



Bringing Organisations & Network Development
to higher levels in the Farming sector in Europe



This project has received funding from the European
Union's Horizon 2020 research and innovation
programme under grant agreement N° 774208

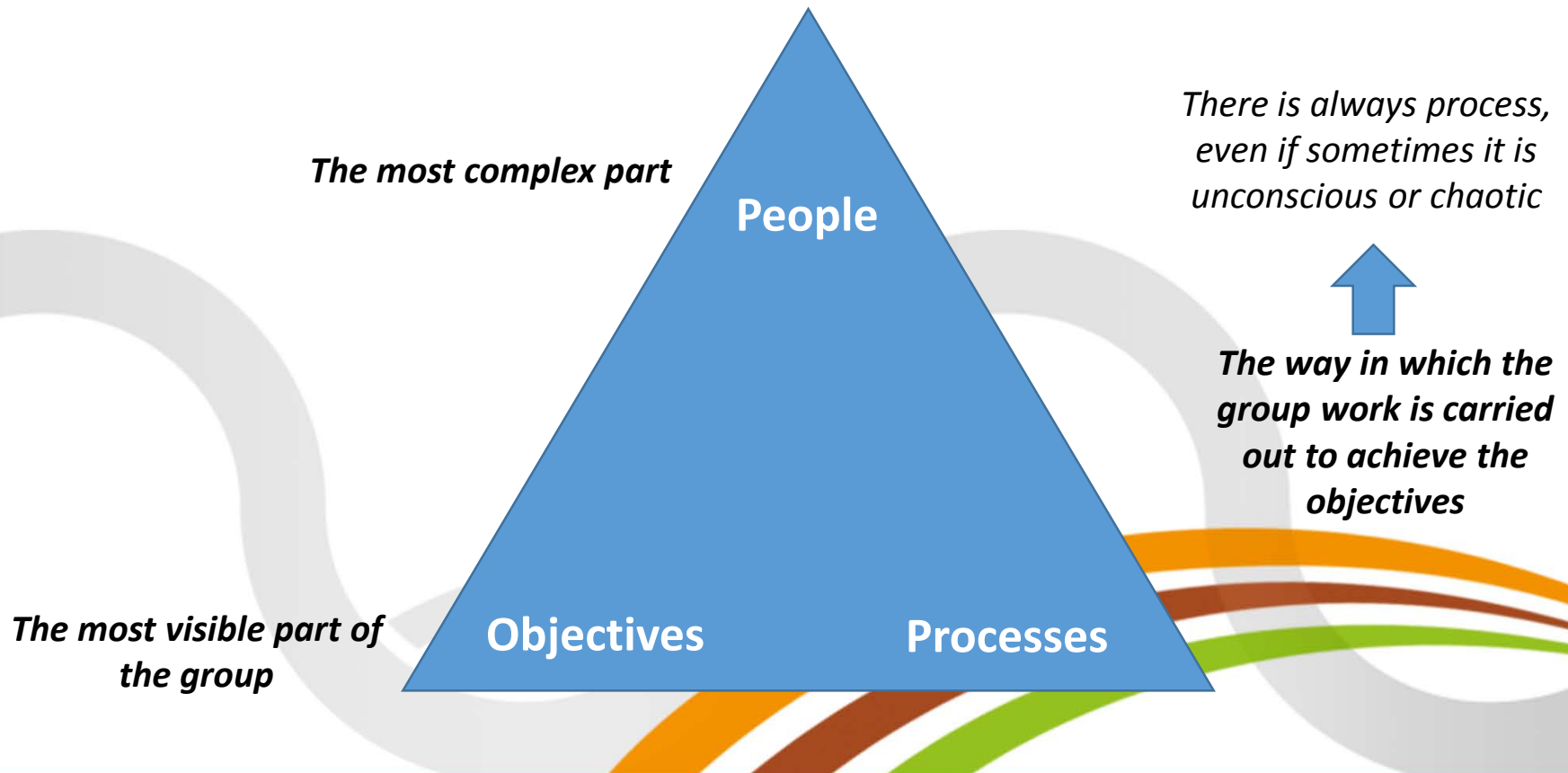
Session 2 – Group and organizations as complex systems

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Agenda

- 1. What is an organisation
- 2. The four spaces of a group
- 3. Working with diversity in the organizations:
what are roles and what do they teach us?

The triangle: three pillars of working with a group



What does facilitation do?

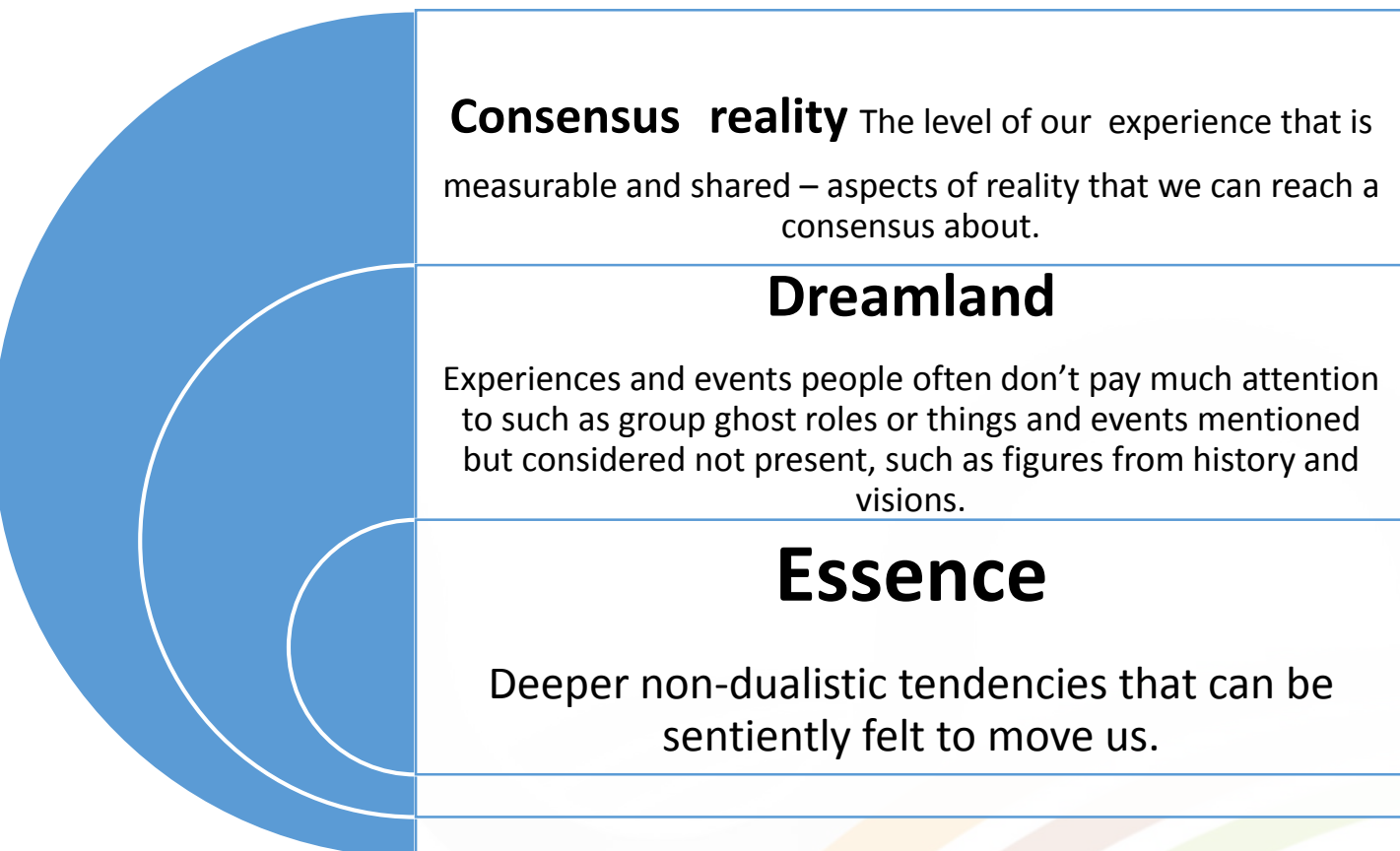
Set of tools, techniques and skills for ensure the proper functioning of a group, both in the achievement of its objectives and realization of its collective vision, as in the creation of a climate relational where there is trust and a communication fluid, empathetic and honest.

Support that all the "voices" of the group have their space, be heard and appreciated.

Sustain the group processes

The circle: three levels of experience

<http://www.aamindell.net/process-work/#threelevels>



Consensus reality The level of our experience that is measurable and shared – aspects of reality that we can reach a consensus about.	E.g., A table
Dreamland Experiences and events people often don't pay much attention to such as group ghost roles or things and events mentioned but considered not present, such as figures from history and visions.	E.g., the role of the boss, the role of consciousness
Essence Deeper non-dualistic tendencies that can be sentiently felt to move us.	E.g., what brought a group together

Dreamland

Essence

The square: the 4 important spaces in the group

The mind is prioritized.

In our culture, this is the only space that has achieved the necessary recognition that allows it to be present in all groups

We welcome collective knowledge

Decision-making

Meetings, assemblies

Creative inquiry

Social technologies

Emotional management

Forums

Cohesion

Celebration, connection

The heart is prioritized

Uncovering the driving forces acting in the group

We share from group wholeness

Recognition of collective success

Example of some techniques and how they relate to the square

CREATIVE INQUIRY

World café <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

Open space <http://openspaceworld.org/wp2/explore/>

Dragon dreaming <http://www.dragondreaming.org/dragondreaming/what-is-it-exactly/>

EMOTIONAL

Council circles <http://www.contemplativemind.org/practices/tree/council-circle>

Forum-ZEGG <http://www.zegg-forum.org/en/>

Open forums <http://processworkhub.gr/en/open-forums.htm>

Exercises

Reflect and share on the spaces you dedicate more time in your organizations, 5 groups of 4 people

5 minutes

Think about specific moments of your organizations where you have successfully engaged these spaces

10 minutes

Enriching our knowledge of organization functioning through everyone's experiences

10 minutes



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Session 3: Emotional space and conflict transformation

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Agenda:

1. What is a conflict? Rank, diversity and emotions

2. Non-violent communication

Rank theory (Mindell 1995)

- Rank is the "sum of a person's privileges"
- It's conscious or unconscious, social or personal ability or power arising from culture, community support, personal psychology or spiritual power.
- Rank is not always earned.
- Depending on your position relative to others, you might have higher or lower rank on an attribute.
- The more rank you have, the more access you have to privilege and power in this area
- There is a complex interplay of ranks

a. Social Rank:

- Ranking bestowed by the culture and society we live in.
- Embraces the value system and the biases and prejudices of the mainstream society.
- Certain standard attributes in many western societies are favored and have more rank:
 - Profession. Jobs requiring higher academic education, more linear thinking and less artistic ability generally confer more status and appreciation via financial recognition.
 - Skin color. The lighter the skin, the more favorable the rank.
 - Gender. Men are given more social rank than women. Those who identify with a gender as different from their culturally given or physiologically defined gender, such as transsexuals, are given least rank

b. Psychological Rank

- It occurs when you have developed **internal resources and abilities so that you have greater personal comfort and ease in addressing challenging situations**
- This development might arise from personal psychological work where a greater familiarity with yourself in difficult life challenges occurs.
- It might also arise in learning skills to deal with having lower social rank and managing in the world under this condition

c. Spiritual rank

- It comes from a relationship to something divine or transcendent--gods, goddesses or spirits.
- It can occur naturally through personal spiritual training, or as a result of a reaction to having lesser social and psychological rank.
- It does not necessarily arise from religious practice or training, but rather from a connection to a divine or transcendental state which creates a detachment and experience of freedom outside of the wheel of ordinary life.

Recognizing rank

- Rank, privilege and power **exist**.
- The challenge we have **is to use the rank we have well**.
- The more rank you have, the less aware you are of how it effects others negatively
- The **effective use of rank has the potential to transform ourselves** and those around us
- Recognizing that we have rank might sound simple, but **it is a challenging process**
- Most of us recognize the places where **we might not** have rank.
- The situations which are comfortable for us are not an issue or problem and so we do not address these

The group as a field: roles

Roles are larger than people and people are larger than roles

- A role can be defined as a **unit of behavior** with social meaning.
- Roles also carry **status, a collection of rights and duties**.
- Roles don't only "belong" to individuals, but **can be sensed in the atmosphere, picked up by another person**, and seem to float from individual to individual
- Role theory **adds relativity to our understanding of human behavior** because it acknowledges that individual behavior **changes from setting to setting**.
- It also adds a constructivist idea about personality and behavior, in that **there is no fixed self**, determined by genetics, early childhood experiences, or innate psychic component.

Description of some roles

Initiator. Present initiatives, propose ideas and sustain them.

Opponent. Evaluate, criticize and, if necessary, oppose the initiator's proposals. Seguidor. Acepta las ideas de otros y amplifica su valor, dando su apoyo a unos u otros.

Informer. Searches and provides objective information, useful for the group.

Creative. It provides creative ideas to solve group problems and reduce tension in case of conflict.

Facilitator. Takes care of the group process.

Animator. It brings energy and encouragement to the group, valuing and celebrating achievements and interventions.

Carer. Worries about the emotional health of the group members.

Other roles: coordinator, organizer, expert in procedures and technical matters, the one who takes notes (photos, videos, etc.) and keeps track of the group's progress, etc.

The terrorist as a role (Process Work)

Sources:

Arnold Mindell: Sitting in the fire

Alexandra Vassiliou: listen or die

Terrorists exist in every group, **it is a group interaction**

Related to **rank and revenge**: based on the feeling of being treated unfairly

Process work sees it as the expression of a type of **spiritual rank** that wants to counteract social injustice

Aim: to make evident the differences that the group does not know how to recognize

Want the majority to assume their responsibility in social change

People with privileges insist in creating communities through love, sharing food and doing things in common.

The terrorist as a role (Process Work)

- ▶ People who suffer revenge attacks consider themselves innocent victims (e.g. male tears, White fragility)...
- ▶ Which in turn infuriate more the marginalized

Majority often responds pathologizing:
This person should do personal work

The terrorist as a role (Process Work)

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Majority often responds pathologizing:
This person should do personal work

How to detect it

Double signals:

Early signs: passivity (incredulity, anxiety, retreat, daze).
Examples: avoiding a conversation, being late to work, being absent...)

Later on: formation of coalitions against oppressors



Ghost roles



- A role becomes a ghost role **when it is difficult to be expressed** in a group.
- It might be due to the **role being unacceptable to the more mainstream part of the group** and therefore repressed.
- It is also possible that this role has trouble emerging as those members who are experiencing this role have been previously abused and are unable to express their positions.
- The role then becomes a ghost. At these moments the group **will feel the tension of the ghost role, and will have difficulty giving this role a voice and expression.**

Non violent communication

Words are Windows, or They're Walls (Marshall Rosenberg)

It aims at:

- Increasing awareness: see what is mine and what it's yours.
- Eliminate unconscious microviolences.
- Assume our responsibility.
- Foster empathy and meeting spaces, common places where to find us.

CNV Steps

1. CONCRETE FACTS: OBSERVATION.

- o You are always screaming! (evaluation) - When I hear you scream like that day ... (observation).
- o Challenge: observe without evaluating

2. **FEELINGS** (avoid "I feel you"). Distinguish what I feel from what I think. Avoid (hidden evaluations)

3. NEEDS

Challenge1: Identify and express our needs.

Challenge2: Take responsibility for our personal needs.

4. **PETITION**: clear, positive and concrete