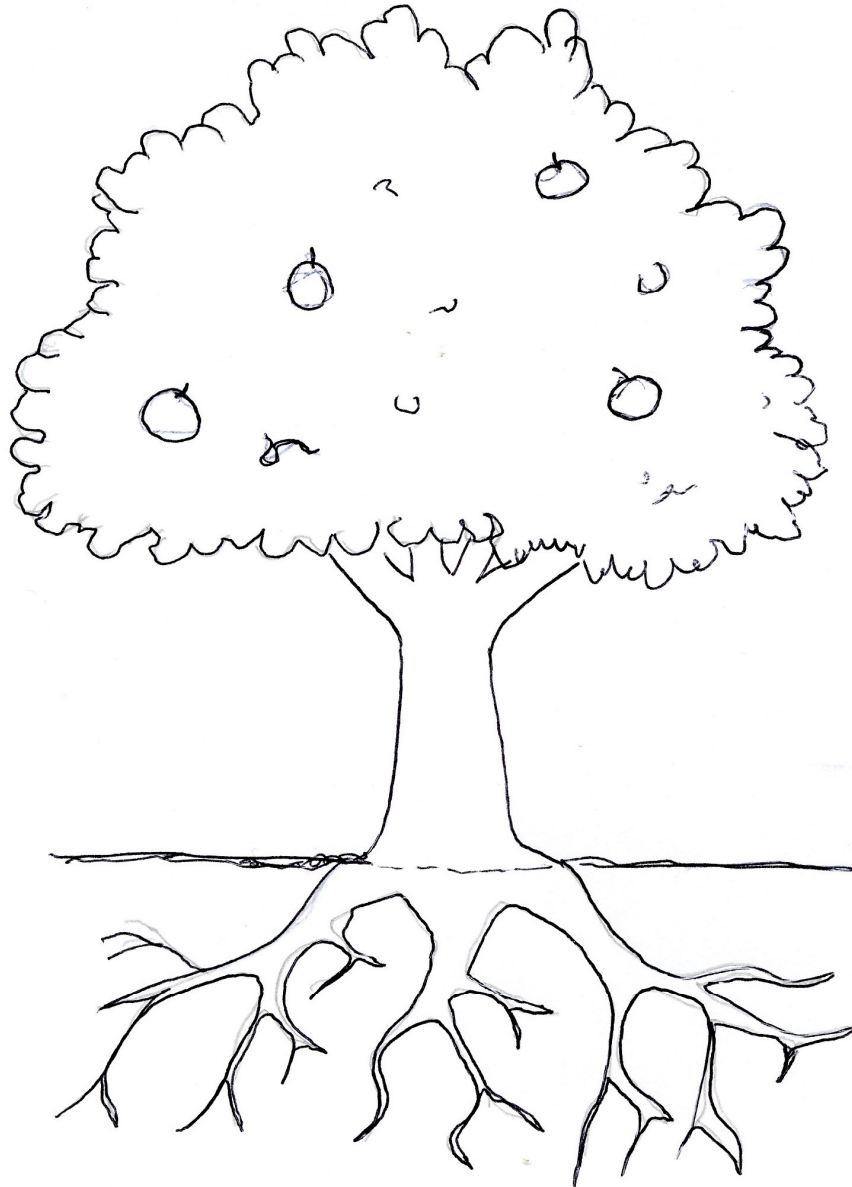
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Organisational Review: Four Dimensions of an Organisation

Aim:

The aim is to enable participants to identify specific dimensions where their organisation is strong, and areas requiring attention at this stage of their organisation's development.

Process:

1. Introduce the participants to the Four Dimensions of an Organisation: Seeing, Relating, Structuring and Doing. This can be done by distributing the handout **FOUR DIMENSIONS OF AN ORGANISATION** and going through it with the participants.

2. Tell participants you want them to explore each of the four areas through a series of questions. Place four pre-prepared flipcharts around the room. These prepared sheets are based on the headings and questions in Information sheet: **GUIDE QUESTIONS FOR REVIEWING FOUR DIMENSIONS OF AN ORGANISATION.** Beside each of these sheets place a blank flipchart sheet for people to record their responses. Invite group members to work in pairs (or three's) and, each starting in a different place, visit each of the posters and write up responses to the prompt questions. As they visit posters others have already written on, they can read what is there and add any further ideas.

3. When people have completed their responses invite people to take a few minutes to reflect on all the responses. Then ask for feedback. This may elicit additional information or clarifications.

4. Invite participants to name an area where they feel the organisation is strong and their reasons for saying so. It is useful to give participants a few minutes to consider this before taking feedback.

5. Now ask participants to name an area where they feel the organisation needs to be strengthened. Again allow a few minutes for reflection before taking feedback.

6. Finally ask each participant to state one action which they feel and think should be a priority for the organisation. (The purpose in this exercise is not to begin detailed planning but to see if there is any kind of broad agreement about what should take priority. The framework can of course be used very fruitfully for detailed planning.).

TIME: 90 MINUTES.

MATERIAL: PREPARED FLIPCHARTS, MARKERS, HANDOUT: FOUR DIMENSIONS OF AN ORGANISATION.

ALTERNATIVE PROCESS

Alternatively, depending on the size and make-up of the group, at steps 2. and 3., work as a whole group taking each area in turn.

Guide Questions for Reviewing Four Dimensions of an Organisation

Values/Vision/Mission

What values are important to this organisation?

What is the vision of this organisation?

What is the particular contribution this organisation sees itself making? *Or to put it another way:* What is the mission of this organisation?

To what degree do you think there is clarity and agreement among members about the organisations values, vision and mission?

Networks/Relationships

What groups/organisations is this organisation linked in with and how do you build good relationships with them?

Are there other organisations it would be good to connect with?

How do you attract and recruit new members?

Within the organisation what do you do to support one another and help people feel valued and appreciated?

Organisation

What structures are in place in the organisation?

What policies are you clearest about and agreed on?

What are the key roles and positions people take up in the organisation?

How are decisions made?

What do you do to ensure good communication?

Projects/Activities

What are the main activities/projects of the organisation?

What need(s) does your organisation seek to address?

Who benefits from your organisation's existence and work?

Four Dimensions of an Organisation

There are four interrelated elements in organisational life that need to be consistently attended to and supported:

➢ There has to be a clear sense of values, vision and mission so that people can see what they are working out of, what they are working towards and what particular contribution their organisation is making.

➢ Networking and relationships, external and internal, have to be developed and fostered.

➢ Appropriate organisational structures and strategies are needed as a scaffolding for the work in which the organisation engages.

➢ There is a range of projects and activities in which the organisation needs to engage in order to fulfil its mission.

Organisational effectiveness requires that we be mindful of each of these elements and seek alignment and congruency between them.

Vision / Mission Values	Organisation
SEEING	STRUCTURING
Networks / Relationships	**Project / Activities**
RELATING	DOING

Adapted from 'The Four Ways Plus' by Dara Molloy. Aisling Magazine Galway 1988

SWOT Analysis

S W O T is a simple but useful framework for analysis of an organisation. It can enable you to focus on strengths, minimise threats and take advantage of opportunities available to an organisation.

Aim:

To use the Strengths, Weaknesses, Opportunities, Threats framework to analyse an organisation and use that analysis to assist in planning actions.

Process:

1. Introduce the S W O T framework using handout s w o t framework

2. Have a poster each for Strengths, Weaknesses, Opportunities, Threats, with some suggested guide questions on each. Place these up around the room.

3. Invite group members to work in pairs (or three's) and, each starting in a different place, visit each of the posters and write up responses to the prompt questions. As they visit posters others have already written on, read what is there and add any further ideas.

4. As a whole group, look back over the four sheets, and take time for clarifications that may be necessary.

5. Considering the responses as a whole, which, if any, of the areas is suggesting a strong need for action?

6. Taking each of the headings in turn, consider:

    i. Are there **strengths** which can be magnified or which are currently under-used? What possibilities can you see for making better use of your strengths?(e.g. skills which exist within the group which could be used more?)

    ii.   Are there **weaknesses** which are affecting the organisation and which need to be addressed? Is there a possibility of addressing these weaknesses? How might they be addressed? What action is needed?(e.g. lack of knowledge of a particular area which could be researched by one or more members of the group)

    iii.   What **opportunities** have been identified that you are in a position to take advantage of? How might you take advantage of it? What resources do you have available to devote to it? (time, energy, money) What would you need to respond to the opportunity?(e.g. Is there a new local initiative or festival that your group could get involved in?)

    iv.   Are there significant **threats** which should not be ignored, which are demanding immediate or short term attention? What action needs to be taken?(e.g. the costs of the group are not being met by funds available to the group)

7. Of the possible actions which have been identified:
    i. Which are most urgent?
    ii. Which are most important?
    iii. Can you decide to take specific action? If so,
        a. What will be done?
        b. Who will do it?
        c. When?
        d. How?

TIME: ONE AND A HALF TO TWO HOURS

MATERIALS: POSTERS PREPARED, MARKERS, FLIP CHART.

ALTERNATIVE PROCESS

Alternatively, depending on the size and make-up of the group, at steps 2 and 3, work as a whole group taking each area in turn.

If one of **strengths, weaknesses, opportunities,** or **threats** is strongly felt by the group, that may be a good place to start.

S W O T FRAMEWORK

STRENGTHS What do you do well? What resources of the group can you draw on? What do others see as your strengths?	WEAKNESSES What could you improve? What internal resources are you lacking? What do others see as your weaknesses?
OPPORTUNITIES What opportunities are open to you? What trends could you take advantage of?	THREATS What external factors might be obstacles to your work?

Strengths and Weaknesses are generally **internal** to the organisation.

Opportunities and Threats are generally **external** to the organisation.

VALUES, VISION AND MISSION

Introduction

Values, vision and mission are terms commonly used in the area of organisational development. The terms are defined or used in many different ways in various publications and by different practitioners. For the purpose of the exercises which follow in this resource, we are suggesting the following meaning for each of the terms. Values are core beliefs or judgements about what is good, desirable and worthy and they are reflected in what we are working out of and in the way we work. Vision is aspirational and is an image of the desirable or ideal world or situation we seek to bring about. Mission is primarily concerned with the particular contribution our organisation will make, the task we have undertaken. Examples of value, vision and mission statements can be found on the following page.

While we can make these distinctions about the terms, the reality is that as people speak about them they are often interwoven, and clear distinctions can become blurred. In terms of organisational development, intellectual clarity is important, but it is insufficient if not matched by a "felt sense" of the organisation's values, vision and mission. Sometimes processes about values, vision and mission have as their primary purpose the formulation of values, vision and mission statements. On other occasions the aim is to enable reflection and an exploration of people's energy and motivation. In the exercises which follow, our aim is to help people get in touch with their energy, motivation and dreams in order to build a sense of solidarity and purpose. However, the exercises will also provide ample material which can be used in the drawing of values, vision and mission statements.

At different times in the life of a group it may be important to take time to reflect on the vision, mission or values of the group. As a facilitator, it is helpful to be clear about which you want to take time to explore, and why it is important to explore it at this time.

Examples of Vision, Mission and Value statements

AFRICA CENTRE

VISION STATEMENT
Our vision is of a just and inclusive society in Ireland that ensures minority ethnic communities have equal opportunities to enjoy rights, freedoms and responsibilities and is conscious of our global inter-connectedness.

MISSION STATEMENT
Our Mission is to advance attitudes, policies and actions that promote tolerance, justice and social inclusion for African communities in Ireland and to encourage a more positive Africa-Ireland exchange.

VALUE STATEMENT
Africa Centre adopts a civil and human rights perspective as its core value, which we will use as a guide to:
• Promoting an inclusive vision and intercultural understanding
• Highlighting the needs and rights of minority communities
• Building partnerships and positive change for a better future

MIGRANT RIGHTS CENTRE IRELAND

MCRI'S VISION STATEMENT
MCRI's vision is an Ireland where migrant workers and their families participate fully and equally in an intercultural society.

MCRI MISSION STATEMENT
MCRI's mission is to promote the conditions of social and economic inclusion of those migrant workers and their families who are in situations of vulnerability.

VALUE STATEMENTS
A set of core values and principles underpin the work of the MRCI. These values include:
• A focus on social justice and equality
• A commitment to working towards an anti-racist and intercultural society
• A concern with human rights of migrant workers and their families
• An emphasis on community work as an underpinning approach to our work
• A commitment to the empowerment and participation of migrant workers
• A commitment to working in solidarity with others who share a similar ethos
• A commitment to prioritising the needs and concerns of those experiencing multiple forms of discrimination and injustice e.g. migrant women

IMMIGRANT COUNCIL OF IRELAND

VISION STATEMENT

All people seeking to live in, living in or travelling to Ireland are guaranteed their human rights.

MISSION STATEMENT

The Immigrant Council of Ireland is an independent organisation working with and for immigrants in promoting their rights through information, advocacy, and awareness.

VALUES

Integrity – Social Justice – Equality – Solidarity – Dignity – Human Rights – Respect for Diversity

THE INTEGRATION CENTRE

VISION STATEMENT

Ireland is an inclusive society where immigrants and their families are fully and equally involved.

MISSION STATEMENT

To promote the integration and inclusion of immigrants by providing a credible voice and trusted resource that shapes a national vision of policy good practice and facilitates its practical implementation.

Can You Be the Change You Wish to See in the World...?

Aim:

To enable participants to reflect on a lived experience which captures in a vivid way the vision towards which they are working and the values underpinning their work.

Process:

1. Write the phrase "Be the change you wish to see in the world" on a flipchart and tell participants that the phrase is one used by Mahatma Ghandi who invited people to live out in the present the kind of world they were working towards in the future. Say that you are going to ask them to reflect on and share an experience they have had which captures what they are working towards. Give people the worksheet, **BE THE CHANGE YOU WISH TO SEE IN THE WORLD** and ask them to respond to it. Allow 8-10 minutes for this. Then ask people to share their stories in twos or threes. Allow about twenty minutes for this.

2. While participants are in their groups ask them to think about the values they have mentioned (last question on the worksheet), and to name four values which they share. Allow some time for discussion. Give each group four sheets of A4 paper and a marker and ask them to record the values on the sheets. Ask them to write one value on each sheet. Ask participants to consider all the different values and see if there are some values which are listed a few times. These can be sorted into bundles. When this is done ask participants if the values in front of them represent the values of the organisation, or if they need to add more. Allow a few minutes for people to consider this. Then take feedback and add values (written on A4 sheets) as appropriate.

3. A useful way to end this exercise is to read out all the values as a testimony to what the participants hold dear.

TIME: 60 TO 90 MINUTES.

MATERIALS: FLIPCHART, A4 SHEETS, MARKERS.

Be the Change You Wish to See in The World

Please recall an occasion of which you were a part when you had an experience that captured the kind of world you as a member of this organisation would love to see. It is an occasion about which you might say, "This is how the world should be". You example can be an account of a simple encounter in everyday life or it may have been a dramatic event. What is important is that it captures for you how you would like things to be. Jot down a few notes in response to each question.

❖ Who was involved? Where and when did it take place? What happened? (Go over for yourself in outline and in detail what took place.)

❖ What was significant or special about what took place? What was really positive?

❖ What were some of the ways you contributed? What was your most important contribution?

❖ What were some of the ways others contributed? Were there particular ways of contributing you really appreciated?

❖ Which of your personal values were expressed through this piece of work?

Values of this group

Values are what are important to us in our lives. For most of us, there are many values, but some are more important to us than others. For example, we may value "having fun,", but "having friends" may be more important. Having money may be very valuable, but having our health may be more so.

This is what we call a *system of values*. Our values are not all of the same importance. We hold some things more dearly than others.

The choices you make are determined by what you value: your system of values.

Ethics are how we practise our values every day. We may say we value friends over fun, but if we constantly make jokes that put our friends down, that suggests something different.

We know what we *really* value by what we *actually* do.

Here are two simple processes which will get people thinking and talking about values or about what is important for them. Both or just one of them could be used before inviting people to participate in the exercise, **What Do We Really Value?**

Gift for a child

Invite people to sit comfortably in their chairs and to listen carefully to the question you are about to put. Then say: Take a moment to think about a child you know. It may be your own child, a niece or nephew, the child of a friend or neighbour, a grandchild. You can give this child one gift or quality which you consider important. What will it be? After a few moments ask people to share with their neighbour first and then to share in the large group.

If you had a million...

1. Invite the group to consider individually and then in small groups the following question: 'If you as an organisation were given a million euro, which you are free to use in any way you want, what would you do?' The following questions can be given as prompts.

2. Would you spend it, save it, invest it, share it? What would you spend it on, who would you share it with, where would you save it, what would you invest in? How would you decide? How would it affect your group?

3. Take feedback from each group and then ask the question: What values can you see expressed in your fantasy plans? Do they match your real values? Take feedback.

What do we Really value?

Aim:

To explore, share and articulate the values which will guide the work of the organisation.

Process:

1. Invite each participant to think of three or four values which are important for them as members of the organisation. They can each record these on a sheet of paper.

2. In the larger group ask people to share what they have recorded. Then invite them to choose five values which they want to see reflected in the work of the organisation. (Note: What is important here is that there is a good discussion about the values people hold dear rather than the exact number they can agree on.)

3. Having chosen the values and recorded them on a flipchart sheet, ask them to think of one or two examples of a time when each value was seen in practice in what they have done or in the way they worked. Invite them to share these examples with the person next to them. Hear back some examples in the whole group.

4. Now ask participants to look at the values again and consider if there are some values that they have struggled with. For each value you can ask, "Is this an aspiration, something you believe in but is not yet reflected in what you do, or is it a reality? And "Are you facing any challenges to your values at the moment?"

5. By way of conclusion ask each person in the group the following question, "At this stage in the life of this organisation what one value do you think should be given priority and what is your reason for saying so?"

TIME: 60 TO 90 MINUTES.

MATERIAL: FLIPCHART, MARKERS, PENS, PAPER.

Our Vision for the Future

Aim:

To explore, share and articulate the vision towards which the organisation is working.

Process:

1. Tell the group you are going to present them with an imaginary scenario to help them think about the kind of future they are working towards. Tell them that a prominent newspaper is preparing a special supplement called "A fresh vision for the future." The newspaper is inviting many groups and organisations to contribute their vision. Your organisation has been invited to contribute. In the first instance what the newspaper wants is an image, a picture or sketch that captures the vision that your organisation has.

2. Form groups of three and ask each group to come up with an image, picture or sketch of what they see as the vision of the organisation. Supply each group with a flipchart sheet, markers or crayons. Allow about fifteen minutes for this.

3. Display images where everyone can see them and invite people to compare and contrast them looking for similar and different elements. Invite people to see if there are elements common to all the images.

4. Ask people to return to their small group. Tell them that the newspaper has also asked that each organisation prepare a short statement, no more than a few sentences, which captures their vision. Supply each group with a flipchart sheet and some markers. Invite group members to prepare such a statement based on the images on display. Allow about fifteen minutes for this.

5. Display the images where everyone can see them and ask people to compare and contrast. An additional useful question you can put is to ask each group to look at the statements of the other groups and to say what words, sentences or elements they like.

6. Finally summarise the elements which seem to have most meaning for the group.

TIME: 60 TO 90 MINUTES

MATERIALS: FLIP CHART, MARKERS, CRAYONS

ADDITIONAL PROCESS, (which might be used as a STIMULUS for the above process)

Here is a simple process which will get people thinking and talking about visions or images of a future they consider desirable or about what is important for them. This could be used before inviting people to participate in the exercise, What is our vision?

Create groups of about 3-4 people. Tell them it is five years from now and their organisation has just been announced as the winner of an award. What is the award for? Give groups a few minutes to discuss this and then take feedback.

What is our mission?

Aim:

To explore, share and articulate the mission of the organisation.

Process:

1. Tell participants that you want to help them explore the mission, purpose, work or task of their organisation. Invite people to work in pairs and to respond to the following scenario: Visualise a number of people (three to four) with whom or for whom your organisation works. The people you are visualising appreciate your organisation and its work. They have been asked to complete the following two sentences:

   > I really appreciate (insert name of the organisation) because…..
   >
   > (Insert name of organisation) is really good at……
   >
   > Ask participants to record what the people they are visualising would say. When this is complete ask each pair to share what they have recorded.

2. Now write each of the following questions on a separate flipchart sheet:
   - A.   Who are we?
   - B.   What do we do?
   - C.   Why do we exist?
   - D.   What do we stand for?

   Ask participants to choose one question they would like to respond to. When groups have formed ask them to jot down a number of responses to the question posed. Allow about ten minutes for this.

3. Ask each group to go and look at the question and responses of the other groups. If they wish they can add a few ideas but they shouldn't remove any ideas already written down.

4. When this is complete allow some time for clarification and discussion.

5. Now form new groups which are a mix of the groups A, B, C, and D. Invite each group to draft a succinct statement which captures something of this group's mission, purpose, work or task, using the responses to the four questions. Allow about twenty minutes for this.

6. Display the statements where everyone can see them. With advice from the group underline the key words or phrases that are common to all statements. If there are differences it is important to acknowledge them.

7. Finally ask for a smaller working group who will undertake the task of writing a final statement which will be brought back for the approval of the whole group.

TIME: 60 TO 90 MINUTES

MATERIALS: FLIPCHART SHEETS, MARKERS

Identifying Needs Using Max-Neef's Fundamental Human Needs

Aim:

To introduce participants to the idea of the Wheel of Fundamental Human Needs and to use it to discover the needs of the people they work with.

Process:

1. Introduce the participants to the idea of the Wheel of Fundamental Human Needs (The background notes will help you present the idea. However the main point to make is that Max-Neef argues that there are a limited numbers of needs common to human beings everywhere. What differs is the way people satisfy these needs.) The image of a wheel is used to show that all human needs are interconnected. In this it differs from Maslow's hierarchy of needs, which

Note for facilitator:

Before using this exercise it is very important that the facilitator become familiar with the thinking of Manfred Max-Neef on whose work the Wheel of Fundamental Needs is based.

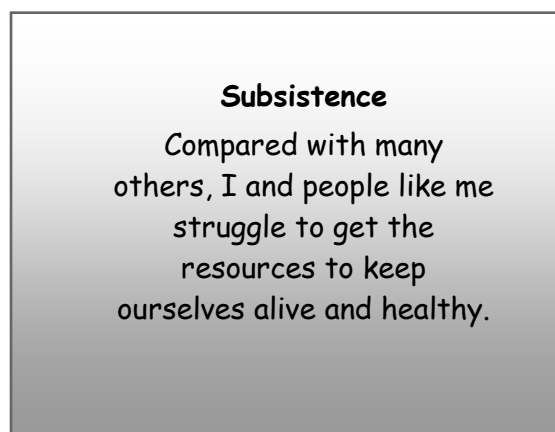A summary of Max-Neef's thinking can be found in the background notes.

suggests that there is a hierarchy of importance of needs.

2. Explain to participants that there are many ways in which the fundamental human needs can be met and that there are consequences if needs are unfulfilled or unmet. The handout WHEEL OF FUNDAMENTAL HUMAN NEEDS shows the fundamental needs, and a short description of each. The handout can be shared with participants or the information can be written up on a flipchart sheet

3. Tell participants that you want to use the ideas just outlined to explore the needs of their community or of the people with whom they work. Based on the handout MAX-NEEF'S HUMAN NEEDS STATEMENTS present pre-prepared flipchart sheets with one need written on each sheet and the sentence   accompanying that need. For example:

Subsistence

Compared with many others, I and people like me struggle to get the resources to keep ourselves alive and healthy.

Place these sheets on the walls or on tables. They must be visible and accessible to everyone. Invite participants to walk around and become familiar with the needs and the sentiments expressed.

4. Ask 'Which of these sentiments do you hear the people you work with expressing?' Hear some responses to that question. Then invite people to go to the poster for one unmet need that is particularly significant in order to explore it further. Form groups around these needs, and in those groups respond to the questions:

      i.   What words/ phrases do the people you work with use in expressing these needs?

     ii.   What are the different ways (both healthy and unhealthy) they respond to these unsatisfied needs?

    iii.   What would help/support the people you work with in satisfying these needs?

    iv.   What can this organisation offer to help or support in the satisfaction of this need?

5. Hear back from each group the need they selected, and some responses to question 5 iv.

6. In what ways can the work we've just done inform the work of our organisation?

MATERIALS: PREPARED FLIPCHARTS FOR MAX-NEEF'S HUMAN NEEDS STATEMENTS, FLIP CHART, MARKERS, HANDOUT WHEEL OF FUNDAMENTAL HUMAN NEEDS IF USING.

TIME: 90MINUTES

Max-Neef Fundamental Human Needs

The Wheel of Fundamental Human Needs is based on the work of Chilean economist Manfred Max-Neef. According to the school of "Human Scale Development" developed by Max-Neef and others, fundamental human needs are few, finite and classifiable (as distinct from the conventional notion of economic wants that are infinite and insatiable). They are constant through all human cultures and across historical time periods. What changes over time and between cultures is the strategies by which these needs are satisfied. It is important that human needs are understood as a system - i.e. they are interrelated and interactive. In this system, there is no hierarchy of needs (apart from the basic need for subsistence or survival) as postulated by Western psychologists such as Maslow, rather, simultaneity, complementarity and trade-offs are features of the process of needs satisfaction.

Manfred Max-Neef and his colleagues developed a taxonomy of human needs and a process by which communities can identify their "wealths" and "poverties" according to how their fundamental human needs are satisfied.

Max-Neef classifies the fundamental human needs as:

- subsistence
- protection
- affection
- understanding
- participation
- leisure
- creation
- identity
- freedom

Satisfiers also have different characteristics: they can be singular satisfiers(satisfying a single need, e.g. food) , or synergic satisfiers (which satisfy more than one need e.g. growing your own vegetables can satisfy needs for subsistence, identity, leisure, participation, creation); violators or destroyers, pseudo-satisfiers, or inhibiting satisfiers. Max-Neef shows that certain satisfiers, promoted as satisfying a particular need, in fact inhibit or destroy the possibility of satisfying other needs: e.g., the arms race, while ostensibly satisfying the need for protection, in fact then destroys subsistence, participation, affection and freedom; formal democracy, which is supposed to meet the need for participation often disempowers and alienates; commercial television, while used to satisfy the need for recreation, can interfere with understanding, creativity and identity - the examples are everywhere.

Synergic satisfiers, on the other hand, not only satisfy one particular need, but also lead to satisfaction in other areas: some examples are breast-feeding; self-managed production; popular education; democratic community organisations; preventative medicine; meditation; educational games.

This model forms the basis of an explanation of many of the problems arising from a dependence on mechanistic economics, and contributes to understandings that are necessary for a paradigm shift

that incorporates systemic principles. Max-Neef and his colleagues have found that this methodology "allows for the achievement of in-depth insight into the key problems that impede the actualisation of fundamental human needs in the society, community or institution being studied" (Max-Neef et al, 1987:40)

This model provides a useful approach that can meet the requirements of small group, community-based processes that have the effect of allowing deep reflection about one's individual and community situation, leading to critical awareness and, possibly, action al the local economic level.

Needs are further defined according to the existential categories of being, having, doing and interacting, and from these dimensions, a 36 cell matrix is developed

Need	Being (qualities)	Having (things)	Doing (actions)	Interacting (settings)
subsistence	physical and mental health	food, shelter, work	feed, clothe, rest, work	living environment, social setting
protection	care, adaptability, autonomy	social security, health systems, work	co-operate, plan, take care of, help	social environment, dwelling
affection	respect, sense of humour, generosity, sensuality	friendships, family, relationships with nature	share, take care of, make love, express emotions	privacy, intimate spaces of togetherness
understanding	critical capacity, curiosity, intuition	literature, teachers, policies, educational	analyse, study, meditate, investigate,	schools, families, universities, communities,
participation	receptiveness, dedication, sense of humour	responsibilities, duties, work, rights	cooperate, dissent, express opinions	associations, parties, churches, neighbourhoods
leisure	imagination, tranquillity, spontaneity	games, parties, peace of mind	day-dream, remember, relax, have fun	landscapes, intimate spaces, places to be alone
creation	imagination, boldness, inventiveness, curiosity	abilities, skills, work, techniques	invent, build, design, work, compose, interpret	spaces for expression, workshops, audiences
identity	sense of belonging, self-esteem, consistency	language, religions, work, customs, values, norms	get to know oneself, grow, commit oneself	places one belongs to, everyday settings
freedom	autonomy, passion, self-esteem, open-mindedness	equal rights	dissent, choose, run risks, develop awareness	anywhere

Max Neef's Human Needs Statements

Subsistence

"Compared with many others, I and people like me struggle to get the resources to keep ourselves alive and healthy."

Protection

"Compared with many others, I and people like me feel threatened and unsafe a lot of the time."

Participation

"Compared with many others, I and people like me feel I have no influence over the world around us. More often than not, we are shut out, overlooked and excluded."

Freedom

"Compared with many others, I and people like me feel we have no choice about how our lives will go. I may have dreams and ambitions, but no hope of realizing them."

Affection/Respect

"Compared with many others, I and people like me feel unloved or disregarded and have no one to care for and no-one to care for me. In fact, I am often despised."

Identity

"Compared with many others, I and people like me feel I don't know who I am, or where I belong."

Creation

"Compared with many others, I and people like me feel we cannot or are sometimes not permitted to express ourselves creatively."
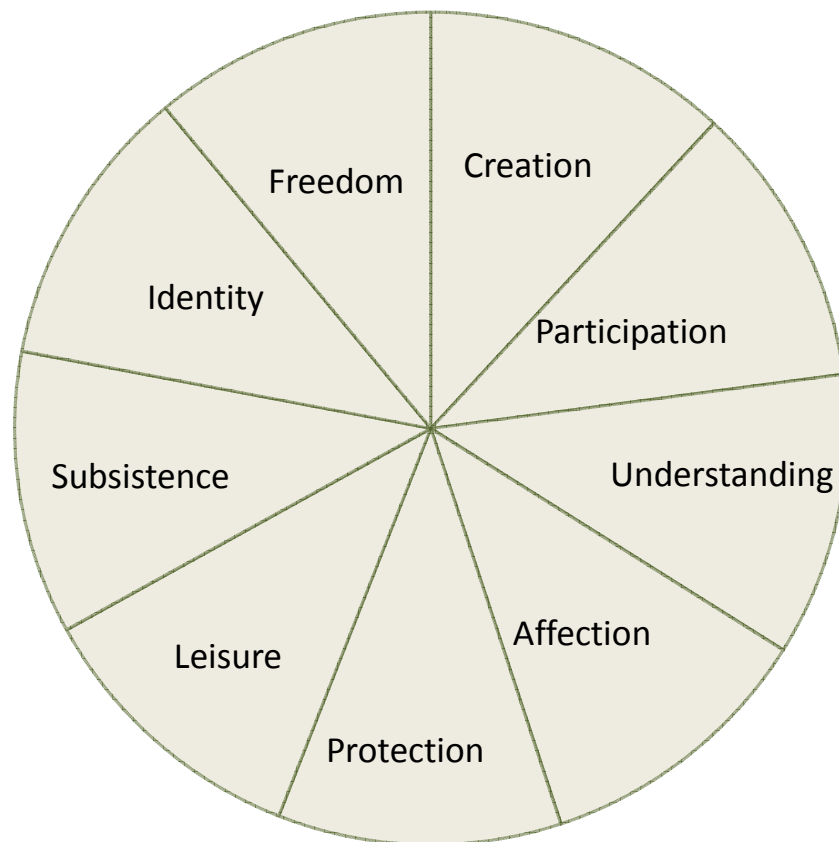
Leisure

"Compared with many others, I and people like me feel I never have time just for me, to reflect, recreate and rest."

Understanding

"Compared with many others, I and people like me feel I cannot make sense of the world around me. I feel stupid and lost, there is so much I cannot grasp."

Wheel of Fundamental Human Needs

Protection: Feel safe, secure

Affection: Feel loved, respected, share feelings and emotions with others

Understanding: Make sense of self, of others of the world around you

Participation: Having influence over the world around you, included, having a say

Creation: Expressing your own essence, your distinct personality creatively in some form

Freedom: Control of your own destiny. Your choices, intentions, actions create your reality

Identity: Know who you are, where you belong, what it is that makes you you

Subsistence: Physical health, food, water, shelter, exercise

Leisure: Time out, to 'not do', time for reflection, recreation, rest, relaxation

LANGUAGE OF COMMUNITY DEVELOPMENT

In engaging with funders, statutory bodies, government departments and some NGOs, it can be helpful to understand some of the language of community development, sometimes expressed as principles of community development. Below are some of the terms which have been used to define community development activity:

Empowerment: Those who experience inequalities develop or are given the power that enables them to be agents of changing their situation.

Task and Process: The way in which you work for change is as important as the outcome. You practice what you want to achieve. "Be the change you want to see in the world." (Gandhi)

Participation/ Inclusion: You work to include those who are affected or have any interest in the process in an appropriate way.

Collective Action: You work to create change through organising people to work collectively for it. Leadership is shared.

Equality: You hold equality of all as a core value. You hold as a guiding vision the idea of a society marked by equality in terms of: 1) equal access to resources and power, and 2) equal regard and respect.

Structural Change: You understand that inequalities and poverty are not the result of individual human failings alone, but mainly as a result of inbuilt systemic and structural injustices.

Human Rights Based: You recognise that your work is based on the rights that people have as human beings, enshrined in international agreements, and not merely on being charitable. People, for example have a right to decent housing, to participate; children have a right to play etc.

Community Development Buzz Words

Aim:

To critically engage with the language widely used in community and voluntary sector in Ireland, to uncover what they mean to people in the context of their groups or organisations.

Process:

1. Put up the words and phrases listed in the handout: LANGUAGE OF COMMUNITY DEVELOPMENT (just the headings) on flipcharts around the room and invite participants to go to each word or phrase and write whatever comes to mind in relation to them.

2. When everyone has finished, invite participants to stand by the poster that most interests them, and form groups there.

3. In these groups, discuss the following questions:

   a. What is your experience of this concept?

   b. Where have you seen it in action?

   c. Is there anything problematic about it?

4. In the large group, hear what insights or learning emerged from the exercise.

MATERIALS: FLIPCHARTS WITH THE HEADINGS FROM HANDOUT : LANGUAGE OF COMMUNITY DEVELOPMENT

TIME: 40 MINUTES

Community Development Principles

Aim:

To explore widely used terms of community development principles, and their meaning and importance to the organisation.

Process:

1. Introduce the 'principles' of community development as outlined in the handout: LANGUAGE OF COMMUNITY DEVELOPMENT

2. Working in small groups of four to six, give each group a set of the principle headings written on A4 sheets, one principle per sheet. Ask the group to arrange the principles in a loose ranking of their importance to the work of the organisation. Arrange the sheets within a diamond pattern, where 1 is the most important, the second row boxes marked 2 are next equally important, followed by the third row marked 3, and finally 4, as illustrated:
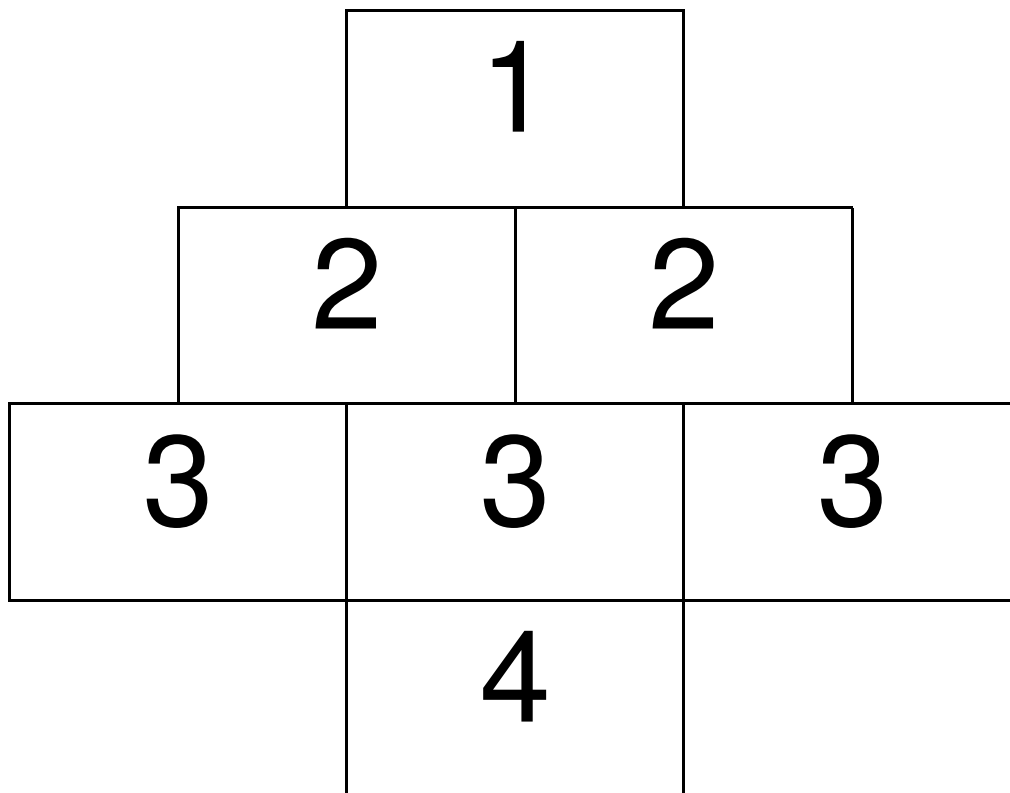
3. Invite each group to present their rankings, and give a sense of the key points in the discussion which led to the decision arrived at.

4. As a group, consider what is emerging about the importance and relevance of these principles for the work of the organisation?

MATERIALS: A SET OF COMMUNITY DEVELOPMENT PRINCIPLE HEADINGS ON A4 SHEETS FOR EACH SMALL GROUP, HANDOUT: LANGUAGE OF COMMUNITY DEVELOPMENT (OPTIONAL),

TIME: 60 MINUTES