

CHAPTER 2 LITERATURE REVIEW

This chapter starts with the definition of community and community in practice. In order to apply the current model of community to Tha Sao district, the models should be studied.

2.1 Definition of community

Community has different meaning and definition. A German sociologist, Ferdinand Tonnies (1887), distinguished between two types of human association: community and society. He suggested that family and kinship were the perfect expressions of community, but that other shared characteristics such as place or belief. In psychology field, McMillan and Chavis (1986) identified four elements of "sense of community" : 1) membership, 2) influence, 3) integration and fulfillment of needs, and 4) shared emotional connection. In anthropology field, anthropologists have traditionally looked at community through the lens of ethnographic fieldwork and ethnography continues to be an important methodology for studying of modern communities. Other anthropological approaches that deal with various aspects of community include cross-cultural studies and the anthropology of religion. In archaeology, the community is used in two ways. The first is the informal definition of community as a place where people use to live. It is synonymous to the concept of an ancient settlement such as a hamlet, village, town, or city. The second meaning is similar to the usage of the term in other social sciences: a community is a group of people living near one another who interact socially. In social philosophy, communitarianism is a group related to philosophies that began in the late 20th century, opposing classical liberalism and capitalism while advocating phenomena such as civil society. Communitarianism has a different emphasis, shifting the focus of interest toward communities and societies and away from the individual. In business and

communications, effective communication practices in group and organizational setting are very important to the formation and maintenance of communities. In ecology field, a community is an assemblage of populations of different species, interacting with one another. Community ecology is the branch of ecology that studies interactions between and among species. It considers how such interaction, along with interactions between species and the abiotic environment, affect community structure and species.

Community development often linked with community work or community planning is often formally conducted by non-government organizations (NGOs), universities or government agencies to progress the social well-being of local, regional and sometimes national communities. Informal efforts called community building or community organizing, seek to empower individuals and groups of people by providing them with the skills they need to affect change in their own communities. Community development practitioners must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions. One example can be seen from the organization called Greenpeace.

Community building refers to a group process developed by Dr. M. Scott Peck. This practice brings together individuals to go through the four basic psychological stages that typify the formation of a cohesive group that has established trust and a deep sense of connection. He described this in his book "The Different Drum". These four stages are known as "pseudo-community", "Chaos", "Emptiness" and "Community". Individuals within the group may be at different stages at different times, and may move back and forth through the stages. Pseudo community is where people are guarded but polite,



talking of less important things and giving little away about themselves. Chaos is conflict. In Emptiness, participants “empty” themselves of their requirements for the process. There are other processes that have four stages and there are similarities in meaning of the stages, but process area is very different.

Table 2.1 Four stages of building community

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Tuckman(1965)	Hersey & Blanchard(1999)	Peck(1981)
Forming	Directing	Pseudo-community
Storming	Coaching	Chaos
Norming	Mentoring	Emptying
Performing	Delegating	Community

Table 2.1 shows the four stages of community building. The Forming – Storming – Norming – Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. Hersey and Blanchard (1999) mentions about the life cycle theory. Leaders must be mature enough to take responsibility for their actions and choices. They must also be flexible enough to change leadership style in order to best communicate with their followers. The Situational Leadership methods are directing, supporting, coaching and delegating. Hersey and Blanchard see directing as the way a leader communicates a directive, or instruction, to his followers. They note that a leader directing tasks to a follower is basically a one way form of communication. In contrast,

supporting leadership behavior allows the follower the control of which tasks to work on, while the leader provides only the main decision-making power.

2.2 Community building models

A real community, however, exists only when its members interact in a meaningful way that deepens their understanding of each other and leads to learning. Many equate learning with the acquisition of facts and skills by member; in a community, the learners are enriched by collective, meaning-making mentorship. There are several models that have been used in the practices.

2.2.1 Community Space Design (CSD)

In Thailand, there are several organizations that develop the learning space such as TK Park and TCDC as seen in Figure 2.1 which also shows how the development of environment impacts the way people learn.

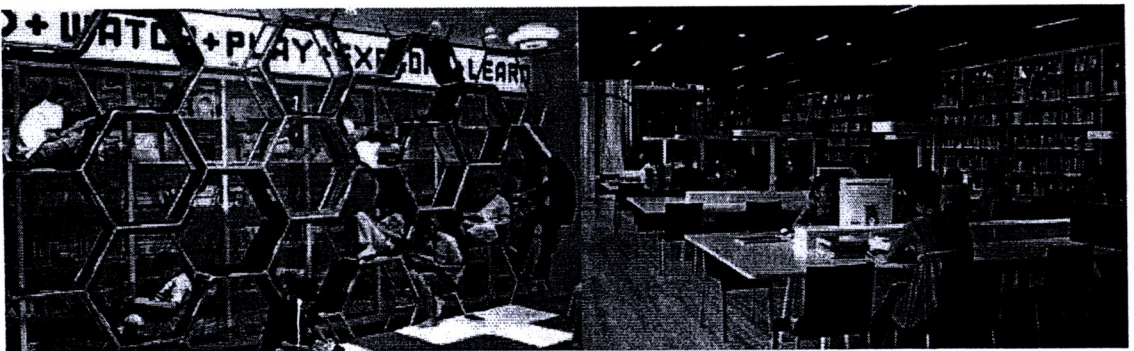


Figure 2.1 Community space of elementary school students and young designers

The community space is designed to solve the problem of the community in a particular aspect. TK Park is built to promote the reading behavior since the statistics show that

Thai people read less. The TCDC is used to support the knowledge of designers since there is not much R&D in Thailand. Both use the principle of library and other activities to gather the community and solve the problem of the community in the long run. To form the community, TCDC and TK park create a membership and monthly activity. The community of both may not play an important role as much as the members who work for both organizations. Staff are the main key that organize the activity and gather community.



Figure 2.2 TK park children in an art program and TCDC material library

It can be seen that the CSD is not designed to solve any particular problem and it has a wider scope. Many CSD centers may fail to sustain their centers. Most of center requires a funding support from government. For example, the TCDC and TK park use their funding from government more than the membership fee of the service. They create activities such as TK park children programs and TCDC material library shown in Figure 2.2.

2.2.2 Community Problem Solving

Briggs (2003) who is a faculty member at the Massachusetts Institute of Technology (MIT). He has created the Community Problem-Solving Project@MIT. He builds strategic tools that include the organizing and agenda-setting, planning together and implementing together. He mentions how to accomplish something important when outcomes are uncertain and resources are limited. This requires the concept of strategy. A well-known acronym for neighborhood planning-“PARK” is explained as follows:

P (things that community has and values then it wants to protect).

A (things that community does not have and wants to acquire it).

R (things that community does not like and wants to remove).

K (things that community does not have and does not like and wants to keep out).

For the Tao Sao community, ‘P’ is something valuable such as the natural resources and tourist places. They can generate the money from that. This province also has many services designed for tourists such as resorts. ‘A’ could be a telecommunication infrastructure for them to communicate to each others. They do not have enough support for the infrastructure such as the land-line phone, since it is an outreach area. As a result, they need to use the mobile phone instead. ‘R’ is the drug addicts and motorcycle accident that the community wants to remove. The drug addiction is a norm problem along the country borderline. The motorcycle accident is the problem created by local teenagers. ‘K’ could be minority groups that they do not want to have and want to keep out. For example, most of the minority comes to the district to do the labor job. Many problem solvers never bother to develop or test strategies about how to get it done and the public interest strategies clearly need to address cooperation.

The best practice of the CPS is the city of Anaheim, California. In the mid-1990s, this city experienced a tremendous problem with gangs, drug dealers, and criminals preying on small apartment community in the city. Some citizen got shot, stabbed or robbed on a daily basis. Narcotics sales climbed while new graffiti continued to appear each day as well. To fight the increasing problem, the Anaheim Police Department assigned six community policing officers and a sergeant to the neighborhood to improve the conditions. Using conventional enforcement methods, the officers arrested 30 to 40 individuals in the neighborhood each month. This strategy continued for a year until the department agreed that enforcement efforts did not have any impact on reducing crime in the neighborhood; these illicit activities remained unchecked. Within a year, the city established a successful plan which decreased neighborhood crime by almost 80 percent. The majority of the efforts for this is from other city departments and community. For instance, members from both public works and utilities created "no parking" areas on the streets, repaved roads and alleyways, and increased lighting. In addition, the Community Preservation Department strictly enforced code violent, and the neighborhood began cleanups and celebrations. The feeling of pride, in their community, became contagious, and everyone wanted to take part in improving the area.

2.2.3 Community Based Collaboration

Collaborative community efforts are constructive responses to create caring communities. One example can be seen from the safety net for children, youth and families. The goal of community collaboration is to bring individuals and members of communities, agencies and organizations in an atmosphere of support to systematically solve existing and emerging problems that could not be solved by one group alone. Understanding the complexities of collaboration and applying the key elements involved

in collaboration increase the likelihood of achieving shared goals and outcomes. As a consequence, the collaborators can define the existing relationships.

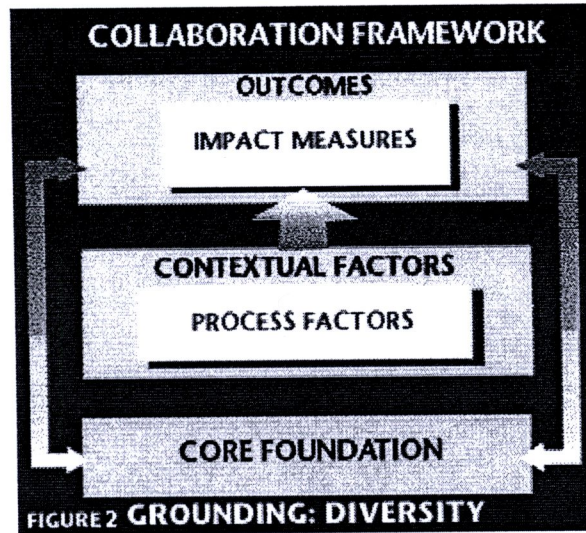


Figure 2.3 National Network for Collaboration

Figure 2.3 shows the National Network for Collaboration (1995). The framework elements are grounded in valuing and respecting diversity. Valuing diversity honors the uniqueness, gifts, and talents each person, group, and organization brings to the collaboration. It opens the door to gain an understanding of how all the elements fit together and how each is important to the whole. Diversity brings a critical balance to any level of collaboration. When a real diversity of people and opinion occurs in a group, a reverence for the shared vision often takes hold. It becomes easier to understand each member's perspective on current reality, and each idea about the courses of action. People whose lives are affected by decisions must be equally represented in the decision process. Each collaboration must form its own team to suit its needs. Recurring roles will happen as the leader promotes the vision and direction. Meanwhile, the coach encourages excellence, and the trainer is a skill developer. The model demonstrates appropriate group behavior. The facilitator guides the process, whereas the evaluator appraises results.

The foundations of collaborations are vision, commitment, leadership and action. Vision is what collaborators want to accomplish and how the collaboration is used to get there. Commitment pledges to attain specific goals and benchmarks and to enhance the collaboration. Leadership includes personal commitment, enjoyable involvement and determination to achieve the goals and benchmarks vital to the development and operation of the collaboration. Action is a plan to accomplish these goals and benchmarks including responsibilities, resources and deadlines.

The action plan can make or break collaboration. Barriers include inadequate funding, resistance to involvement by a critical community sector. A well-designed action plan addresses these issues prior to the implementation.

A good action plan should:

- Set goals and benchmarks
- Identify partner roles
- Decide how to approach the issue or opportunity
- Establish timelines
- Determine resources needed – not just what is in place
- Decide what type of evaluation is needed
- Document the agreement with partners

The best example of CBC is the project of National forest management : experiences in two Oregon stewardship contracting pilots. Due in part to the failure of traditional management strategies to reach ecological and political goals, this research looked at community-based collaborative efforts in two USDA Forest Service stewardship

contracting pilots- in the Siuslaw and Metolius basins in Oregon- to assess whether these approaches contributed to higher trust and innovative strategies were able to address place-specific ecological, social, and economic challenges. It also looked specifically at the challenges associated with incorporating deliberative approaches into traditional Forest Service management. Findings suggest that community-based groups played key roles in building trust, and in providing the breadth of perspectives necessary to design strategies that met ecological and socioeconomic goals. Agency understandings of and attitudes towards community involvement, however, significantly empowered or constrained this potential. Support from agency leadership, the cultivation of a risk-taking culture, and openness towards multiple forms of knowledge were important contributors to proactive agency attitudes concerning collaboration. The recommendation of this study are : 1) Empower community groups with a meaningful role, and give them confidence that their perspectives and input will be valued. 2) Provide training for agency staff in how to facilitate and/or participate in deliberative processes. 3) Cultivate an agency culture that rewards innovative behavior. 4) Cultivate support for community involvement from higher leadership. 5) Engage collaborative groups early in the project-planning phase. 6) Involve a full range of diverse perspectives. 7) Provide a knowledgeable facilitator whenever possible, especially in the beginning stages of group formation. 8) Hold field trips to share information and discuss goals and concerns.



Table 2.2 Comparison of each approach

	Community Space Design(CSD)	Community Problem Solving(CPS)	Community Based Collaboration(CBC)
Key aspect	Space, Environment, Resources	Strategic tool and program tool	Collaboration among teamwork
Process	Event driven	Voting in free and competitive election	1.Core foundation 2.Process factor 3. Impact Measure
Stakeholders	Staffs Target community	Manager, organizer, supporters, investor, educator, trainer and evaluators.	Diversity of people

Table 2.2 shows that the comparison of each approach. The key aspect of each approach is not the same. The community space design is mainly driven by staff and it requires the space. The community problem solving uses the strategy approach which is a top-down process rather than the bottom-up. On the other hand, the CBC is more on the teamwork. The roles of the partners are important, since they understand the problem better than strategic managers in CPS and staffs in CSD. For Tha Sao district, a certain role is of the health officers, teenagers and parents. As a result, the CBC model should fit this district. Another advantage of using this model is that the resource used to build the community is not much. The staff who may be the health officers already paid by the government are willing to voluntarily themselves to solve the community problem. Moreover, it is

free from the political issues since they come as a volunteer rather than are appointed election. The insight of the CBC is the collaboration among teamwork. The teamwork has many roles to run the activity such as leader, facilitator and members.

2.3 Participatory Design

Participatory design is an approach to design that attempts to actively involve all stakeholders (e.g. employees, partners, customers, citizens, end users) in the design process to help ensure that the product designed meets their needs and is usable. The term is used in a variety of fields e.g. software design, urban design, architecture, landscape architecture, product design, sustainability, graphic design, planning or even medicine as a way of creating environments that are more responsive and appropriate to their inhabitants' and users' cultural, emotional, spiritual and practical needs. It has been used in many settings and at various scales. Participatory design is an approach which focuses on processes and procedures of design and is not a design style. For some, this approach has a political dimension of user empowerment and democratisation. For others, it is seen as a way of abrogating design responsibility and innovation by designers.



Figure 2.4 Participatory design in poor communities

Participatory design may mean simply keeping users informed about a project. At other times, it may involve getting majority consent. In other situations, designers may study the needs of users and incorporate their interpretations into the project. Going further, there may be processes of community consultation of various depth. Participation can also involve inclusion of civil society and, less often, grassroots leaders in advisory or decision-making capacities. Much less often, participation means working in-depth with local groups at some or all stages of a project, from design to implementation to post-construction work. In Pune, India, the ground has been laid for a precedent-setting model of community participation in housing design and slum upgrading. There, a network of poor women's collectives known as Mahila Milan ("Women Together") is planning to mobilize around 700 families in 7 slums to participate in design and construction to upgrade their homes as part of an incremental housing strategy developed in partnership with SPARC, an NGO that supports their work, and an international group of architects led by Filipe Balestra and Sara Göransson. Housing designs and settlement layouts will emerge out of a participatory process facilitated by Mahila Milan, which has been active in the communities through savings activities and other community work for over a decade, in most cases. The strategy uses house models and other visual aids as tools for participatory design and promotes cluster development to enable consensus on rearrangements that will increase pathways and public space. A major aim is to create structures that will allow families to increment their homes over time and to maintain the existing settlement layout as far as possible to preserve social networks and the urban fabric.

In Thailand, participatory design is an important for Thai government and communities. Many megaproject allocates the budget to help the communities developing the facilities.

Without the consensus of the communities, non-participatory design could create a major problem. For example, Thai government developed canals used for agriculture to be a concrete waterway. After developing, the communities started to complain why the government did not consult them first. The canal which is belonged to the public has been changed the owners to government automatically.

In summary, the community model selected is the community based collaboration (CBC), since it has a potential to be used in terms of the budget and community involvement. For the participatory design, the researcher used it as a communication tool to retrieve the data from the community. It will be used with the conjunction with the focus group method.