

Winds and Waves

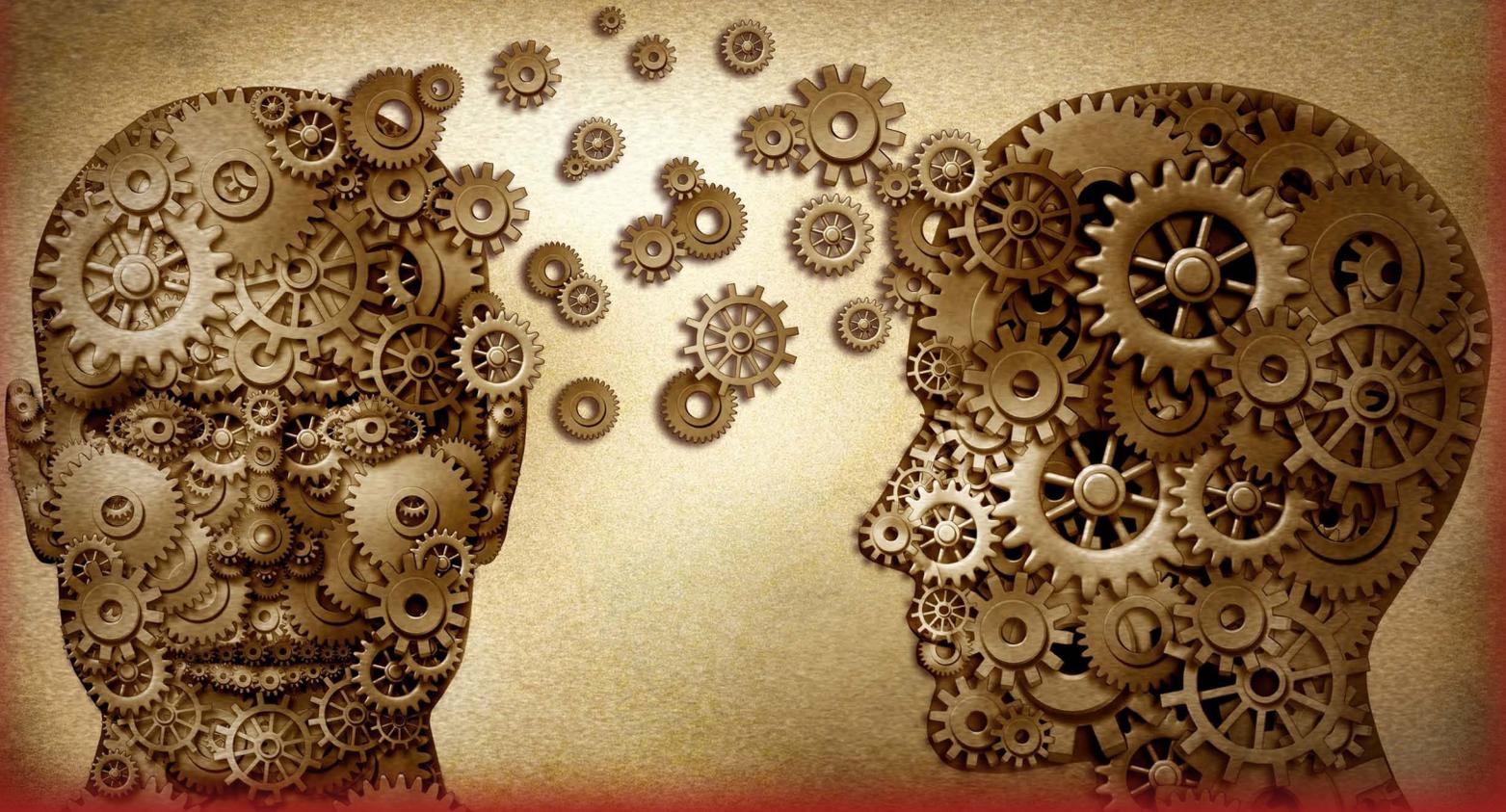


IMAGE CHANGE THROUGH EFFECTIVE MENTORING AND COACHING

The Global
ICA Channel

Book Review – The
Soulful Workplace

Also
Inside
and more...

Moving The
Paper Mountain

GreenRise
Goes Live

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Editors' Note

Dear Readers,

Welcome to this issue of *Winds and Waves* featuring articles on mentoring and coaching.

Over the years, the ICA has developed useful methods which provide training and tools for effective leadership and engagement.

The over-arching theme for 2015 will be "The future beckons" with sub-themes of "Youth" for the April edition, "Collaboration" for the

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August edition and "Community" for the December edition of *Winds and Waves*.

The copy deadline for April submissions is **Friday, March 13th, 2015**.

In the meantime, we would like to take this opportunity to extend to all our readers a Happy New Year for 2015.

Co-Editors
Dharmalingam Vinasithamby
John Miesen

Internet Format Design
Peter Ellins (Canada)
email: peter@icai-members.org

Content Coordinator
Robyn Hutchinson (Australia)
email: hutchinsonsydney13@gmail.com
Content submissions are most appreciated. Please include any (print quality) photos or graphics with your submission as attachments to your email. Text files should be in Word.

Regional Content Assistants
Isabel de la Maza (Chile)
Catalina Quiroz Niño and Mane Arratia (Spain)
Seva Gandhi (USA)
Voice Vingo (Zambia)
Gerald Gomani (Zimbabwe)

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Winds and Waves

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Co-Editors

Dharmalingam Vinasithamby (Malaysia)
email: dvinasithamby@yahoo.com
John Miesen (Australia)
email: johnmiesenhome@optusnet.com.au

Proofreader (English) – Julie Miesen (Australia)

Correspondence – Please direct all magazine correspondence to one of the following:

Content Coordinator
Robyn Hutchinson (Australia)
email: hutchinsonsydney13@gmail.com

Letters to the Editor
Dharmalingam Vinasithamby (Malaysia)
email: dvinasithamby@yahoo.com

Co-Editor – John Miesen (Australia)
email: johnmiesenhome@optusnet.com.au

ICA International President – Martin Gilbraith (UK)
email: president@ica-international.org



From the President

Welcome to this latest issue of *Winds & Waves*, the online magazine of ICA International.

Mentoring and coaching, as well as facilitation, training and demonstration projects, are among the many ways that ICA works worldwide to change images, or worldviews, and thus to bring about positive personal, organisational and societal change. I have been both a mentor and a mentee this year, supporting a Ukrainian colleague to prepare for her Certified ToP Facilitator assessment as I have prepared for my own.

Larry Philbrook of ICA Taiwan refers to the 'image theory' that underlines this approach (page 9) and how he has applied it to coaching and mentoring. Jen Schanen and Beverly Scow's story from the USA (page 13) illustrates the approach in action. This issue also includes stories of personal coaching and mentoring from Aruba, Canada, Chile, Nepal, Taiwan, Ukraine, UK & Africa and the USA, among others. Common themes include partnership and intentionality, as well as the application of ICA's Technology of Participation (ToP) methodology and in particular the ToP Focused Conversation method and 'ORID' framework (page 11).

ICA International's 'peer-to-peer' approach to mutual support and collaboration among its member ICAs reflects the same values and principles of partnership and intentionality, applied to shared learning and development within and among organisations. How this

approach unfolds at a global level is illustrated by stories in this issue from Svetlana Salamatova of ICA Ukraine (page 17) and from Steve Harrington in Costa Rica (page 19).

It is a key role of ICA International to facilitate and support such intentional partnership working, learning and development among members. As we approach the ICAI General Assembly on December 12, we are approaching the culmination of the work of two ICAI global working groups that have been tasked this year with helping to further develop the conditions for such collaboration to flourish – the global ToP Policy working group and the Global Conferencing working group. We are also approaching the election of four new members to the ICAI Board, and the retirement of four – Krishna Shrestha of ICA Australia, Isabel de la Maza of ICA Chile, Shankar Jadhav of ICA India and Gerald Gomani of ICA Zimbabwe. I am grateful to all of them, and to all those who have volunteered their time and energy to support our global mission this year – including as members of the Board, of our global working groups, and of course of the tireless editorial team of this *Winds and Waves* magazine and our monthly bulletin the *Global Buzz*.

Please ask for details to join the General Assembly on December 12 if you have not received them directly, and watch this space for the outcome in the next issue. In the meantime, season's greetings and a Happy New Year to all our readers, and enjoy this issue!

Martin Gilbraith president@ica-international.org

A system that works

By Jonathan Dudding

Volunteers in the UK, all with experience in management and business development, offered to link up as mentors for directors of ICAs in Africa in early 2012. The latter could use this expertise to enrich their thinking and approach to issues such as developing their careers and work; and for growing and supporting their organisation.

The plan was to have three to four conversations over a period of between six months and a year. Four senior staff members showed interest and were linked up with three mentors, one of whom agreed to work with two directors. Out of the four relationships, one did not take off, one stalled, one lasted as long as the director had an issue that required attention, and one is still continuing. This experience provides several lessons, many of them related to laying the foundations for an ongoing relationship.

It is important that everyone concerned is clear on what is involved and expected. While the concept of mentoring is fairly familiar (although not always understood) in the UK, in Africa it is less common. Expectations there are more in line with tangible advice and guidance, rather than questions to consider, examples to share, time to reflect and help to reach your own conclusions. Spending time to tease out these different perceptions and expectations, and to understand each other's roles and responsibilities, therefore, is valuable. This also helps to build

up trust. One mentor noted that the relationship improved after she became friends on Facebook with her mentee, thus revealing more about herself and demonstrating her openness. Confidentiality is also a key concept – agreeing on what can and cannot be revealed to others. In our case, all conversations were held in confidence, which is why there are no names or explicit references in this article. It is also wise for mentors to be able to link mentees to other sources of advice and guidance in cases where the needs are important but fall out with the remit of a mentoring relationship. In our case, the mentors linked the directors back to me in such situations.



Mentors need to be ready to learn too and, as one said, “allow ourselves to be vulnerable”

Agreement on the communication arrangements is another key. Which technology works best for both parties? In the UK we tend towards using Skype – it is free and easy to use as most of us enjoy good broadband access. In African countries, these advantages are often countered by the inconvenience of carrying on sensitive conversations in Internet cafes, and electricity and Internet provision can be unreliable. In our

examples, discussions with the mentees led to different solutions – in one case Skype was appropriate, in another it was mobile phone, in another a combination of Skype, mobile and email.

Which language works best? Two mentors were able to communicate in more than one relevant language for their mentees. So they were able to offer a choice of which language to use, or to switch between languages depending on their ability to express themselves on a particular topic.

What time works best? In addition to agreeing on how often the calls should take place, the broader cultural question of how time is regarded and managed needs to be addressed. As one mentor said “If I have a call booked for 10am, then that is as serious a commitment for me as meeting someone face to face – I need to be there and ready in time”. Whether everyone sees it this way is always worth exploring. Sometimes, the issue may not be one of commitment but of the power going off at the wrong moment.

Both parties need to be adaptable and flexible. The relationship needs to be mutually beneficial – this is not a one-way street. Mentors need to be ready to learn too and, as one said, “allow ourselves to be vulnerable”.

When we take these considerations into account, a mentoring scheme can work to the mutual benefit of both parties. It becomes an effective way of transferring knowledge, enabling learning and creating a space for reflection. □

Jonathan Dudding is the Director of ICA:UK. He is responsible for its international programme, including working with partner organisations in Africa.

Coaching teachers to coach

By Janet Sanders

I'm sitting in my home office in Orillia, Ontario, having just finished a coaching call with an educational administrator in a Caribbean island. Aruba, 10 miles north of the Venezuelan coast, is 19 miles long and 4 miles wide, and has between 90,000 and 120,000 residents. My coaching partner is part of an innovative post-graduate certificate programme run by the University of Aruba, administered by Dr Juliet Chiew. The programme, Educational Leadership for Collaboration, aims to strengthen the education capacity on the island. The participants are school administrators, principals and vice principals. The programme, which involved four seminars over a year, has been extended for the next four years.

The curriculum is based on capacity development in four areas:

- **Institutional Development:** Expanding systems thinking, strategic planning, effective action and continuous learning;

- **Interpersonal Development:** Strengthening participatory approaches, multi-actor partnership building, and coaching;
- **Personal Development:** Enhancing personal will, courage, imagination, initiative and energy;
- **Cultural Development:** Gaining an appreciation for the larger personal and cultural story.

Each participant has designed an Action Research Project (ARP) to be implemented over nine months. My coaching call was focused on an ARP for expanding the teaching styles of faculty.

In one sense, I am new to coaching. But in another, I'm not – I have been coaching students for the last 40 years. When we added coaching to our curriculum, I reviewed books that I had gathered over several years, planning to read them some day. I made several calls to colleagues who had identified their work as life coaching so that

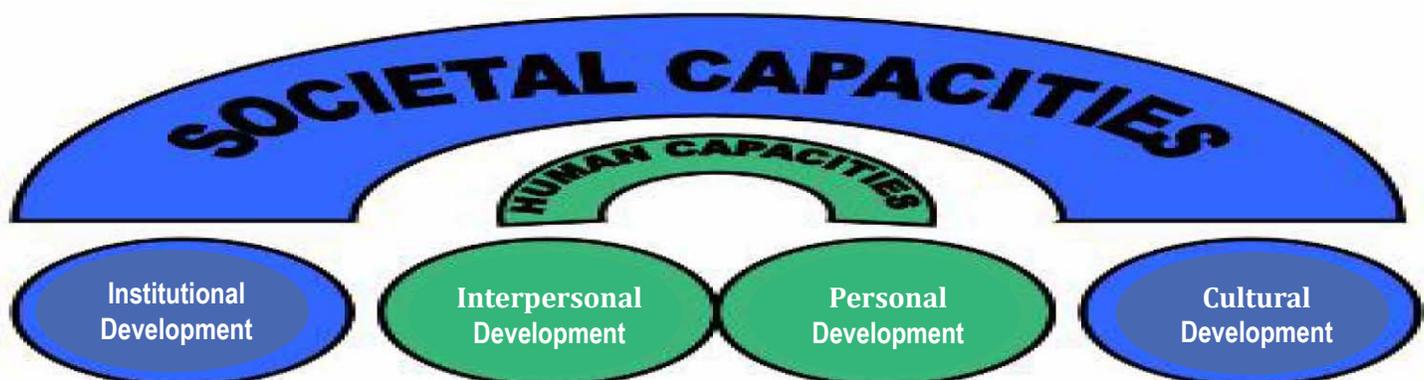
I could be on the receiving end of a coaching call. A key resource was the book *Coaching with Spirit* by Teri-E Belf. It includes a chapter by Carol Fleischman of New Orleans. In it, she explores her international coaching experience with the ICA with which she has been associated for 35 years.

Coaching has appeared in business literature but has been slow to come into schools. In our programme, we coach participants on both their self-selected ARPs and their assigned coaching roles in their schools. To enable the coaching skills, we help them develop the practices of listening, asking open-ended questions and tapping their inner wisdom. We have introduced them to using the ICA's ToP Focused Conversation method as one way of leading a coaching session. We also encourage them to do their own research to find other ways of coaching. It has been heartening to witness their progress on coaching their colleagues instead of resorting to the "let me help you fix this" approach or ignoring cries of help.

(Continues ►)

Janet Sanders is the founder of PEOPLEnergy and teaches Social Artistry™ programs internationally.

DMIL Curriculum



Graphic by Robertson Work

(▶Continued ▼)

Participants apply coaching skills to fellow teachers, administrators and even family members. This happens in both formal and informal ways. Each participant does two coaching sessions as their field work and then does a write-up on their experience with the coaching dynamics.

We emphasize coaching as a tool for collaboration. The participants use it to work with the faculty on their issues such as depression, retirement or problems with parents of students.

By being intentional about coaching, they are able to stay on track with conversations, develop solutions and recognize their ownership of those solutions. In their preparation, the participants indicate the need to:

- Put themselves in the shoes of someone else;
- Know the cultural profile of the person they are about to coach,

given the multi-cultural nature of the Dutch Caribbean;

- Recognize that the mode is always to build, not destroy;
- Balance the coaching role with knowing when to intervene and offer help;
- Accept others' opinions;
- See coaching as a natural way to provide some time and attention for faculty;
- And recognize the power of silence, open-ended questions and listening

They have discovered how inspired they are by their faculty and co-workers. After we introduced coaching through our seminars in the middle of the school year, they recognized the need to begin the year with coaching. The approach is building an environment of trust, empowerment and collaboration. Participants recognize that instead of providing answers to concerns and issues they are tapping the

creative inner power of their colleagues.

An example of the response from a participant:

What went well? *She inspired me. It was wonderful to see how many insights one can get out of people when you let them come with their own solutions. I was able to motivate her and she has been taking more initiatives lately. By using a different approach I could relate to her potential. I trusted her and she felt that. I was able to support her self-discovery mode. I feel she was able to believe more in herself.*

What would you change? *I would begin using coaching sessions at the start of each school year instead of later on.*

What insights have you gained about coaching? *It is amazing to experience great results when great minds come together for a common purpose. □*

POETRY IN THE MAKING

During my pilgrimage to Australia from the 25th of August to the 21st of September 2014, I wrote words similar to these as a first draft of a poem “in the making”. What I discovered when I began to add many more words – perhaps the earlier version speaks loudly enough? Anyway, I will write it out and let the simple words speak for themselves.

FINDING MYSELF ON THE SACRED LAND OF AUSTRALIA – IT WAS MAGICAL and I am grateful for it ALL!

I Fell in Love with Australia and:

... the deep culture, magic and mystery of the land

... the women and their crafts, scrapbooks, strength and hospitality

... the men and their visions, their gentleness and sturdiness

... the scrub and its starkness

... the lush green and succulence

... the empathy and love for original peoples

... the passionate energy in pursuit of justice for all

... the warmth and bondedness of old friends

... my opening for companionship

I fell in love in Australia and with LIFE!

Nancy Lanphear

My South American tour of duty

By **Barry Winchester**

I am a community development manager for a housing association. I live in Brighton and work in the south and south-west of England.

Housing associations are an interesting metamorphosis of an NGO and a corporate company. They have evolved into micro local authorities. They not only provide affordable, social housing but also a support mechanism to a wide range of tenants with complex needs in sometimes very disadvantaged communities.

I work within a community investment team. It has three sections: employment and training, financial inclusion and my area of work – building stronger communities. All three use mentoring and coaching techniques to support people of all ages and help them identify and resolve barriers and issues in their lives and those of their families. For example, young apprentices within the organisation are mentored on a one to one level to ensure they are more efficient and effective.

I took a year's sabbatical and began a six-week tour of South America, including Argentina, Patagonia, Chile, Bolivia, Peru and Ecuador, in March.

I developed a number of volunteering links. Two placements occurred, one in northern Peru, teaching English in a *favela* or shanty town on the outskirts of Piura, a desert-like city. The other was through ICA: Chile. ICA International president Martin Gilbraith brokered a meeting for me with ICA: Chile president, Isabel De La Maza and her mother, a renowned figure within Chile and the founder of ICA: Chile in Santiago.

Barry Winchester, 47. lives and works in UK. Currently on a year sabbatical.

We agreed that I would return to Santiago after my tour and support ICA: Chile in a number of projects. In exchange, I was given a room in Isabel's home for a small rent. And, I have to say, a fantastic welcome by her and her family. In fact, it went so well that my scheduled departure to New Zealand was delayed by seven weeks so that I could volunteer further. This involved support to communities within Region V of Chile, translation and workshop delivery.

Isabel and I met regularly to reflect on my experiences in Chile to enhance my input as a volunteer. Some of the projects I was involved in included:

Emprendedores en Accion ("Entrepreneurs in Action"). Disabled people in Chile have a hard time with limited access to resources, financial and otherwise. A lot of the support they get comes from other disabled people. ICA: Chile has been working with a group to provide additional support. I was lucky enough to be able to plan and deliver a visioning workshop. Within a two-hour framework we identified a vision for the management group. We looked at the barriers to this using ICA's ToP Focused Conversation method and created an action plan.

I had a more difficult time at Cerro Merced ("Merced hill"), a rather quirky, interesting artistic city in a large, hilly district to the east of Valparaiso. It used to be very rich, considering the quality of the buildings in the city but is now a shanty town. In April, a fire had swept through the community. Many lost their homes and some, their lives. The immediate response from people from all over Chile was amazing. The government was much slower. About 1,700 families are still living in what could be called plywood boxes with no access to running water or proper sanitation.

My work was to support the planning of a day-long workshop with some fire victims. It was led by two experienced facilitators. They guided them through a process that helped them acknowledge their loss and figure out where they were and what they needed to do to move on. It was a powerful session, held at a local youth centre in the heart of the community. Other work has been scheduled to help the fire victims.

My third project was to support ICA: Chile itself. I was privileged to mentor Isabel. We met regularly to reflect on her position and that of the organisation. We agreed to hold a number of meetings with the Board and do a visioning workshop to look at gaps and issues and the future work of ICA: Chile.

Reflecting on my time in South America, I see many similarities to my own country – we face the same hurts and challenges. But there were some things that challenged my very English way of doing things. One was punctuality. I haven't got to the bottom of why things are so laid back. Everyone complains about punctuality but little is done to resolve this issue – I saw this across the continent – from the running of buses to the conduct of workshops. However, everyone seems to take things with good grace.

My time with ICA: Chile and with Isabel and her family was one of the highlights of my time in South America. My skills as a facilitator were improved through the mentoring and meetings with Isabel. My Chilean Spanish has improved significantly. My time there has given me an insight into the cultural, governmental and material differences between my own country and Chile. Would I go back to Chile? An absolute resounding yes! ■

Coaching on the level of spirit

By Lawrence Philbrook

A corporate client came to see me. I thought it was to discuss a program that I had facilitated but he handed me a cheque instead. I asked: "What is this for?" He said "executive coaching". I protested that I was a facilitator not a coach but he insisted that the role I had been playing with him was that of a coach. That got me thinking about this role. Along with my colleagues Gail and Dick West, I have been a mentor and coach for many people who have developed into a great community of competent, authentic and confident colleagues.

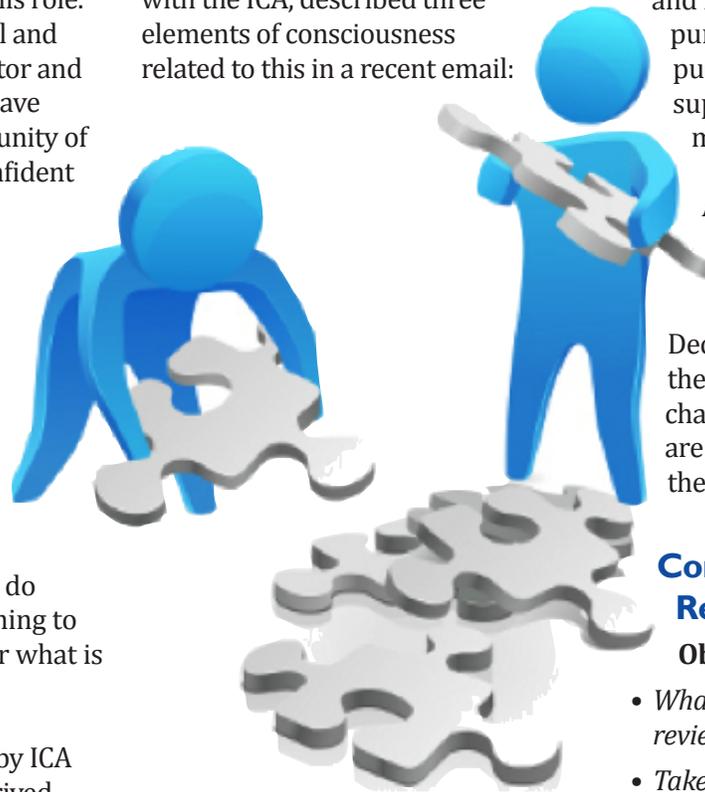
Coaching is like the role played by a sports coach. He must be close enough to the action to help support the specific skill development in each player and the team. I coach in areas such as leadership and facilitation. And when mentoring, I help someone who knows how to do something but is not performing to the level expected to discover what is blocking him or her.

I remember being mentored by ICA colleagues in India when I arrived there in 1977 to work in village projects. Desmond Balm said: "Larry, welcome to India, assume you know nothing." And in a coaching session, Joe Slicker said: "You said you would select a project village before coming to this meeting; come back when you have done as you said." These sessions changed my life. I have been blessed to have mentors and coaches who have challenged and supported my learning.

Lawrence Philbrook, a certified ToP Facilitator and Certified Professional Facilitator, is director of the Institute of Cultural Affairs Taiwan

Playing these roles is more than just checking with the person you are coaching – they take place on the level of spirit, where there is respect and healing. It includes building a safe space for reflection on challenges and learnings.

Gene Marshall, who had also worked with the ICA, described three elements of consciousness related to this in a recent email:



1. Consciously taking-in Reality (Knowing) or Attentionality
2. Consciously being-aware of being conscious (Being) or Presence
3. Consciously putting-forth conscious responses into action (Doing) or Intentionality

Frederic Laloux, who uses colours to characterize stages of organizational development in his book, *Reinventing Organizations*, describes the "teal" (a kind of blue) organization as soulful workplaces where authenticity, community, passion and purpose thrive. It

has the following elements: self-management (systems in place that support and expect individuals or teams to make most decisions); bringing my whole self (structures that support reflection and sharing so that the system and an individual has access to his/her entire self in decision making); and listening for the evolutionary purpose (consciousness of purpose and practices that support continuous input of all members).

As a coach, I find the ICA's ToP Focused Conversation method (Objective, Reflective, Interpretive and Decisional) method developed by the ICA and its work with image change most useful. The following are two coaching tools based on these concepts.

Conversation format: Reflecting On Your Year Objective level

- *What has been happening? Let's review your year's objectives (if set)*
- *Take a moment to review the input from your team.*
- *Are there specific problems or difficulties that you would like to talk about?*
- *What is your role in these? Who else is involved? What are they doing?*

(Feedback – share any data or other perspectives you know of)

Reflective level

- *How do you feel about the year so far?*
- *What's your mood: Excited? Frustrated?*
- *How do feel your team is doing?*

- *What is going well? Difficulties? What have been high points?*

Interpretive level

- *Where is a breakthrough needed? (Inquire for clarity and discovery)*
- *What will help you move forward?*
- *What will enable the project to move forward?*

Decisional level

- *What are you going to do next?*
- *What are the three key steps for you to take?*
- *What resources do you think you'll need?*
- *Is there anything else you or I can do to help you succeed?*

Conversation format: Leadership Role

The ICA has experimented with an approach to education based on Kenneth Boulding's concept of the image. In his 1956 book, *The Image: Knowledge in Life and Society*, he says: "What determines the image? The image is built as a result of all past experiences of the possessor of the image. From the moment of birth, if not before, there is a constant stream of messages entering the organism from the senses. Every time a message reaches us, our image is likely to be changed in some degree by it, and as our image is changed our behaviour patterns will be changed likewise."

After chatting with Duncan Holmes of ICA Associates, I came up with the following series of questions for use in mentoring.

(Coach explains the image concept)

- *What is leadership? What are the different ways you talk about leadership? What role does leadership currently play in your function?*
- *What are its gifts? How does the current leadership pattern*

strengthen the team or organization?

- *How does the current leadership pattern limit the team or organization?*
- *What role do you want leadership to play in the future?*

(Coach explains how images are changed)

- *What behaviour patterns are you not pleased about in term of leadership?*
- *What is your current image of leadership that is responsible for this?*
- *What messages, events, activities keep this image in place?*
- *What set of values lock this blocking pattern in place?*
- *What are some new behaviour patterns that you would like to adopt to replace those that have not been helpful? What are the positive qualities we have that can help us shift our image?*
- *What is the new releasing image that will generate behaviour to move you toward your new vision?*
- *Name the values that will hold that image in place? What messages do you need to receive to hold that image in place?*

As the ICA collaborates with other groups, our grasp of facilitation, coaching and mentoring has been changing. The following are some reflections on this triggered by questions posed to me by ICA colleague Dharmalingam Vinasithamby.

Q: How have non-ICA facilitators contributed to the methods you are using?

- Introduced me to coaching with the GROW (Goal-Reality-Options-Wrap up) model
- Appreciative Inquiry – an approach that ties directly to ICA's stance that "all is good"

- Open Space Technology – an approach driven by two things: *passion and responsibility.*
- Learning to listen and share while building a sense of self and community. This is based on the Foundation for Community Encouragement started by M Scott Peck.

Q: How have ICA's methods made a difference to them?

- ORID and Personal Planning
- ICA's facilitation style/discipline – the sense that it changes everything that you do as a coach or mentor. You are no longer limited by a tool or method. You bring your whole self and that of your client into the conversation.

Q: What have you been doing with mentorship?

- In-house training of mentees and mentors for two multinational organizations
- Mentees in the ToP facilitation certification process – Taiwan and Ukraine
- Creative facilitator mentoring along with training in Shanghai
- Supporting reflection on one's life journey for individuals and leaders

Q: Where is the edge today in mentoring/coaching?

- Context: Understanding the moment
 - Interior: Who am I and who do I intend to be?
 - Exterior: How do I interpret the world and the opportunities or challenges it presents?

Impact of imaginal education and image change on process work such as Theory U in the context of an individual. □

Two methods are better than one

By Lawrence Philbrook

I have been doing a lot of coaching and mentoring during the last 10 years with corporate clients and our facilitators. One tool I use is the ICA's ToP Focused Conversation method. After being introduced to a model called GROW, I saw the advantage of integrating the two. GROW, a simple method for goal setting and problem solving, was developed in the United Kingdom and used extensively in corporate coaching in the late 1980s and 1990s. The following chart from Wikipedia shows its various steps:

The focused conversation model expands the GROW model in several ways. In GROW, there is

One difference between the two processes is that Reality is dealt with in one level with GROW but in two levels with ORID. In GROW, it is the second step. In ORID, it involves the first and second step – the objective and reflective levels: first, the experiences of the moment; and second, the emotions or intuitions triggered by those experiences. Also, one may cycle through some or all of the levels – O/R, O/R/I or O/R/I/D – several times in a conversation. The task of the coach or mentor is to help the client reveal the process and the thoughts he or she is engaged with. This includes bringing them “back” to the objective or

G	Goal	<i>The Goal is the end point, where the client wants to be. It has to be defined in such a way that it is clear to the client when he has achieved it.</i>
R	Reality	<i>The current Reality is where the client is now. What are the issues and challenges, and how far away is the client from the goal?</i>
O	Options	<i>Once issues or challenges are identified, the client needs to find ways of dealing with them. These are called the options.</i>
W	Way Forward	<i>These then need to be restated as steps the client can take towards the goal. They are the Way Forward.</i>

a presupposition that the client or coach already knows the goal. With ORID, we know that the goal is often not fully articulated until the Interpretive or even Decisional level is reached. When the two processes are integrated, this awareness makes a profound difference. The client sees that defining the goal is a response to an objective question: “*What brought you here or what is the goal you assume when you walk in?*” As the client proceeds to the options / Interpretive level, the question is raised again: “*With your new perspective of reality, has the goal changed?*” The decisional level is the place for a final check on the goal. From there, the client declares what the next steps should be.

reflective levels as many times as needed to get all the necessary data out in front of them.

Once this is understood, you can move to the Interpretive level and explore issues, challenges and opportunities. The door is now open for the Options level (still at Interpretive): “*What is a new insight towards action that you have not tried? What research or exploration could you do to open more avenues or choices?*” The second question reminds the coach and client that an action plan is not always the result of a GROW or coaching session. What is important is the resolve to move to action. Then comes the transition to action: “*With all the work you have done so far, is your initial Goal still the one that you are now moving towards?*”

You then go to the final step – the Way Forward in GROW or the Decisional level in ORID: “*What are you going to do to move towards your goal?*” ▣

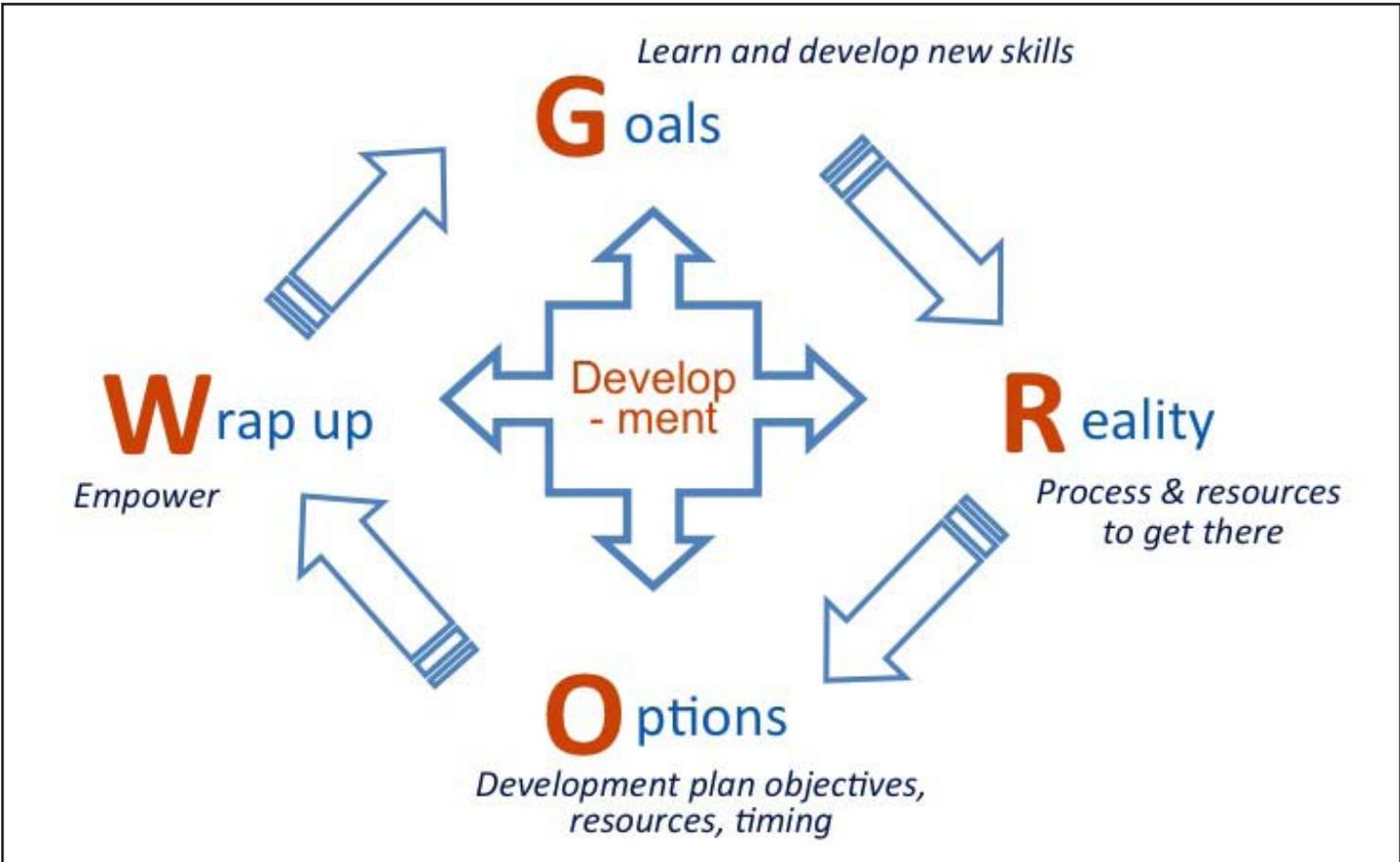
Lawrence Philbrook, a certified ToP Facilitator and Certified Professional Facilitator, is director of the Institute of Cultural Affairs Taiwan

GROW+ Mentoring Frame

FOCUSED ON THE CLIENT'S **GOAL**
關注受輔者目標



<p>SEEING THE SITUATION 實況</p> <p>HEAD & HEART 心腦並用 REALITY</p>		<p>Objective 客觀性</p>	<p>O = SENSORY, GETTING THE FACTS REALITY 感官所取得的事實</p>
<p>NEW DISTINCTION 新視界 OPTIONS</p>		<p>Reflective 反映性</p>	<p>R = REFLECT FEELINGS, ASSOCIATIONS 反映感覺與關聯性</p>
<p>ACTION PLAN 行動計劃 WRAP UP</p>		<p>Interpretive 詮釋性</p>	<p>I = MEANING OR SIGNIFICANCE How do you interpret your situation? What assumptions are you basing it on? What other perspectives could there be 意義或重要性。對狀況的解讀？ 假設為何？有沒有其他角度的觀點？ BREAKTHROUGH 突破</p>
		<p>Decisional 決定性</p>	<p>D = ACTION, RESOLVE, CHOICES Consider decisions, choices, what to do, how to respond, how to relate, future resolve 行動、辦法與選擇、考量決定、選擇、 做法、如何回應、應用與未來因應方案。</p>



The OALFA technique

By **Tatwa P. Timsina**



*“An effective approach to coaching is OALFA – **O**bserve, **A**sk, **L**isten, give **F**eedback and arrive at an **A**greement.”*

After working as a facilitator for several years, my role at ICA Nepal is changing to that of a coach.

A coach is defined as “someone who trains in a particular sport, gives people special teaching in order to prepare them”. Coaching provides specific guidance for improving performance. It is about building up people’s skill and confidence, often on a one to one basis, and helping them get to the level at which they are required to perform.

Coaching is an ongoing partnership. Through this process, people being coached deepen their learning, improve their performance and enhance their quality of life. The coach encourages them to go beyond their current levels of abilities.

A coach should demonstrate excellent interpersonal skills in building rapport, asking questions or gaining information, giving and receiving feedback, listening and persuading, and influencing and encouraging others. Coaching is also about having confidence in knowledge and abilities.

Coaching, originally associated with sports, is used in all sectors. A coach directs and encourages team members to be disciplined so as to contribute effectively to

Tatwa P. Timsina, facilitator of ICA Nepal, is associated with two USAID projects where the OALFA approach is used in coaching.

the team’s performance. That in turn helps improve individual and organizational performance. Coaching can help a person learn new behaviours and become more confident.

Coaching through OALFA

An effective approach to coaching is OALFA – **O**bserve, **A**sk, **L**isten, give **F**eedback and arrive at an **A**greement. Management Sciences for Health (MSH), a US-based organisation which designed this approach, uses it for improving individual and organizational performance.

ICA Nepal is also using this approach. Once a plan or commitment is made, those involved go back to their area to start implementation. After a certain period, say two months, a coach/facilitator visits them and applies the following steps:

Observe

The coach may collect data, should build rapport and observe the emotional state of the person being coached.

Ask

Asking is for inquiry rather than for making a request. Asking good questions is an art through which the coach can understand the point of view of the person being coached and help him or her correct errors and change his or her behaviour.

Listen

The coach should show signs of active listening and paraphrase the words of the person being coached to verify understanding.

Feedback

A good way to prepare for giving feedback is to look for what the person being coached is doing well, what he needs to do better and what he needs to stop doing. Starting the feedback with positive comments builds confidence.

Before giving feedback, the coach should summarise the information provided by the person being coached. When giving feedback, he or she should use words that are specific rather than general, focus on observable behaviour and use words that are descriptive rather than judgmental.

Agreement

The last step is to explore alternatives to change current behaviour and decide on a course of action. The coach should ask questions that require the person being coached to generate alternatives. The coach draws on all the OALFA skills to arrive at one or more alternative actions. Commitment for further meetings and implementation of suggestions will be agreed upon. The agreement should be written down with detailed instructions on the timing of follow-up conversations and the support you will offer along the way.

OALFA is a major component of the Leadership and Management course that MSH organizes. It can be linked to ICA’s approach of human capacity building. □

Changing images to change lives

By Jen Schanen and Beverly Scow

The ToP Image Shift process can help a group identify how it perceives itself and shift this to a new image that serves it better. But what if this process were applied to an individual's perception of self and environment? We recently had an unexpected opportunity to explore this.

For the sake of anonymity, we'll introduce our participant as Sarah, a valuable supporter and volunteer in our community, the Wise Women Gathering Place in Green Bay, Wisconsin, the US. She came to a meeting at our office looking deflated and stressed. Sarah, a college student, said that her Business Finance course was taxing her—she was not motivated to study, did not feel welcome in class and was worried that she would not have the strength to earn a good grade.

Beverly suggested we explore the possibility of shifting Sarah's image, or perception, of her Business Finance class. Sarah defined her current image as "Business Finance is complicated and boring," and hoped to shift it to "Business Finance is interesting and helpful." Our discussion helped us to explore the messages holding her current image in place: she doesn't care for maths; feels the course is a waste of her time; and has high expectations for her performance.

When we dug deeper, we unearthed other strong messages, rooted in past associations. The concepts of Business Finance surfaced other related sentiments — politics can be harmful, money can divide and put people against each other, and

people involved in these fields are not to be trusted. Sarah did not like being boxed into following these. It became clear that in order to hold her new image in place, we would need to identify some robust messages aligned with her values.

As we worked to support Sarah's new image, she identified herself as a determined and responsible person. She values people — making her a great volunteer for our organization but at the same time making it difficult for her to engage in a meaningful way with the seemingly cold coursework of Business Finance. When we were able to put in place messages about how a background in Business Finance might strengthen her ability to positively impact the lives of others, she opened up. She started to share other messages that might hold this new image in place: Business Finance could be a tool; she is a thoughtful and analytical person who could ask questions in class; and that having this information could make her a

better advocate for the causes she believes in.

Since our image shift workshop, Sarah has returned to our circle brimming with enthusiasm over her new image of Business Finance class. She posted notes with her new messages on the cover of her textbook and in her notebook. She said she is now more attentive in class and sees how learning these concepts is important for her. It appears that the image shift has taken hold and been internalized.

We are impressed and encouraged by Sarah's good work. Yet, an area for further exploration remains: what helps an image shift "stick"? When image shift work is done, meaningful conversations can certainly take place. However, how does a facilitator ensure this work will be adopted and maintained by the participant? What practical tips or strategies can help make certain this takes place? We look forward to continued discussions and discovery in these areas. □



Jen Schanen and Beverly Scow are co-facilitators of the Wise Women Gathering Place. Jen, a candidate for ToP Certification, is a Program Outreach & Evaluation Specialist, while Beverly, a Certified ToP Facilitator & Trainer, is Assistant Director. Wise Women Gathering Place, 2482 Babcock Rd, Green Bay WI 54313 (920) 490-0627 – www.wisewomengp.org



By **Richard West**

My work has gone through several shifts. After doing Corporate Strategic Planning (LENS) programmes and mentoring participants of ICA Taiwan's Facilitation Certification Program, my latest project is Personalized Strategic Planning (PSP).

My aim is to help people discover who they are, decide what is important to them and create a plan of action, needed image shifts, new contexts and way of being. The process follows a general outline but varies according to the person.

The Process

Intention Conversation: Why does the client want to make a change?

Life Chart: I ask the person to make a chart of his or her life journey and tell me her story. It's amazing how many ways there seems to be to chart one's life, and the length of time a client takes to tell the story. I listen and make notes, aware that these may help me ask the right questions later.

Current Standing Point: Tell me everything about yourself now; in

every arena of your life; as much as you want to reveal. Occasionally, this takes a long time. The relationship evolves as a person shares. I add a reflective process to help bring a closure to the past.

Personal Vision: What does the client want? What is the duration – two, three or four years? I suggest that time has speeded up so much that three years might feel like "a lifetime". The vision does not have to be limited to what seems possible now – it should be just what is desired. I offer a simple prioritization process to push him or her to decide. I usually emphasize that visions change, sometimes radically and quickly. Not to worry...

Contradictions: Brainstorm problems, issues and blocks. Cluster them by root cause. In naming a contradiction, avoid phrases such as "lack of". Instead describe what is going on in life that you are using the phrase to point to. This is often difficult but is possible. It is believed that a person usually has only one or two real contradictions. Occasionally, there is a third which is almost always an aspect of the other two. I define a contradiction

as that which has to be "dealt with" for the vision to be realized.

Strategic Actions: We go for several "strategies, efforts, proposals" to "deal with" the contradictions. One approach is to write down the contradiction inside a circle and then jot down several ways to deal with it.

Implementation: I usually send the client off to work on his or her strategic actions, but arrange for a session when I can help if she is blocked. If such help is needed, I have a list of questions to help release the client's creativity. By this time I know a lot more about the client and my questions are more on target.

Spin offs

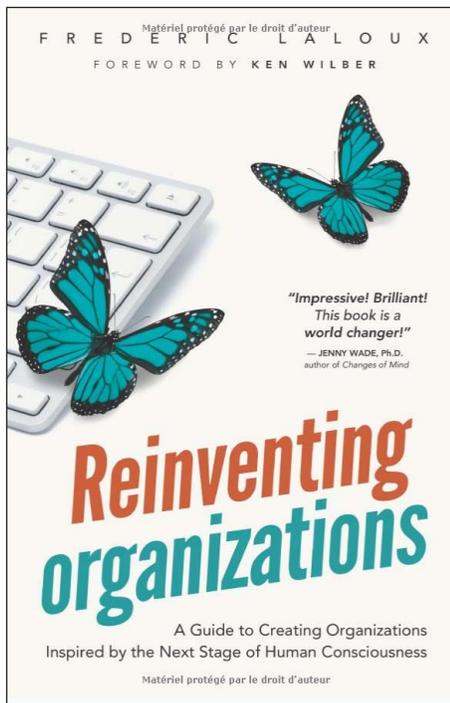
Usually the client becomes a good friend who feels free to come back to me as needed or if he or she runs into problems. That allows us to review the earlier stages of the PSP process to help the client get back on track.

I create new process pieces in the moment when required.

Many clients are helped by energy healing or resonance repatterning which I offer if it seems appropriate. There are other processes that can also be used – Styleflex, Worklife Priorities (a preference instrument), Affirmative Dreamwork, Levels of Consciousness, Real Power and Mind Styles. Even the "All is Good" faith statement from our RS1 course helped a recent client move from saying "No" to her life to a much-needed "Yes".

Although my preferred approach is "in person," I did an online PSP with a ToP student that I was referred to, and it seemed to work very well. □

Richard West (rwestica@gmail.com) is a member of ICA Taiwan



*Reinventing Organizations:
A Guide to Creating Organizations
Inspired by the Next Stage of Human
Consciousness by Frederic Laloux*

We have been studying Reinventing Organizations by Frederic Laloux and discussing how its ideas relate to ICA Taiwan where we work. What kind of organization are we? What kind do we intend to be? The following article is a brief from the ICA Taiwan newsletter TRENDS.

Laloux uses a colour scheme based on Integral Theory to describe the historical development of human organizations: Red > Orange > Green > Teal (a dark greenish-blue). He lists three characteristics of “teal organizations” which he feels are breakthroughs in development:

- Self-management: it runs on peer relationships. Any person, in any team, can make any decision for the company in consultation with others who would be affected.

- Wholeness: It involves the whole person at work. The point is not to make all employees equal but to allow them to grow into the strongest, healthiest version of themselves.
- Evolutionary purpose: The organization is allowed to adapt and grow rather than be driven. Anyone can lead. No one dictates. You get to choose your cause. You don't have to put up with bullies and tyrants. Excellence usually wins. Great contributions get recognized and celebrated.

Laloux is concerned with the changes in consciousness, culture, and social systems that are emerging. In a foreword to the book, Ken Wilber highlights its focus on the values, practices and structures of organizations, large and small,

The soulful workplace

By Gail and Richard West

that seem to be driven by this transformation that is occurring around the world.

The advances in human history would not have been possible without organizations as vehicles for collaboration. But the way they are run leaves us disillusioned. For those at the bottom of the pyramid, work is often dread and drudgery, not passion or purpose. That Dilbert cartoons have become cultural icons says much about how organizations make work miserable and pointless. Life at the top isn't much more fulfilling either. The frantic activity of corporate leaders is often a cover up for a sense of emptiness. Power games, politics and infighting take their toll on everybody.

Surveys show that a majority of employees feel disengaged from their companies. In the US, an epidemic of organizational

(Continues ►)

Gail and Richard West are director and executive director, respectively, of ICA Taiwan. If you would like a copy of their chart and notes on the book, please email icamail@icatw.com

(▶Continued ▼)

disillusionment has led to teachers, doctors and nurses leaving their professions in record numbers. Government agencies and nonprofits have a noble purpose but working for them often feels soulless and lifeless. All these organizations suffer from power games at the top and powerlessness at lower levels, infighting and bureaucracy, endless meetings and a never-ending succession of changes and cost-cutting programmes.

We long for soulful workplaces, for authenticity, community, passion and purpose. An enlightened management is not enough. In most cases, the system beats the individual. When managers and leaders go through an inner transformation, they often leave because they no longer want to put up with a place inhospitable to their deeper longings.

Teal organisations, on the other hand, have enlightened structures and practices. Despite their self-managing nature, their leaders still play an important role, says Laloux. Even if the management team or the CEO are no longer the sole source of decision making, they help create and maintain a “space of development” and role-model the new culture and practices, he says. In the words of Otto Scharmer (author of Theory U): “The quality of results produced by any system depends on the quality of awareness from which people in the system operate”. Laloux shows this is also valid for organizations operating at “Teal Consciousness.”

According to him, every time humanity shifts to a new stage of consciousness, it invents a new way of structuring and running organizations, and brings in breakthroughs in collaboration. A shift in consciousness is now under

way. Could it help us invent a more soulful and purposeful way to run our businesses and nonprofits, schools and hospitals?

The organizations that Laloux cites in this book have already “cracked the code.” Their founders have questioned every aspect of management and come up with new organizational methods. Though they operate in very different industries and geographies and were not aware of each other’s experiments, there is a similarity about the structures and practices they have developed. A new organizational model seems to be emerging and it promises a soulful revolution in the workplace.

“Reinventing Organizations” describes in practical detail how organizations, large and small, can operate in this new paradigm. In terms of structure, this involves

self-organized teams, no executive team meetings, radically simplified project management, most staff functions performed by team members themselves, interviews of job candidates focused on “fit” with values and purpose, significant training in relational skills and company culture, personal freedom with authority as well as responsibility, no job titles, individual purpose being compatible with organizational purpose, candid discussion of work/life issues and commitments, focus on team performance, self-set compensation with peer calibration of base pay, no promotions but fluid rearrangement of duties and responsibilities, and dismissal only as the very last step in mediated conflict resolution. Leaders, founders, coaches and consultants will find Laloux’s work a joyful handbook, full of insights, examples and inspiring stories. □

Transition

*My house is not the four walls I inhabit
But the memory that it evokes.
My dwelling is the spirit that eyes can't see.
I am in this world but also out of this world.
I am alone and not alone.
I have no need to fill the hour.
Time is a construct, a mirage.
I flow inward with the current of the soul.
I retreat from material definition.
I walk in the stillness of my mind.*

Deborah Ruiz Wall

The Global ICA Channel

By **Svitlana Salamatova, Sergey Suchoboychenko**
and **Yuliya Kriventseva**



Just two years after ICA Ukraine was established, it has become so well known that it has logged two million search results on Google.

In comparison, UNICEF, which has worked in Ukraine for 23 years, got only 400,000 hits.

Going live on air

In February last year, we held a ToP methodology training for NGOs in Nikolaev, where we had set up Ukraine Social Community (USC), our first media project. USC (<https://plus.google.com/u/0/106488550452007131742/posts>) is an Internet channel for communities. It has a weekly 60-minute programme on leadership called "Visiting ICA Ukraine". We have broadcast more than 35 programmes and participated in more than 50 produced by other groups. In one of our programmes, viewers participated in a live dialogue with

representatives of the Ukrainian regional government. This led to the signing of a partnership memorandum on cooperation between a local community and the Kharkov region government.

In May this year, Kharkov had planned to host a delegation of mayors and city managers from Minnesota for a dialogue. It fell through because of the war. Richard and Irina Fursman of Minnesota, who had helped us establish ICA Ukraine, sent us a message in June saying Ukraine needed peace and active dialogue now more than ever. We too felt the same.

We organized a P.E.A.C.E Summit <http://peacesummit.org.ua/index.php?id=17649&show=88263> within a month. It was held at the Hilton hotel in Kiev on July 4th and 5th with 250 people from different regions of Ukraine and 14 facilitators from France, the Netherlands, Germany, Britain, the US, Taiwan and Ukraine. The topic – uniting through decentralization.

(Continues ►)

Svitlana Salamatova (svetasalamatova@gmail.com), Sergey Suchoboychenko (sergli2008@gmail.com) and Yuliya Kriventseva (yulyakriventseva@gmail.com) are NGO ICA – Ukraine members. Svitalna heads the organization, Sergey helps with online tools and media channel development, and Yuliya helps with English translation and development of other ICA Ukraine projects.

(▶Continued ▼)

Our ability to get 250 people to the summit was due to our work with the USC channel and active presence on Facebook. In August, 50 of them organized a strategic planning session for the long-term economic development of the Cherkassy Region. It gathered more than 200 participants.

The media tools we are using can be extremely useful for ICAs in other countries as well.

The Global ICA Channel



In September, Sergey launched the Global ICA Channel <https://plus.google.com/u/0/b/101302036486582034870/101302036486582034870/posts>

It aims to unite ICAs in various countries and help them in their organizational development. We plan to start a new program, ICA Ukraine Hosted, where we can talk about the goals of our organization, its history, achievements, projects and plans. Our idea is to introduce one ICA a week. Each of us possesses priceless experience which can be useful for all of us.

The Global ICA Channel is unique because anyone can join our program on air and participate in the dialogue. Any conference, seminar or training can be transmitted directly to this channel. That will allow us to create a powerful educational resource and help each other in developing our organizations. Each ICA which wishes to develop its organization using this media channel will be given administrator access, allowing it to develop online programmes independently.

The value of this project is that ICA members around the world can not only meet on air but also

produce new ideas and projects which can help us overcome intercultural borders and barriers. We will be able to establish an active dialogue between our organizations, which will positively influence global ICA development.

The Global ICA Channel can also become an example for other multinational organizations, which are looking for innovative solutions and are also using Google+Hangouts.

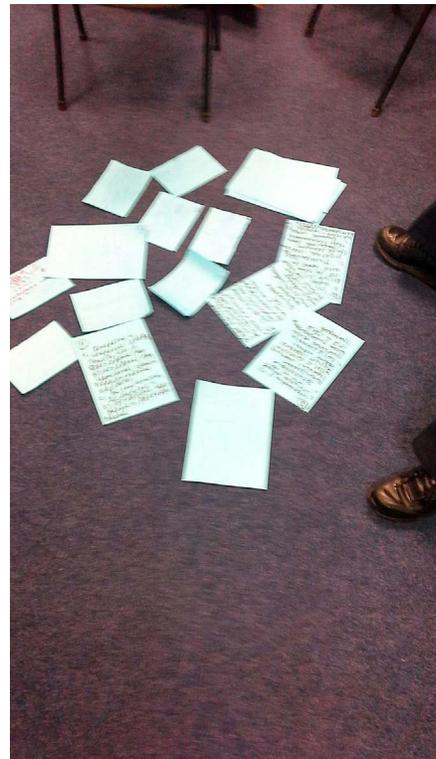
Google+



Google+Hangouts

Google+Hangouts is a new platform integrating four projects: Google Talk, Google+ Messenger, Messaging (the standard SMS application for Android) and Google Voice. Thanks to the latest improvements, anyone who wants to use video conferencing no longer needs a g-mail account. Google is also producing cheap Chromebook costing just US\$200 per unit. These have gained 50 per cent of the educational market share in the US alone.

At our organizational meetings, we use Google Drive for creating documents and presentations. There are more than 240 million people using Google Drive today. Google+Hangouts lets us communicate through a group video conference format. You can hold group meetings, webinars and video chats. You can show other



participants what you have on your computer screen. You can also share Google Drive files, make notes for the meeting and put down ideas on a common virtual board. Everything is convenient, pleasant and minimalistic.

Of course, a certain amount of skill is required. We will be happy to train you "how to become a media tycoon in your own organization". □

Moving the paper mountain

By Steve Harrington

The Global Archives, the joint repository of the ICA and two related organisations, held a research assembly in September to look at two urgent questions – finishing the archival work and making it accessible. The event involved about 100 people – 11 at the ICA GreenRise facility in Chicago (formerly known as Kemper) and the rest online. A third had active ICA connections such as being on an ICA board, ICA staff or leadership; another third were trainers, facilitators or had other ToP links and the rest were “alumni” who identified themselves with the ICA and its sister organisations, the Ecumenical Institute or the Order Ecumenical. There were about an equal number of men and women but most were from the northern hemisphere compared to the south, according to Jim Wiegel, who helped orchestrate the effort.

The three groups represent the initial “customers” or “potential users” of the Archives, says Wiegel. The networks of ICAs, ToP practitioners and alumni and all of their colleagues, partnerships and connections will be the “first circle” of service, he said.

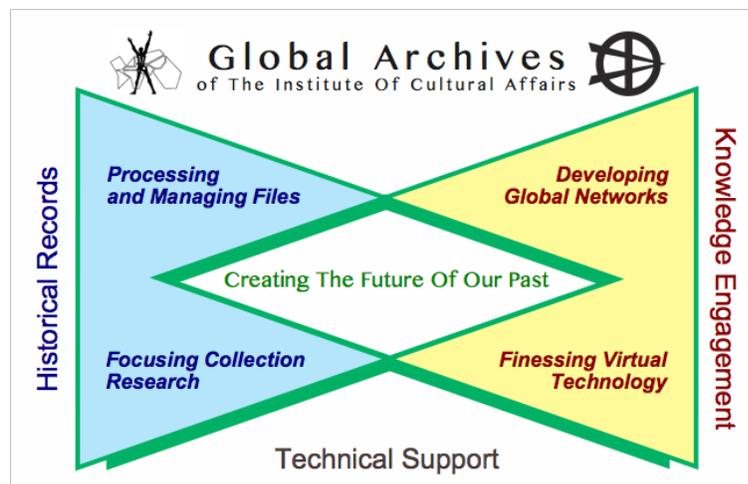
The assembly was divided into six groups. Their focus: how to move the paper mountain of historical records and how to open up knowledge access and transfer wisdom.

Completing the archival work

The first issue involves 1,100 filing cabinet drawers of data. The current pace of archival work is not sustainable, given the age of most of the volunteers involved. We looked at several options for the long term preservation of the archival holdings, their conversion from paper to digital files and potential partnership relationships – all with an eye on how to speed up the work and financial feasibility.

The assembly asked a company called Iron Mountain: “Should we build the database – as we have been doing – or should we use “brute force” and scan the entire contents of these drawers?” The company’s response was “Don’t stop now. Continue building the database

Steve Harrington lives in Costa Rica and Minnesota. He is retired but grand-daughters Indira and Heidi, both under three, keep him busy.



– you are doing it right!” So Paul Noah got out his markers and drew this image of the challenge of how to move the mountain:



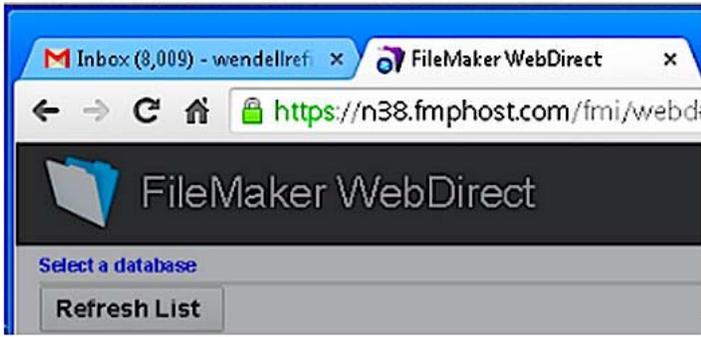
- 3 Publish Start-up Collections Online
- 2 Put critical materials in an Online Database
- 1 Find a new home for Unprocessed Materials

Start-up Collections: Some of these, like the Imaginal Education Collection, have now been published and are available on the [collections portal](#) (double click the text link).

Online Database: A prototype database of nearly 20,000 records will be available by subscription via web browser in November. The FileMaker database will look something like this on your computer screen.

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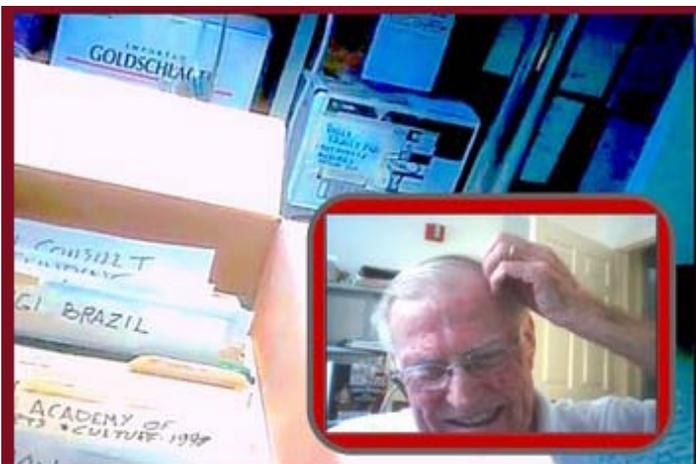


If you become a subscriber, you can:

- Log-on
- Find documents via key-word search
- Contribute your own files to the ICA Global Archives.



For example, Paul in Chicago could use a key-word such as “Imaginal Education” in the Global Archives Database to locate the relevant drawer and find, digitize and share a specific “Imaginal Education” document



And someone like Bill Grow who lives far from Chicago can use the same “Imaginal Education” Key-Word

search for “Imaginal Education” to search for and find Paul’s work. Bill can also add a NEW record for a box of “Swamp Gravy” to the Global Archives Database – highlight specific unique “Imaginal Education” documents that need to be added to the Global Archives Database.

Unprocessed Materials: A major sorting is due within a few months. Only files deemed important will be kept. In Chicago, this means moving them from the basement to the 6th floor. This labour intensive work requires colleagues who can judge the importance of the files they are screening.

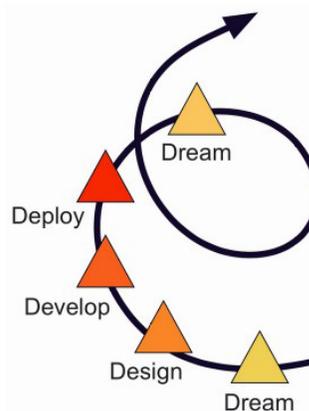
The selected files – and only these – will be scanned. This will require large-scale “scanathons”. Some may be done by document management companies and some in collaboration with area universities providing interns as part of their advanced library science degree programmes.

Transferring the Wisdom

The assembly also looked at the issue of making all of ICA’s research accessible to the public.

If you look at any of the eras of ICA work as shown in Paul Noah’s chart at the top of the next page, you will find hundreds of innovations in civic engagement, educational methods and wisdom traditions.

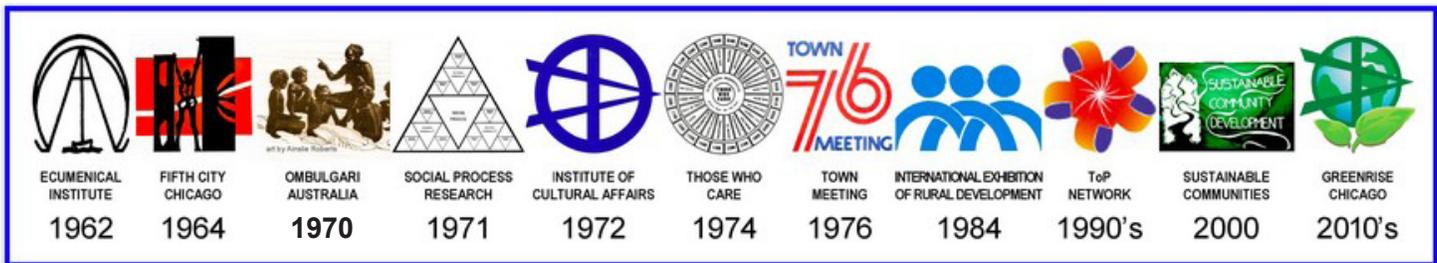
Most of them began with some kind of wild-eyed dreaming “out-loud” in research working groups called “PSUs” (Problem Solving Units). Some dreams became designs, and were developed and deployed as institutions, for example the 5th City Pre-School, Training Inc or the ToP Network. If you made a visual model of research practices it might look like this innovation spiral:



Dreaming – seems to be the answer to the question: “Just what do you think you are you doing!”

Designing – often involves art sketches & model building like the TM76 art that Paul and Beret made.

Developing – involves complicated details like building curriculum events or program budgets.



Deployment usually means taking it out “on the road” improving it and sometimes expanding it – or “going to scale”.

The assembly decided to begin dreaming “out loud” and broadcast two research group questions on YouTube. One question was “How do you put Social Process Triangle theory and models to work in the real world?”



Jack Gilles produced a live on-air broadcast on the subject. Several people presented their ideas on this. Nelson Stover presented a new Social Process Triangle focused on Emerging Ecology.

Jack will be publishing a new research brief in November – see announcements on this at the Google Community site called ICA Research Access. It is located at this link: <http://bit.ly/icaresearchaccess>

The second research group question was “What imaginal education skills are transferrable in a project-based learning environment?”



Svitlana Salmatova from ICA-Ukraine partnered with ICA-GAP to record and present interviews with Seva Gandhi and James Addington on transferring Imaginal Education Skills from the Accelerate 77

Project Based Learning work.

There were three discussion groups – in Sydney led by Robyn Hutchinson, in London led by Martin Gilbraith and in Chicago led by Jim Wiegel

Steve will publish a research brief in November. You can see the announcement at the Google Community site called ICA Research Access at this link: <http://bit.ly/icaresearchaccess>

Please visit this link and give your feedback for future research events.



ICA: CHILE

September sun keeps shining

By Isabel Rodríguez

Sol de Septiembre (September Sun), 30km from Santiago, was established in 1967. Over the years, the settlers acquired basic services such as drinking water, electricity and transportation. They organized community groups such as a sports club; a youth group and a mothers' centre, and established a chapel, a primary school and a parents' association. In 1976, they set up a Neighbours' Association which is still active, with a board that changes once in every three years.

Sol de Septiembre was selected by the ICA for a pilot human development project in Chile in 1978. The ICA had been working in Latin America since 1973 from Caracas, Venezuela, holding various seminars, consultant services and training programmes. Some of its Chileans participants suggested the ICA set up a permanent team in Chile.

The pilot project

George and Elise Packard, Father Rafael Dávila and Exequiel Rivas, all staff of the ICA, consulted Chileans in the public and private sector about the possibility of doing a Human Development Project (HDP). They visited several communities and chose Sol de Septiembre after consulting the Regional Intendent and the Mayor. The community sent 10 residents to an eight-week training programme at the ICA's HDP in Caño Negro, Venezuela. Upon their return, they, along with volunteers from other countries, began the project with George and Elise Packard as directors.



Sol de Septiembre, Preschool 1978

Isabel Rodríguez is a member of the Board of Directors in ICA Chile.

Four leagues were organized. The agriculture league built a greenhouse and bought a tractor and variety of other implements. The structure league set up a bakery with 22 partners. Although some have since died, their daughters have stepped into their shoes and the bakery is still running. The education league set up a preschool for children aged two to four and appointed some members of the community as teachers. It also set up a programme called Children of the Sun for those aged from seven to 16. They would take part in it from 3pm to 6pm after school. A culture/community league taught English, presented plays and other shows and visited the elderly. It also published a bulletin featuring community and world news in both English and Spanish. This bulletin has now been restarted and is published every quarter. All these activities were planned by the community. Its meetings featured group conversations, workshops and action planning using ICA methods.

Sol de Septiembre, then and now

Although the project is over, Sol de Septiembre is still a united community where people help each other in times of need. It already had the community spirit before the ICA arrived, says Ms Aurelia Rodríguez Ruiz, 62, who manages the local bakery. "But after the project started, people were able to develop leadership abilities, self-esteem, community relationships and new enterprises." Community leader Juana Tobar Arenas, 66, credits the project for several schemes



Community women with their bakery small enterprise 1979

such as home orchards, health workshops and street reforestation. Another community leader, Pablo Carreño Riquelme, 50, recalls the founding of the community in 1967. “We had 10 houses to start with, 67 parcels irrigated with the water of three wells. The income came from working at the parcels,” he says. The activities that followed the ICA’s arrival helped to integrate the development and broaden participation to children, youth, women and elderly inhabitants. “The key to it all was the follow up and monitoring of the different projects,” he says.

The community is continuing its development. The Neighbours’ Association is still running and collaborates with ICA: Chile. This included taking part in a Group Facilitation Methods (GFM) course in 1992 and 1997. In 2007, the community hosted a Women’s Forum facilitated by Joaquina Rodríguez (ICA-Guatemala) for women from different parts of the nearby Lampa Commune. Last year, the community began work on



Agriculture 1979

a book featuring the history of Sol de Septiembre and is interviewing the founders of the community and collecting photographs. □



Solar panels atop the ICA building in Chicago.

ICA: USA

GreenRise goes live

Chief Sustainability Officer Karen Weigert and Alderman James Cappleman addressed guests. They highlighted the project’s significance – reducing the energy dependence of a landmark building and setting an example of sustainable possibilities for other buildings in the city.

Since the event, ICA GreenRise has garnered even more attention. Its solar installation won recognition at the Retrofit Chicago Commercial Buildings Initiative Reception and Awards Ceremony. During the Open House Chicago event, more than 800 people taking part in the sustainability trail contest visited GreenRise. They were intrigued by the historic elevator doors, mail chute and the 7th floor community.

By Seva Ghandi

The ICA celebrated its solar energy project at its GreenRise facility in Chicago with a share fair on Sept 24. As an array of 485 solar panels turned sunlight into electricity, building manager Lesley Showers, ICA Executive Director Terry Bergdall, City of Chicago’s

More than 30 organizations involved in various services such as health, social justice and intentional community took part in the “GreenRise Goes Live” event. Visitors got a look at the rooftop garden and solar installation, the integrated plant life around the building, and the conference spaces ICA has to offer. They gathered outside for lunch provided by local food trucks and listened to the Old Town School of Music’s jam band.

And on Oct 7th, it hosted members of the Chicago Sustainability Leaders Network (CSLN) and community members who took part in a dialogue on spatial justice. The event, “Is it Just Space?”, included an interactive panel discussion and small group conversations that discussed the relationship of space, public and private, to social justice issues. The event was planned by ICA and Center for Humans and Nature. □

Seva Ghandi (sgandhi@ica-usa.org) is Program Coordinator at ICA USA

International Association of Facilitators

Hall of Fame: The IAF launched a “Hall of Fame” on its 20th anniversary and inducted the following 10 members: Nadine Bell, Gilbert Brenson-Lazan, Ann Epps and Dr Sandor Schuman of the US, Martin Gilbraith of UK, Jo Nelson and Bill Staples of Canada, Theresa Ratnam-Thong of Malaysia, and Keith Ryall and Dr Tom Schwarz of Australia. They were chosen for “significant contributions” to the

field of facilitation and high level of dedication and service to the association, said the IAF.

ICA: Australia

ToP courses: The Global Institute for Facilitative Leadership (GIFL), set up in 2010, was finally given the green light by the Australian Skills Quality Authority (ASQA) for two of its key courses: the Graduate Diploma of Facilitative Leadership and the Diploma of Facilitative Management. See the ToP GIFL

website (<http://www.top-gifl.com>) for more information.

ICA: UK

Staff appointment: Louise Lessells was appointed marketing and sales manager in July as part of our new business model. We want to expand and improve our training and create more opportunities for associates, who will deliver all our courses. Louise has done extensive groundwork and we hope to see some of its fruits next year.

Echoes, waves and timeless footprints on the sand

*Eagles glide in the sky over their dominion,
creatures from the earth below crawled out of the bushes,
the warm air spoke, orange red brown soil yielded stories of the land,
timeless footprints on the sand became visible to the eye,
of adventurer seafarers from ‘perlasng silanganan’ ---
the pearl of the orient, landing on the continent,
diving for a living, open palms from their industry
disclosing glistening pearls --- their beauty and lustre
desired by the eye of the beholder linking, creating
and weaving narratives of lives made and lost,
the fading Spanish Filipino names in the old gravesite
testify presence from old times.*

*From the temporary abode of camping hovels by the shore,
men awaiting boats coming in and out,
new vegetable gardens sprang inland.
Criss-crossing patterns drawn on the sand,
Manilamen and Aboriginal women’s lives interlinked,
producing generations of descendants.*

*Reverberating echoes of the past,
three big waves rolled in from the north to the great Southland,
stories merging old and new inscribed on ancient land,
of children removed from their mothers’ arms,
of dedicated Beagle Bay carers mothering the young,
nurturing their flight to unknown destiny.*

*New birds have flown anew, new waves keep rolling in.
Eagles glide from the sky traversing timelines, listening...
listening to the eternal sound of the waves: the unfolding stories
of Manilamen, Aboriginal women and Broome ---
then and now.*

– Deborah Ruiz Wall

The following notes help explain the symbolic representations that I used in my poem.

- Eagles – representing the diplomats from the Philippines
- Pearl of the orient – reference to the Philippines (Perlas ng Silanganan)
- Manilamen – how Filipinos were called in Broome in the late 19th and early 20th centuries who were recruited in Singapore and Hong Kong ports to work in the pearling industry as divers.
- Three big waves – referring to immigration of Filipinos to Australia (First wave, divers; Second wave – Filipino women marrying Australians; Third wave – 457 visa holders from the 1990s).
- ‘Children removed from their mothers’ arms’ refers to the state policy of ‘Protection’ – removal of mixed race children of Aboriginal mothers to missions or reserves.
- Beagle Bay carers – St John of God nuns who looked after mixed race Aboriginal-Filipino children in the Beagle Bay mission. This order of nuns from Ireland arrived in Australia in 1907.
- New birds – new immigrants from the Philippines.



*Filipino Aboriginal descendants (l-r):
Juanita Gower, Evelyn Masuda,
Theresa Barker, Ellen Puertollano and
Mary Manolis (Photo D. Wall, Broome 2008)*