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Introduction

This Study Guide was created in 2007 to accompany the DVD release of the documentary film *A Round Peg*. The guide coordinates with the DVD chapters and is intended to support focused viewing in the classroom, the workplace and the community.

The film is about Dr. E. Margaret Fulton and her provocative ideas about self empowerment, collaboration, and the need for structural change. Her words offer a stimulating point of departure for discussion of the issues confronting institutions and individuals stymied by systemic hierarchies. Ideas from the film and this guide can also be used to spark the process of organizational transformation.

To fully explore the impact of hierarchy, teachers, administrators and community workers should seek additional resources. *Connecting the Dots*, a 108 page guide published in 1999 with financial assistance from Canadian Studies, Department of Heritage explores in greater depth concepts raised in *A Round Peg*. It is also a guide to facilitate organizational transformation and includes a comprehensive resource list on the subject. *Connecting the Dots* is available through Moving Images Distribution.

Optional Viewing:

How to Maximize the DVD Menu Options

The DVD has 3 main components:

(i) PLAY FILM — the 48 min. documentary *A Round Peg*

(ii) CHAPTERS — seven chapters from the film that serve as discussion entrées. Chapter selects are typically one to five minutes in length. The focus of each chapter is on an idea, not a biographical element.

(iii) PLAY ANIMATION — *Seeing Beyond Hierarchy* is a 4 min. animation which visually interprets a hierarchal structure transforming into an interactive non-hierarchal model.

It is minimally recommended to utilize the program (film, chapters and guide) over two one-hour sessions: one for screening *A Round Peg* in its entirety, the second for selected chapter viewing and discussion. As each of the seven DVD chapters has its own focus and central idea, it's possible that extra sessions will be needed so as to allow for greater discussion and activities. The animation can be played in either session.

How to Use the Chapters & Study Guide

The DVD Study Guide is designed for use in diverse settings: educational, workplace, community. Though certain DVD chapters are specific to Margaret Fulton's experiences in post-secondary educational institutions, her ideas have wide application, thereby making each of the seven DVD chapters relevant to various audiences. The study guide provides a summary of each DVD chapter, and also has questions relevant to the chapter's central idea. The seven chapters are:

1. "Isms" vs. the Individual

2. Individual Authority vs. Institutionalized Hierarchy

3. Difficulty of Changing the System

4. Communities of Cooperation

5. Looking for Alternative Models

6. Womens' Culture vs. Monoculture

7. Replacing Global Hierarchies

Main Theme

The focus of the film is on the dominance of hierarchy as an organizational structure. Hierarchy crosses cultures and has been in existence for thousands of years. It is a structure found in institutions such as religion, education, the military, health, and in sectors such as the arts, commerce, government, non-governmental (NGOs) and voluntary. Hierarchy is so entrenched that it has come to represent what is referred to as "the system"; continual abuses stemming from hierarchal structures are described as "systemic".

The DVD chapters and guide pay special attention to the pre-imminent role of education and culture in formulating the constructs and values of human society. Individual and collective human behaviour develops in the home, the school, the community, and then becomes codified in social structures, institutions and relationships. An individual therefore experiences the impact of hierarchy daily in systems, interactions, culture, and governance.

hi·er·ar·chy, **noun** 1. **any system of persons or things ranked one above another.** 2. **government by ecclesiastical rulers.** 3. **the power or dominion of a hierarch** 4. **an organized body of ecclesiastical officials** i**n successive ranks or orders.** 5. **one of three divisions of the angels, each made up of three orders, each conceived as constituting a graded body.** 6. **also called celestial hierarchy.** 7. **government by an elite group. 8. system of levels according to which a language is organized.**

Suggested Teaching Goals

The study guide and DVD chapters are designed to help teachers, community organizers and administrators:

- introduce the concept of patriarchy and its impact in society, particularly in hierarchal organizational models

- promote discussion of issues arising from patriarchy

- re-enforce the values of diversity, equality, and the importance of personal authority

- stimulate ideas for the creation of non-hierarchal organizational models

Anticipated Learning Outcomes

- increase understanding about society's dominant organizational model

- promote critical thinking about power structures

- promote action for change

- provide strategies for the creation of different models

- promote collaboration, respect and interactive team work

Curriculum Links

Faculty of Arts

Anthropology & Sociology

- Comparative Studies in culture, race & social systems • Introduction to Social Interaction • Principles of Social Organization • Organization of Work • Social inequality • Socialization and Education • Interaction in Small Groups • Gender and Women's Studies

Interdisciplinary Studies

- Interaction of biology, culture, organization and environment • Collective behaviour and social change

Political Science

- Public Administration • Public Policy • Peace and Conflict Studies

Faculty of Education

- Institutions of Adult Education • Community Practice of Adult Education • Study of Organizations and Administrative Behaviour in the Educational Context • Personnel Administration in Educational Organizations • Social Context of Educational Policy • Organization and Administration of Higher Education

Faculty of Commerce and Business Administration

- Organizational Analysis • Restructuring Corporate Governance • Motivation and Performance Appraisal Staffing • Leadership • Team Building • Managing Change • Managing Diversity

Faculty of Law

- Issues of Equality • Topics in Human Rights • Feminist Legal Studies

Secondary Schools

- *Canadian & World Studies* Gr. 10 (History & Civics); Gr. 12 (Foreign Policy Brief) • *Social Sciences & Humanities* Gr. 9 & 10 (Diversity, Independence & Global Connections); Gr. 11 (World Religions); Gr. 12 (Challenge & Change in Society)

Before Screening *A Round Peg:*

Introduce Key Ideas to viewers

In the film, Margaret Fulton sounds an alarm about the urgent need to transform the very structures and core values around which we organize ourselves. To ready viewers — be they government, educational, arts, business, religious, NGOs or community groups — discuss recent national and global developments:

- international financial structures and agreements such as the Security and Prosperity Partnership of North America (SPP) and NAFTA can limit nations from exercising domestic economic controls, effectively negating national sovereignty.

- the level of delivery in health, social services and education is eroding; profit-driven private sector and public/private sector initiatives (P3's) are supplanting programs traditionally delivered by government.

- the collapse of national economies and the growth of a "McJob" or outsourced labour force is creating two classes: the very wealthy and the poor.

- despite the existence of the United Nations, there is now more armed conflict than during World War II. Terrorist acts and government sanctioned preemptive strike actions are replacing diplomacy and rules of engagement.

- national security concerns are overriding basic human rights due to the exercise of executive privilege; as a consequence, judicial independence and the traditional balance of legislative power inherent in democratic governments is eroding.

- incidents of racism, hate crimes and genocide are on the rise.

- the international position of women has fallen back dramatically since the 1985 UNESCO Conference on Women; in parts of the world women and children are denied basic human rights such as access to education, and are trafficked as sex or labour slaves.

- climate change and environmental degradation threaten sustainability of the planet, species survival and the quality of human life. Efforts for the universal adoption of environmental measures are being thwarted by a few powerful nations.

- untenable workplace structures and expectations — particularly in professions such as the Law — are compromising not only service to the public good but also individual personal lives, all in order to satisfy the goals of wealth and status.

- traditional separation of Church and State is being compromised by fundamentalism and authoritative religious leaders who would reverse established secular and scientific values, even create theocracies.

Do we understand why this is happening?

There is a lack of awareness and commitment to recognizing equality and basic human rights; there is a fundamental undervaluing of individual rights and abilities to participate in the decision-making process. Some nations, organizations and individuals are acting unilaterally and consider their power and perspectives can supersede the authority and rights of all others — "the divine right of kings".

Film Synopsis *A Round Peg*

Margaret Fulton's story begins on a Manitoba farm in the 1920's where she was deeply influenced by the Prairie Cooperative Movement which supplanted notions of competition, confrontation and hierarchy with the values of team work, cooperation and community. She left the farm to begin a lifelong involvement with learning, first as a one-room school teacher, then as university professor, finally as president of Mount Saint Vincent University in Nova Scotia. It was here that Dr. Fulton was able to initiate transformative change to the traditional hierarchal structure of educational institutions, and to create measures for the advancement of women. Systemic hierarchy is what she thinks most limits self fulfillment and so she focuses her retirement years on the finding of alternative organizational models which empower the individual, promote values of equality, social justice and peace, and safeguard the environment. Fulton has received many honours that recognize such vision and commitment including Officer of the Order of Canada, YWCA Woman of Distinction, honorary doctorates and humanitarian awards. An advocate of lifelong learning, she continues to be fully engaged as an advisor to governments and institutions. The documentary follows Fulton to some of her commitments in Norway at the Women's University, to Switzerland at the World Women's Summit Foundation, and to England, Nova Scotia, Ontario, and British Columbia.

Synopsis & Post-screening Discussion Prompts

Chapter One: "Isms" vs. The Individual
Length: 2 min.

Margaret Fulton talks about how patriarchal structures have dominated individuals for 10,000 years. Whether it is religious, economic or political, these hierarchies have taken power away from the people. *"We have to get money into the hands of the people and trust the people to restructure society, to find the jobs, to build the community centres, to do whatever needs to be done."*

Q. What are the patriarchal inheritances in our political and economic institutions that prevent citizens from contributing equally to society?

Q. What examples of patriarchy do we see passed on today through religious or cultural values?

Q. How are capitalism and socialism each disempowering systems to the individual?

Q. What do we mean by patriarchy and is it a viable system for sustaining future life for all?

Chapter Two: Individual Authority vs. Institutionalized Hierarchy
Length: 5 min.

When confronted with the power of patriarchy, individuals must empower themselves by gaining what is valued by the system. Not only do such markers provide a deep sense of personal authority, they also provide equality so that individuals can challenge the system.

Margaret Fulton talks about how hierarchies have become institutionalized, particularly in education. The typical organizational model is a pyramid that labels, separates and boxes individuals into a structure where control is easily exerted. Educator Carol Matthews concludes that perhaps the question should be not how do we move up the organization, but how do we get a new organization. *"If we get into those systems, we find ourselves functioning the same way as the men do because the institutions change us before we can actually change the institutions."*

Q. How does knowledge specialization reinforce hierarchy?

Q. How has the institutionalization of learning perpetuated hierarchal systems?

Q. What aspects of education make it a potentially empowering constituent in society?

Q. How does education, both curricula and method of delivery, reflect a patriarchal system?

Length: 1 & 1/2 min.

Margaret Fulton talks about how challenging it is to work within hierarchal structures, even when one has a titled power position such as president. Former university president and Member of Parliament Pauline Jewitt found educational systems more difficult to change than political systems. Hierarchy is such an entrenched structure that usually it is the individual who is changed by it, rather than the individual changing the structure. This is particularly true for women who manage to get into the system, thereby leading Margaret to conclude that perhaps we have to step outside the system in order to make change. "*It takes many women in those positions doing things differently before they are perceived as doing things differently.*"

Q. What assumptions are made about women, minorities and First Nations that impede their progress as chief executives and government leaders?

Q. Can the under-represented effectively work within hierarchies without being co-opted or made invisible?

Q. Does the very nature of systems thinking work against achieving equality, justice, diversity, peace and environmental protection?

Length: 1 min.

Margaret Fulton was greatly influenced by her upbringing on a farm during the 1930's and by the values of the Farmers' Cooperative Movement. She explains how the existing power structures were not helpful to the farmers and so they formed their own communities based on cooperation not competition, teams not barriers. *"When societies no longer have respect as a value, it leads to confrontation — and ultimately war".*

Q. How are alternative values such as co-operatism made invalid by patriarchy?

Q. How are patriarchal hierarchies and market economies mutually supportive?

Q. Why is it so very important now, in the 21st C., that we change from values of competition and dominance to those of nurturing and self-empowerment?

Length: 5 min.

Frustrated with university hierarchies, Fulton explored a different structure while president of Mount Saint Vincent University. Wanting to increase interaction and collaboration between all who are part of a university — including those ranked lower in status such as cleaning staff — Fulton initiated a tri-partite administrative structure in which constituent members overlapped, thus allowing each to contribute to the decision-making process and to the fostering of institutional unity.

While mentoring the team leaders of Kvinneuniversitetet (Women's University of Norway), Fulton was inspired by examples from nature in which energy is created by the constant motion of particles. Determined to break away from the rigidity of hierarchy and supplant it with nature's circular connectedness, Kvinneuniversitetet leaders envisioned and structured a model of seven overlapping spheres which interact one with another. "*By looking at nature and at cells and trying to say what is the smallest unit, how does nature organize herself?*"

Q. How does patriarchy's manipulation of imagery and nature reinforce the dominant paradigm?

Q. Why is non-credit education a challenging concept to educators working in traditional institutions?

Q. How does web-based teaching make educators collaborators rather than authority figures?

Q. Do the disciplines facilitate learning, or do they only secure the politics of a tenure system, employment, and territorial imperatives?

Chapter Six: Women's Culture vs. Monoculture
Length: 2 1/2 min.

An early advocate for the Peace and Women's Movement, Ursula Franklin (Doctor of Engineering) is a mentor and source of inspiration to Margaret Fulton. Despite advances made by women, Franklin believes that women have great difficulty getting into mainstream structures because women's culture is horizontal, not hierarchal. She believes that present hierarchies are creating a monoculture which is market-driven and which only values conformity, profit, and mass production. Such monoculture is destructive to women but also to other cultures. It is a global techno-culture which is at war with nature, at war with people. "*Women are particularly hard hit because their culture is so essentially different from production. Theirs is built through nature in notions of growth and interdependence.*"

Q. How does the dominance of intellectual knowledge (as opposed to intuitive and experiential knowledge) help reinforce control mechanisms and hierarchy?

Q. How has feminist research challenged the notion that the Law is "neutral"?

Q. How do the discourses of science and religion each work against diversity of viewpoints?

Length: 3 min.

Women must now come together globally in order to establish the values of peace, justice, equality and environmentalism. This can be done through non-governmental organizations (NGOs) at the local, national and international levels. The international organization which once held great hope for peace and justice is the United Nations, however it is structured according to the old power systems and hence is subservient to the very powerful. We are now trapped into regionalism, the arms trade, and a consumer culture which is quickly using up all the world's resources. "*We won't change things until women's minds are used equally to men's, and until we change the way we spend money.*"

Q. Which perspectives in the women's, peace, environmental and First Nations movements are different from, or absent in, scientism? Market-based economics? Darwinism?

Q. How do institutions such as the Law and Parliamentary Party system reflect a patriarchal perception of the world?

Q. How does electronic technology flatten and, conversely, maintain hierarchy?

Q. How does technology threaten but also maintain exclusive domains?

POST-SCREENING ACTIVITIES TO EFFECT TRANSFORMATION

Getting Started

In the Classroom

Write a report about your institute's educational policy. Consider the following:

Q. What are its goals, learning outcomes, administration?

Q. Do the structures and curriculum maintain inequality?

Q. How are technology, electronic delivery systems and networking being utilized?

In the Workplace & Community

Describe the administrative structure of your organization, institution, association or government department. Consider the following:

Q. How is it working? How is it failing?

Q. What is its core mission and do you support it?

Q. Is there is a vision and if so, what is it?

Q. Who holds senior positions?

Q. How did they achieve their positions?

Q. How are decisions made?

Q. How is information disseminated?

Q. What opportunities exist for giving feedback?

Q. Does leadership communicate what it wants?

Q. Are there activities or occasions in which the entire organization socializes, works, discusses, brainstorms?

POST-SCREENING ACTIVITIES TO EFFECT TRANSFORMATION

Visualizing

In the Classroom

What changes would you make? Consider the following:

Q. How can knowledge be differently acquired?

Q. For what different purpose can knowledge be applied?

Q. What are the advantages and disadvantages of electronic delivery systems?

Q. What alternate learning structures and curricula could be created in your institution?

Q. What would your institution's organizational model and curriculum look like if based on values that promote interdisciplinarity, non-hierarchal procedures, collaboration and sustainable development?

Q. What is working against change? (Eg. tenureship, union agreements, Ministry of Education, lack of funding, cost of technology, societal attitudes to formal education, etc).

In the Workplace and Community

What changes would you make? Consider the following:

Q. What are the structures within your workplace that perpetuate hierarchy?

Q. What are the impediments to making change?

Q. What systems and structures facilitate a process for the inclusion of alternate viewpoints?

Q. How can values such as diversity or environmentalism be integrated into public policy and governance?

Q. What alternate styles of management does feminist thinking offer?

POST-SCREENING ACTIVITIES TO EFFECT TRANSFORMATION

Follow Through

In the Classroom

Q. In order to create alternative curricula and learning structures, what will this entail?

Q. How will technology be used?

Q. What new and appropriate sources of funding could be tapped or created?

In the Workplace and Community

Q. What other leadership and management alternatives do you know of that could be adapted to your organization, institution, association or government department?

Q. What initiatives could be created in your workplace or community to promote the values of equality, justice, diversity, peace, and environmental protection?

Q. How would you transform hierarchy into a new organizational structure? Think outside the pyramid.

Seeing Beyond Hierarchy

Seeing Beyond Hierarchy is an artist's rendering of how the traditional pattern of organizational structure – hierarchy – can be transformed into a new pattern based on circular movement. We first see from a distance the outline of a typical organizational structure. What we can recognize in this abstracted image is the architectural footprint of a pyramid-like shape formed by layers of boxes. On closer examination, we see that the boxes contain administrative titles such as President, Vice President, etc. The boxes begin to coalesce into a rigid, impervious pyramid of power which then starts spinning out of control to the point of collapse. Bursts of energy (representing the individual) arise to form into many circles that interconnect and overlap. The circles are in continuous motion as are the multitude of energy points within the circles. We see that the circles are kinetic, thus enabling a multitude of human energies to create a dynamic world of possibility — something that is not possible within a rigid, static hierarchal pyramid which typically inhibits movement, connection and human potential.

Narration Text for *Seeing Beyond Hierarchy*
(provided for the deaf and hard of hearing)

"This is hierarchy. It is the traditional structure of most organizations.

Hierarchy is like a pyramid. Power is held at the top — which is narrow — with less authority at the bottom —

which is wide. Although there appear to be openings between levels, the pyramid is a static, rigid structure with little movement or contact between the boxes. Names in the boxes can be changed — Prime Minister, Principal, CEO; Member of Parliament, Vice Principal, Vice President; Deputy Minister, Teacher; Manager.

Power pyramids are now spinning out of control as global economies and nation states collapse. This provides an opportunity for new paradigms to emerge — not as structures which separate and isolate, but as structures which interconnect and are in continual motion.

They are like the organic structures of nature — the "web of life" — or in astrophysics where energies flow.

New interactive networks — the Internet, for example — intersect, overlap, and connect one with another, allowing for a universe engaged in interconnected movement; these networks empower the individual if energies are allowed to develop and flow.

The points of connection between individuals, institutions and sectors become kinetic. Movement is constant — in, out, around, about. Interconnected self organizing systems are flexible, dynamic, responsive, collaborative, action-oriented, community-oriented.

Systems can be created for any institution.

Re-name the circles according to need and purpose.

Imagine. Visualize. See beyond the hierarchy."

APPENDIX —
Connecting the Dots

Coordinating the DVD Study Guide
with *Connecting the Dots* (see Introduction)

This DVD Guide can be coordinated with *Connecting the Dots*, the guide that was created in 1999 to examine ideas raised in *A Round Peg* and to facilitate the process of organizational change. *Connecting the Dots* is based on the 52 min. video version of the film, hence the stopping points and discussion prompts given in it correspond to the running time of the video version.

This DVD Study Guide was designed for use with the 2007 Close Caption version of *A Round Peg* (which is 48 min. in length) and for use with the DVD's seven chapters. For those who are working with *Connecting the Dots*, this part of the DVD study guide provides a cross-reference to the six content sections of *Connecting the Dots*.

Contributing writers for *Connecting the Dots*

- Michael Ames, Director Emeritus Museum of Anthropology, UBC
- Michelle Bjornson, Filmmaker
- Marilyn Callahan, Professor School of Social Work, University of Victoria
- Anne-Marie Fenger, Assistant Dean Faculty of Arts, UBC
- E. Margaret Fulton, President Emeritus Mount Saint Vincent University
- Kersti Krug, Manager Research & Planning Museum of Anthropology, UBC
- Carol Matthews, Dean Emeritus Human Services & Community Education, Malaspina University-College
- Moura Quayle, Dean Emeritus Faculty of Agricultural Sciences, UBC
- Sher Morgan, Filmmaker
- Gavin Perryman, Process Facilitator
- Jannit Rabinovitch, Community Organizer
- Colleen Reid, Researcher

and Interviews with:

- Ursula Franklin, Professor Engineering & Massey College Fellow, U of T
- Berit As, Ingrid Morkken and Anne Bystad, Co-Founders Kvinneuniversitetet, Norway

Connecting the Dots — Section Summaries & Coordination with DVD Chapters

Section III: Hierarchy [p. 8-10]
Use with DVD Chapter 1 ('Isms" vs. the Individual) & Chapter2 (Individual Authority vs. Institutionalized Hierarchy)

Writer: Margaret Fulton

Explains patriarchy, including Patriarchal Genealogies; Systemic Hierarchies; Vertical Visions of Society.

Includes two diagrams [Traditional Hiearchical Organizational Structure; From Patriarchal Power to Systemic Hierarchy]

Section IV: Concepts for Alternative Structures [p. 11 - 14]
Use with DVD Chapter 5 (Looking for Alternative Models)

Writer: Margaret Fulton

Explores sources, concepts and examples of structures that provide alternatives to hierarchy including:
- Human Consciousness
- Networks of Empowerment
- New Educational and Economic Values
- Constituencies of Life Long Learning
- Organic Models from Nature
- Integrated Learning Model
- Interactive Model at Mount Saint Vincent University

Includes 3 diagrams [Integrative Human Development, Interactive Self Organizing System; Interactive Self Organizing Society]

Section V: Transformative Approaches in Education
[p. 15 - 38]
Use with DVD Chapter 3 (Difficulty of Changing Hierarchy) & *Chapter 5 (Looking for Alternative Models)*

Writers: Moura Quayle
Carol Matthews & Marilyn Callahan
Interview with Berit As, Ingrid Morken,
Anne Bystad, E.M.Fulton

Offers concrete examples of educators making tranformative change in their post-secondary institutes including:

- Dean Moura Quayle's vision and process of transformation at UBC's Faculty of Agricultural Sciences. It is presented in diary format and also includes a Scenario Workbook, Draft Action Plan, Challenges in Curriculum and Space, Lessons Learned, Faculty Action Plan (with considerations of Context, Core Values, the UBC Sustainable Development Policy, Learning Action Plan, and the Faculty/Academic Structure).

- Post-Secondary educators Carol Matthews and Marilyn Callahan examine the Mission, Environment, Resources, Language & Symbols, Naming & Organization of Knowledge, Organizational Structures, Self-Evaluation, and Global Connections of Kvinneuniversitetet (Women's Univresity of Norway).

- Interview with the founding leaders of Kvinneuniversitetet in which they present their personal transformations, obstacles, institutionalized thinking, return to the mainstream, integration of genders, leadership classes, credit transfers, and team leadership.

Section VI: Transformative Approaches in Art & Culture [p. 39 - 68]
Use with DVD Chapter 3 (Difficulty of Changing Hierarchy) & Chapter 5 (Looking for Alternative Models)

Writers: Michael Ames & Anne-Marie Fenger
           Kersti Krug
           Margaret Fulton
           Gavin Perryman

Explores the hierarchal thinking inherent in cultural institutions, both in art and practices. UBC's Museum of Anthropology offers one example of an institute which embraces non-hierarchal values and administrative structures.

- Museum Director Ames and Administrative Manager Fenger explain how MOA's non-hierarchal structure integrates academically ranked positions (faculty), non ranked positions (professional staff, students and volunteers), and unionized staff so that the Museum can fulfil its four mandates, each of which has a different objective and particular audience. The MOA model is described as Integrated-Overlap — or "Horizontal in an Hierarchical World" — and key areas are explored such as job descriptions, structure by committee, student intern program, staff relationship to the four mandates, benefits and challenges of the model. Diagrams are also provided.

- Kersti Krug analyses the MOA's Hiring Practices, Communication, Leadership, and Decision-Making Processes from the dual perspective of former museum staff and MBA.

- Fulton explores the need for museums and galleries to replace patriarchal mythologies and colonial perspectives on art and culture so as to more accurately reflect a new multi-faceted and inclusive consciousness.

- Krug explores the gap between what museum goers want and museum professionals offer. Notions such as pluralism, monism, privilege, discipline separation, integration, fragmentation, beliefs, values, and diverse worldviews are discussed so that cultural organizations can transform and re-structure.

- Perryman reflects on art, facilitation and change, and that the Artist's process should be incorporated into organizational life because art has the power to connect and to establish bonds. The Artist's process can help leaders envision, plan, work with people, build and maintain systems, and create relationships with the external world. This is due to Artist processes and characteristics such as intution, open-mindedness, fragmentation, interaction and risk, all of which are antithetical to hierarchal approaches.

Section VII: Government & Communities [p. 69 - 89]
Use with DVD Chapter 4 (Communities of Cooperation) Chapter 6 (Women's Culture vs. Monoculture) & *Chapter 7 (Global Power Hierarchies)*

Writers: Colleen Reid
            Gavin Perryman
            Interview with Jannit Rabinovitch
            and Sher Morgan
            Interview with Ursula Franklin

An examination of the challenges and successes of community-based organizing.

- Colleen Reid examines the difficulties of feminist organizing, particularly the conflicted use of bureaucratic and hierarchal decision-making processes in order to guarantee success. In her Case Study on women organizing for women (an employment training program for single mothers), she reflects on key determinants such as project manager profile, project funder profile, government agendas, reality vs. stereotype, organizing principles, dominant ideologies, recommendations for change, and possibilities for feminist organizations.

- Jannit Rabinovitch and Sher Morgan talk about transforming hierarchy from the bottom up, using the Downtown Women's Project in Victoria, BC as an example of alternative grass-roots community organizing. Among the key community development principles identified are the value of experiential processes, thinking broadly, engaging in continuous grassroots dialogue, maintaining flexibility and accountability, interfacing with hierarchal institutions, and the notion that process informs outcomes.

- Ursula Franklin discusses the differences between horizontal and hierarchal structures: horizontality is an equal structure wherein information is shared equally so as to minimize disaster; hierarchy is a structure designed to maximize gain, deny access, maintain inequality and destroy authentic differences. It is a mono-culture of conformity which paradoxically lacks human cohesion, whereas in a non-hierarchal society, people are equal because they are different (as opposed to equal in spite of differences), thereby allowing for social organizing around the values of peace, justice, art, and quality of life — none of which have market value in a hierarchy.

- Gavin Perryman examines the potential offered by federated organizations such as neighbourhood associations and cultural alliances. Key concepts that are both enabling yet challenging for non-hierarchal structures are: boundaries; belonging; leaving; lateral connections; governance and power; multiple leaders. Transformation to federated structures is helped by maintaining small local delivery within the larger setting; flexibility; diverse relationships between the federated teams and the centre; and the continued negotiation of expectations, responsibilities and authority.

Section VIII: Effecting Transformation [p. 90 - 100]
Use with DVD Chapter 4 (Communities of Cooperation)
Chapter 5 ((Looking for Alternative Models) & *Chapter 7*
(Global Power Hierarchies)

Writers: Michelle Bjornson
Margaret Fulton
Kersti Krug
Anne-Marie Fenger
Gavin Perryman

This section provides post-screening discussion prompts
for use in the classroom, workplace and community.
Classroom questions are provided with specific applica-
tion in the Faculties of Education, Arts (specifically
Gender & Women's Studies, Political Science,
Economics), Law and Commerce.

- Margaret Fulton discusses strategies for
  organizational change including the necessity for
  general agreement to commit to change; basic
  understanding on the reason for change; general
  agreement on what the new model looks like; the
  sharing of leadership; the practice of evaluation
  methods; the seeking of examples outside one's
  sector or institution.

- Kersti Krug's MBA research project analyses
  management excellence in the cultural sector by
  looking at organizational characteristics of five
  performing arts groups known for excellence.

- Anne-Marie Fenger offers a Market Matrix to help
  organizations determine their output in relation to
  constituency served.

- Gavin Perryman looks at directions to be taken at
  the critical juncture when voluntary organizations
  seek structural change.