

The Transformative Community Change Process: *A Strengths- Based Process for Collaborative Change*

Terry Morrow
Nova Southeastern University
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What are we doing?

- Guided process influenced by Appreciative Inquiry, deliberative dialogue, conflict transformation theory, and the Social Change Model of Leadership,
- Designed to inform the current state of ICSV and generate ideas regarding our Ideal Future.
- Our goal is discuss *what is* and strive for *what could be!*



Conflict Transformation

Conflict Transformation is a process that recognizes "that contemporary conflicts require more than the reframing of positions and the identification of win-win outcomes. The very structure of parties and relationships may be embedded in a pattern of conflictual relationships that extend beyond the particular site of conflict. Conflict transformation is therefore a process of engaging with and transforming the relationships, interests, discourses and, if necessary, the very constitution of society that supports the continuation of violent conflict".

Hugh Miall (2004) Conflict Transformation: A Multi-Dimensional Task, Berghof Handbook for Conflict Transformation, p. 4

4 Dimensions of Appreciative Inquiry



Appreciative Inquiry

Appreciates

- what gives life?

Imagines

-what might be?

Determines

- what should be?

Creates

- what will be?

Social Change Model of Leadership

Handout retrieved from:

at:http://students.berkeley.edu/files/osl/Student_Groups/Understanding%20the%20SCM.pdf



Ideal Future Statement

The Institute of College Student Values is a peak experience in which all participants are actively engaged and are equipped with all they need to impact their students and campuses in relevant and transforming ways.



How do we start?

- **One Minute High:** Think about a high point during the conference when you felt most alive, engaged, inspired or supported. What do you value most about your experience at ICSV? Share it with the group in one minute.
- **Strengths:** Brainstorm the strengths of the ICSV. What is the “positive core” or main elements that give life to ICSV at its best. You have seven minutes. Your recorder will write them on the flipchart.
- **Opportunities:** Brainstorm the challenges that hinder ICSV from attaining its highest possible level of effectiveness.
- **Ideas for the Future:** Based on the strengths and opportunities, brainstorm specific scenarios that would make ICSV an engaging, transforming, equipping experience after which all participants depart ready to succeed at their highest level. Your recorder will write down your ideas.
- **Three wishes:** Each participant will then get to vote on which Ideas for the future should be pursued. Pick your top three “ideas for the future”.



Ground Rules

- There is no such thing as a bad idea.
- Collaborate with one another and allow each person to contribute meaningfully.
- Remain present and committed to our shared vision for the future.
- No idea is too small, big, expensive, unrealistic, etc.
- Actively listen to whoever is speaking at the time and work through conflict with civility.



Context and Audience

Context: The process was facilitated at the DCAR Forum held in conjunction with the Department of Conflict Analysis and Resolution Residential Institute

Audience:

Group of 28 individuals consisting of graduate students, faculty, staff and administrators (including the Chair and Dean of the college)



Feedback

- Students attended because they were genuinely interested in seeing the program and community be the best that it can be, they felt their ideas could make a difference, and hoped to address issues that they felt were problematic.
- They conceded that they haven't made any tangible changes in their areas. One student felt that they had gained a sense that they have the opportunity to make a difference together.
- Challenges include:
 - Time Constraints and difficulty getting together with their committees
 - Lack of guidance regarding proper processes and contacts needed to make things happen.
 - One student mentioned that it would be important to know that what they are investing their time in will be heard and valued by those in authority.
- Students liked that the process was positive and well-organized, that they got to work together to share ideas, and that the topics to be addressed came out of the collaborative discussion.
- Recommendations to improve the process include:
 - Send an email out prior to RI so participants can show up to the forum ready to contribute.
 - More time for the process - things felt rushed, especially towards the end.
 - Make the attendance mandatory for all first year students.



Results and Next Steps

Results:

Short term: By the end of the process, the group came up with six issues they wanted to address, developed some initial goals, and formed committees to work on each issue.

Long term: The groups made very little tangible progress on their goals this time. They did report a greater sense of collective spirit as a result of participating in the process.

Next Steps:

- We are working to secure faculty or staff who would be willing to be liaisons to the committees.
- The Chair has set up chat rooms to foster dialogue and action among committee members.
- Resources on goal setting, creating timelines, assigning roles and responsibilities have been developed and posted on the WebCT site.
- We plan to inform students beforehand about the goals of the forum and invite them to be part of the process.



Your Thoughts...

- How might this process be used on your campus or in your community?
 - What groups might benefit?

