

## **Broadening the Impact of the Bush Mechanic by undertaking Community Artifice Innovation Process (CAIP):**

**A CAIP is a Futures Research Process for developing a host positive context for Bush Mechanicing and Artificing based on the Our Innovative Community Economy workshop in three sections:**

- (a) Background Information to explicate what is CAIP/CED and how to undertake it (CAIP/CED - Community Economy Development represents an illustrative content dimension of the CAIP);**
- (b) Action Learning Circle Activity Guide (ALCAG) – which establishes several activities necessary to achieve CAIP/CED as per (a) &**
- (c) Work Book (WB) – in which to record the outcomes of, and learning's from the activities as per (b) (this document) – 3000 words**

### **BMARP3c: Link 3c in the Bush Mechanic Action Research Program**

Paul Wildman based on the topic on Community Innovation in:

Wildman, P. and H. Schwencke, *Your Community Learning - action learning circles for learning and earning through community economic development*. 2003, Brisbane: Community Learning Initiatives and Prosperity Press: Multi Media CDRom.3000 words

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*(a) Background Information (BI): to explicate what is CAIP/CED and how to undertake it; (7600 words)*

*(b) Action Learning Circle Activity Guide (ALCAG) - which establishes several activities necessary to achieve CAIP/CED as per (1) (7000 words) &*

*(c) Work Book (WB): in which to record the outcomes of, & learning's from, the activities as per (2)-2600 words.*

*(d) CAIP overview 3500 words*

2007, KALGROIVE Pty Ltd - Bush Mechanics Institute, Report 3: Brisbane. p. 55.

#### **Navigation question for the Reader**

Some questions this topic seeks to answer are basically to record for action learning journal purposes the actions that flow from (a) and (b) above in answer to the following two questions:

- We need to innovate & do things differently. How do we work out what is innovative & what isn't?
- How can we design our community economy?

#### **Abbreviations**

Community Artifice Innovation Process - CAIP

Community Economic Development – CED

Developing your Own Innovative Community Economy - DOICE

Emerging Issues Analysis - EIA

Local Employment / Energy Trading Systems – LETS

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## How to use this Record of Outcomes, Learning & Actions

This Record of Outcomes, Learning & Actions is designed to help you record your discussions and data collection about your community economy as you work through the activities. This will be a useful record to enable your group to track further action, activities and any monitoring that is needed. It is not intended that this Record of Outcomes, Learning & Actions be used on its own, the activities will not have sufficient information to enable them to be adequately addressed, please use it in conjunction with the Topic Guide.

A copy of this Record of Outcomes, Learning & Actions could also be enlarged to A3 size and be used during your Learning Circle meetings to record the outcomes of group discussions.

The Record of Outcomes, Learning & Actions is available as a word-processing file (Word). This will enable you to directly add your information or change the layout for recording various activities as needed.

## Keeping track of your community entrepreneurial planning and actions

The following table is included to help your Action Learning Circle group to keep track of how your innovative planning process is progressing, the actions that need to be taken, who is doing what, and how this is being monitored. It is designed to help your group manage your CAIP/CED projects and initiatives and the lessons learnt.

**Table 1: Tracking your Community Artifice actions**

| Activity  | What further action is needed? | Who will do this? | When will it be done by? | How (and by whom) will the action be monitored? | How will you know if its working or needs adjusting? | What have we learnt? |
|---|--------------------------------|-------------------|--------------------------|---|--|----------------------|
| <b>1: Identifying emerging issues in your community</b> |                                |                   |                          |   |  |                      |
| <b>2: Innovating in your community</b>                  |                                |                   |                          |   |  |                      |
| <b>3: Applying the CAIP with EIA</b>                    |                                |                   |                          |   |  |                      |
| <b>4: Is your community ready for CAIP/CED?</b>         |                                |                   |                          |   |  |                      |
| <b>5: Identifying</b>                                   |                                |                   |                          |   |  |                      |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>how you will prepare and care for your economic "soil"</b> |  |  |  |  |  |  |
| <b>6: Building critical levels of community support</b>       |  |  |  |  |  |  |
| <b>7: Developing Community Skills</b>                         |  |  |  |  |  |  |
| <b>8: How Strategic is your CAIP/CED Action?</b>              |  |  |  |  |  |  |
| <b>9: Nurturing yourself within your community economy</b>    |  |  |  |  |  |  |
| <b>10: Systemic issues</b>                                    |  |  |  |  |  |  |

Source: P Wildman 10-2006

## A. The Economic 'Soil': what are you going to grow and where are you going to grow it?

### ***Gardening as an Artifice metaphor***

Here we use the concepts of 'growing' and 'gardening' as a metaphor for 'artificing'. Clearly gardening requires us to meet the four key criteria for Artificing viz. (1) Exemplar Garden plot so to speak (2) Seeing the garden as part of the broader society (3) Understanding how what we are growing and how we are growing it relates to the big picture of what we are trying to grow/community seeking to achieve and (4) hopefully we learn a little through our results and our thumbs become a bit greener next year.

### ***Emerging Issues Analysis (EIA)***

#### **Activity 1:** Identifying emerging issues in your community

If your Learning Circle group has already worked on other topics in this kit, you may like to draw appropriate ideas and actions from these topics into this topic and its activities. For example the outcomes from the following activities may be useful:

Using the EIA diagram (Figure 2) consider the following proposition:  
'We have been staying up with some community trends to date because of what we have been doing over the past 5 years. What do we need to be doing now for five or even ten years time?'

Individually or as a group, list a couple of issues that:

| <b>Timeline</b>   | <b>Ideas / issues</b> |
|---|-----------------------|
| <ul style="list-style-type: none"><li>• <b>Are emerging now</b></li></ul>                 |                       |
| <ul style="list-style-type: none"><li>• <b>Will emerge in about five years;</b></li></ul> |                       |
| <ul style="list-style-type: none"><li>• <b>Will emerge in about ten years</b></li></ul>   |                       |
| <ul style="list-style-type: none"><li>• <b>Emerged about 5 years ago</b></li></ul>        |                       |

Source: P Wildman 10-2006

This exercise may also be done using newspaper, magazine and journal articles to help stimulate the thinking.

## Community Artifice Innovation Process (CAIP)

### Activity 2: Innovating in your community

Section C of the background information for this Topic contains numerous ideas for developing aspects of a community economy; you may find one or more of these useful as a support for the following activity.

1. Think of two ideas:
  - a. Firstly, an innovative idea you have seen implemented in your community recently. For instance it needs to be local and could come from a neighbourhood group, local government, service club etc.  
Discuss the following three questions:
    - How many years ago did this idea first surface?
    - Through what process was it surfaced?
    - Who surfaced it?
  - b. Secondly, an innovative idea you would like to see implemented in your community in the near future (say over the next few years). This could be a CAIP/CED action you are already working on from another topic.
2. Now consider the CAIP diagram (Figure 1) and locate both ideas in their respective stages. Discuss whether the idea falls where you expect it to. (Ignore the timeline on Figure 1 for the purpose of this exercise).

| Idea | CAIP Stage | Expected or not |
|------|------------|-----------------|
| 1.   |            |                 |
| 2.   |            |                 |

Source: P Wildman 10-2006

3. If the new idea seems appropriate identify a few ways you could use to move your idea to the next stage, that is, closer to mainstreaming? (Activity 4 may provide some assistance with this.)
- 4.

## Integrating CAIP and EIA: Seven Steps

### Activity 3: Applying the Community Artifice Innovation Process with Emerging Issues Analysis

Using the CAIP diagram and the outcomes from Activity 2, select and consider a Community Innovation action, or some other issue that either you or your Learning Circle group has identified previously. Or use one or more of the ideas or approaches from Section C of the Background Information paper, selecting your tools.

- When did you first hear or think about the emerging issue?
- How long was it until the issue, idea or action first surfaced in an organisation you know of?
- Where (at what Stage) would you place the innovation in the EIA and CAIP processes?
- How can the idea you are considering be designed to assist you or your community, company, organisation or enterprise? For example, what might be the cost/revenue implications of the idea?
- If it is a new idea or action that your group or community would like to explore further, outline the how, what, where, when, why and who of implementing it.

How?

What?

Where?

When?

Why?

Who?

#### **Activity 4:** Is your community ready for CAIP/CED?

If your community does not yet rate as being ready, the areas where you rate the lowest may help identify patches of “soil” that are worth preparing to

enable future community economic development (on the premise that one's greatest weakness can be turned to one's greatest strengths).

Consider what actions you may be able to take to increase your readiness rating, and run these through Activities 1 to 3 in this topic. You may consider applying Activity 6 of this topic to increase your readiness.

## B. Preparing and caring for the “economic” soil

### **Activity 5:** Identifying how you will prepare & care for your economic “soil”

If you haven't already worked through the topics listed below, activities to help you identify how you will prepare and care for your CAIP/CED actions are covered in the other topics.

You may also want to consider appropriate pointers from the Background Information paper, Section B, pp. 10 – 12, of this topic.

## C. Selecting your tools: To help grow your own community economy

### 1. Build Community Involvement

#### **Activity 6:** Building critical levels of community support

This activity may need to be undertaken over several weeks, possibly months. It can be used to build support for specific actions or for the development of a community economy as a whole. On the premise that big things have small beginnings, it would be useful to try this process on some small scale CAIP/CED actions.

Taking a CAIP/CED action that you want to pursue, identify the who, what, when, where and why of implementing the action.

The initial 2% support can be built with innovators, their associates and early adopters, starting with your Learning Circle group. (For descriptions of these categories see this Topic's Background Information section on integrating CAIP and EIA). These people need to be identified (if not already done so in the other topics) and asked to support the idea or action.

- List the innovators, their associates and early adopters that you know will support your action:

| Name of person identified | Who will approach this person for support? |
|---------------------------|--|
| 1.                        |  |
| 2.                        |  |
| 3.                        |  |
| 4.                        |  |



|    |  |
|----|--|
| 5. |  |
| 6. |  |

Source: P Wildman 10-2006

Building on the support already identified, the following process will help to increase this 2% support towards 10% support:

- Identify the target group for building the critical mass
- Undertake an evaluation of the invention or innovation (or CAIP/CED action)
- Use the local mass media to identify the Early Adopters (for example, an article 'on the lookout for early adopters regarding such and such an idea')

| Media | Who will organise the coverage? |
|-------|---------------------------------|
| 1.    |                                 |
| 2.    |                                 |
| 3.    |                                 |
| 4.    |                                 |
| 5.    |                                 |
| 6.    |                                 |

Source: P Wildman 10-2006

- Over-expose the Early Adopters, that is the initial 2%, through, for example, mass media coverage such as 'thought pieces'
- Conduct demonstration and pilots of the invention or innovation for Transformers through the Early Adopters (this will help to attract a further 3%)
- Link Early Adopters and the results of innovation trials and pilots to Transformers who are opinion leaders (this will help to attract a further 3%). These opinion leaders will need to be identified and asked to support the idea or action.
- As the level of support approaches 8% to 10% concentrate on Mass Media again. Use a strategy to recruit change agents and transformers to the task.

- A Critical Mass is now potentially formed with the opinion leaders and Early Adopters, Transformers and using demonstration Pilots, we can now work to recruit mainstreamers to the idea, issue or action.

## 2. Identify and develop Community Skills

### Activity 7: Identifying and Developing Community Skills

Having identified the “soil” and the “crop”, that is, your CAIP/CED action, you need to make sure you have the information, resources and skills to care and nurture the “crop” to “harvest”.

Identify what you, your Learning Circle and your local community needs for the CAIP/CED action(s) you have chosen or are choosing to develop in relation to:

- Information,
- Resources
- Skills

How are you going to fill these needs?

Below are links to a number of business development and other tools available with this kit to support your learning needs.

Other sources of skills include your local vocational education and training and adult and community education and learning providers.

### Activity 8: How Strategic is your CAIP/CED Action?

1. Taking your proposed (and / or already developing) CAIP/CED actions, consider the following CAIP/CED strategies as described in this section, and rate how well your chosen CAIP/CED action meets these strategies:

|  | High<br>(please circle) Low |   |   |   |   |
|--|-----------------------------|---|---|---|---|
| 1. Building Community Involvement        | 5                           | 4 | 3 | 2 | 1 |
| 2. Developing Community Skills           | 5                           | 4 | 3 | 2 | 1 |
| 3. Improving Labour Market Matching      | 5                           | 4 | 3 | 2 | 1 |
| 4. Improving Existing Enterprises        | 5                           | 4 | 3 | 2 | 1 |
| 5. Retaining Jobs and Employees          | 5                           | 4 | 3 | 2 | 1 |
| 6. Forming New Enterprises               | 5                           | 4 | 3 | 2 | 1 |
| 7. Providing Local Finance               | 5                           | 4 | 3 | 2 | 1 |
| 8. Reducing Escape Spending (or leakage) | 5                           | 4 | 3 | 2 | 1 |
| 9. Promoting Local Production            | 5                           | 4 | 3 | 2 | 1 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>10. Developing Inter-Community Trading</b> | 5 | 4 | 3 | 2 | 1 |
| <b>11. Improving Community Attractiveness</b> | 5 | 4 | 3 | 2 | 1 |
| <b>12. Attracting Government Activity</b>     | 5 | 4 | 3 | 2 | 1 |
| <b>13. Attracting Industry and Services</b>   | 5 | 4 | 3 | 2 | 1 |

Source: P Wildman 10-2006

2. How does your CAIP/CED action meet the strategies? If they don't, can they be usefully modified to do so? (Naturally there is no expectation that all these strategies will be appropriate or useful to any given action).

1. Building Community Involvement
2. Developing Community Skills
3. Improving Labour Market Matching
4. Improving Existing Enterprises
5. Retaining Jobs and Employees
6. Forming New Enterprises
7. Providing Local Finance
8. Reducing Escape Spending (or leakage)
9. Promoting Local Production
10. Developing Inter-Community Trading
11. Improving Community Attractiveness
12. Attracting Government Activity
13. Attracting Industry and Services

## D. Planting your Crops and Nurturing Healthy Plants

### *The Regeneration Wheel – a community artifice model*

Figure 3: The Regeneration Wheel – a community artifice model



**Source:** Adapted by Paul Wildman from the Regeneration Wheel first developed by Bob Rodale in the early 1980's. See also <http://www.rodaleinstitute.org/home.html>

#### **Activity 9:** Nurturing yourself within your community economy

Your personal and individual concerns are critical within a CAIP/CED process. They help drive your motivation, passion and energy.

1. Consider Fig. 3: The Regeneration Wheel individually. Ask yourself:
  - Are there any particular areas within these rings that I could usefully pay more attention to? (This may provide the impetus for a CAIP/CED Action). Alternatively,
  - With any particular CAIP/CED actions I'm already considering, am I meeting appropriate personal, community and social connections?

2. Consider the diagram in your Learning Circle group. Discuss the CAIP/CED actions you have been investigating and consider how they meet personal, community and social connections.

| CAIP/CED Action | How does the action meet your: |                 |              |
|-----------------|--------------------------------|-----------------|--------------|
|                 | Personal needs                 | Community needs | Social needs |
| 1.              |                                |                 |              |
| 2.              |                                |                 |              |
| 3.              |                                |                 |              |

Source: P Wildman 10-2006

## E. Harvesting your Crops

It is important to celebrate the process as it happens with any stepping stone successes as they arise. Choose a small success to celebrate and a way to celebrate it.

## F. Systems considerations

### Activity 10: Systemic issues

It is important to address the following questions respectfully.

- What parts of your community, people, organisations, businesses, government agencies etc. may be challenged by the activities to develop an innovative community economy?
- Identify ways in which these challenges may be addressed to help produce positive outcomes.