城南组

Getting Started

Team-Building

Practicing What We Preach– using participatory processes internally—within the student team—and externally —with local stakeholders

Many members of our team have an interest in and experience with different participatory processes and believe that such a process should be followed amongst ourselves to work more effectively in an unknown and constantly changing context. We invested significant time and energy in conscientiously getting to know each other and how we work in order to:
--Build coherence and cohesiveness within the team
--Communicate consistently and clearly with local stakeholders
--Invite a broad range of perspectives both with each other and with local stakeholders
--Increase the accuracy of our findings by considering all sources of information

Diversity of Participants – capitalizing on the diversity and encouraging collaboration

Our team members came from a variety of disciplines and nations with different experiences, skills, and languages. In order to effectively utilize these skills and learn from each other, we tried to:
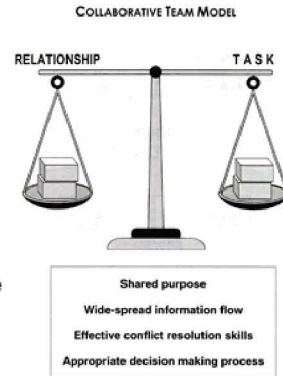--Find a common language—both in terms of a national tongue and field-specific vocabularies
--Appreciate and capitalize on our differences to access a broad range of information and understanding
--Share our cultural backgrounds—to provide a context for our different perspectives

Complexity of and Accessibility to the Local Community – adapting our process to meet the local challenges

Given the natural reluctance of local stakeholders and our constrained timeframe, it was difficult to cultivate community relationships and build enough trust to begin to work with the community. Therefore, it was important to periodically evaluate our direction, strengths, and processes to better meet the demands of the shifting context.

Getting to know you – orienting ourselves to each other

We dedicated one morning to get to know each other and begin team building. Through exercises in pairs and small groups, we began to discuss our conceptions of teamwork and collaboration.

COLLABORATIVE TEAM MODEL

RELATIONSHIP   TASK

Shared purpose
Wide-spread information flow
Effective conflict resolution skills
Appropriate decision making process

Background Research

Getting to know the context

To understand the context for planning in Chengnan, we took the following steps:
--Read previous studio reports on planning in historic urban Quanzhou neighborhoods
--Meet with planning officials to discuss the Chengnan area
--Toured and photographed seven neighborhoods within Chengnan to establish a visual context
--Mapped our findings to create a cohesive understanding
--Interviewed community members and officials

Defining the Project

Selecting Xinqiao

To focus our efforts during our limited timeframe, we, as a team, decided to narrow the focus of our project to one neighborhood in Chengnan. We then used the background information we had gathered to come to an agreement on the desired neighborhood. We selected Xinqiao for the following reasons:
--Uncertainty of future plans for Xinqiao – whereas other neighborhoods had specific plans that had either implemented or was in process, Xinqiao seemed to offer more opportunities due to its uncertain future
--Historic neighborhood with many structures in need of repair and others that exceeded government height limits
--Mix of stakeholders
----Business (retail, warehouses, wholesale, light industry, repair shops, restaurants)
----Residential homes
----Community organizations – temple, neighborhood committee
--Student interest in preservation and development
--Contacts already established in the community