

# 2.1

## FORMING A STEERING GROUP; WHAT MAKES A GOOD GROUP?

- Forming A Steering Group; What Makes A Good Group?
- The Role Of A Chair Or Facilitator
- Planning In A Group Context
- Co-operate Or Be Damned

# FORMING A STEERING GROUP; WHAT MAKES A GOOD GROUP?

## Why Does A Project Need A Steering Group?

Such a group (different names are sometimes used e.g. management committee, review panel, advisory group) can:

- Consider the big picture
- Monitor current project activities against project plans
- Link what the project is doing and planning to developments, problems and opportunities in the wider world

Of course, projects can and should do these things for themselves. Some projects report that preparing for a steering group is almost as valuable as the meeting itself. However, a good steering group meeting can bring good questions, good ideas and a useful distance and perspective to a project team that is often, and quite properly so, working on the details of the project.

## What Is The Steering Group For?

The steering group should:

- Be accountable for the project's expenditure and the overall work of the project
- Encourage and strengthen links between the project and other relevant communities, which may include other parts of the institution, other institutions and professional bodies/subject associations
- Monitor the progress of the project against its goals, and keep these project goals and the overall project plan under review

The purposes of the steering group are considered on page 67 under 'Terms of Reference'.

## Issues To Consider When Setting Up Your Steering Group

### 1 : Membership

Consider what membership will be most appropriate for your project. Some projects like to have senior managers to give status to the project. You may also like to invite people who can give your project practical help, such as representatives from industry or your discipline network. An intended end-user of your project outcomes - a lecturer or a student - can help to keep the work of the project grounded.

Try to have a balance of people with hands-on experience and those who are in a position to bring about institutional change, i.e. those on the relevant committees. The latter are hard to attract, but all you need is one key person who will champion your causes and who will attract others (possibly not on your steering group) for specific working parties, conferences, etc.

A group may need to be **enabled** to understand its problems, acquire skills and implement solutions.

Key people (e.g. the Chair or a support worker) have the **responsibility** to see, confront and solve problems. Key people need to be proactive about dealing with group problems.

Conflicts are often caused by very complex situations or divergent and cross-cutting attitudes. Major problems can arise when problems are not confronted. Typical symptoms are scape-goating, constant criticism, carping, irrational fears and sudden disklikes.

There may need to be both a theoretical and practical understanding of group processes

and an ability to analyse relationships and interactive processes between people. Through this process, the resolution of group problems becomes possible.

### 2 : The Composition Of Your Group

You will need to consider how big your group will be:

#### A small group (say up to five)

**Advantages:** Such a group, if comprised of relatively senior people, can make strategic decisions, give strategic advice, and also give the project influence among the intended users.

**Disadvantages:** A small number may not give the steering group breadth of experiences and perspectives. Busy senior staff may not be able to give enough time to the steering group.

#### A large group (say up to ten)

**Advantages:** A greater range of members can be included. For example, staff from different project sites; senior managers; student representatives; external representatives from subject or professional associations; staff from other disciplines and from relevant administrative departments such as quality assurance, staff and educational development, students' union; and representatives concerned with the accessibility of project outcomes for the widest possible range of students including, for example, disabled students. A wider range of experience can thus be tapped, especially from external sources. There can be greater ownership by the intended user community.

**Disadvantages:** A large group can sometimes lose its effectiveness by its size. Meetings can be difficult to arrange (and conduct!).

## Terms Of Reference

Some projects choose not to have formal terms of reference beyond what was stated in the original project application. If the bid statement clearly sets out the role and responsibilities of the steering group and how often it will meet, this may be all you need. If your project has changed focus or expanded since the application was made, or if the statement in the application seems too general, you should consider drawing up terms of reference. These would include at least:

- How often the group will meet
- Roles of the members
- Reporting procedures (formal minutes or notes and who should receive them)
- Responsibilities of the group

## What Should The Steering Group Be Doing

Here are some suggestions. There are many other possibilities:

- Keeping the project on track to its project plan and budget, and advising when changes to the project plan or budget are required
- Providing a forum for discussion of project related items and its operation
- Providing a high level of debate, which draws on members' experience
- Helping the project to see more effective ways of getting things done
- Motivating project staff and contributors
- Troubleshooting bureaucracy
- Providing a forum for discussing evaluation

- Approving the programmes and strategies proposed by the project team
- Advising on the planning and content of materials produced by the project
- Ensuring that the project meets the terms of any contracts/service level agreements
- Providing a channel of communication between the project and its funders
- Assisting the project to achieve a high profile within the local area and wider community

The group may also have responsibility for specific functions, such as evaluation and dissemination.

## What Makes A Good Steering Group

Steering group members need to be interested in the project and committed to championing its cause. A good group will be made up of a mixture of sex, ages and backgrounds. To assist the group you should:

- Make clear to members what their likely responsibilities and time commitments will be
- Rotate the responsibility for chairing each meeting to engender a sense of ownership
- Include external representatives to allow different perspectives and a wider experience base
- Set performance indicators for the group as well as the project
- Ensure clarity of both individual and group roles
- Produce minutes that include clear action lists showing who will take each action

- Create time for debate of the issues in the meeting
- Issue papers at least a week before meetings to allow the members sufficient preparation time
- Meet as regularly as is necessary to keep abreast of the progress of the project
- Try to maintain enthusiasm for the project at all times!

**Groups are most successful when they involve the following:**

### Interpersonal Factors

Communication, trust, confidence in others, sense of humour, sharing both responsibility and feelings, good conflict resolution, recognition of skills and validation of skills and emotional support.

### Organisational Factors

Common aims, adequate resources, understanding group and working processes, action-taking, an appropriate structure, support from outside bodies and individuals and well managed meetings.

### Human Factors

Vision, confidence and the right people.

## How To Engage Your Steering Group

Many projects find it difficult to involve members of the steering group between meetings as often the types of people who are members have very busy diaries and have little time to commit to the project itself apart from attending the actual steering group meeting.

Some examples of how to keep your steering group members actively involved in the project are as follows:

- Think about including the steering group members at the bid writing stage. Engage their help in writing the bid so that they have ownership of the ideas
- Make steering group members feel valued - it is a privilege to be on the steering group and their contributions will be invaluable; remind them that they are at the cutting edge of project developments
- Ask steering group members to read important articles and provide the project team with feedback
- If you are producing deliverables such as a video, ask steering group members to view a draft copy and provide feedback
- Ensure that steering group members take an active role at any events that you run in order that they identify with the project and keep up-to-date with new developments
- Involve your steering group in team building activities

To facilitate success, group members should:

- Do things (not just sit there)
- Make positive proposals (when ideas are needed)
- Ask questions (if information is needed)
- Offer alternatives (to create agreement)
- Build on proposals (to cement group vision)
- Test ideas (not reject them out of hand)
- Explain opposition (not just flat rejection)
- Help others (to cement solidarity)

#### **How can a group be encouraged to act this way?**

Good practices will emerge naturally if the group is based on the following principles:

- Validation of roles and contribution, even of participation itself is the right of every person involved
- Good training is the foundation on which group working is based
- Setting objectives provides the external environment in which the group orients and validates itself
- Endeavour and achievement is positive when it is group-centred, negative when (wrongly) claimed by individuals
- Confidence and ownership (and the two are often linked) provides powerful incentives to action

## **What Role Does A Support Worker Play**

A support worker is in a powerful position because of his/her role but can also play a negative part, shaping or restricting group processes. When groups meet the support worker can employ a number of techniques to enable the group to reach a satisfactory outcome. These techniques must be used appropriately and are:

- Listening
- Observing
- Paraphrasing/summarising discussion
- Feeding back and clarifying discussion
- Guiding
- Asking open-ended questions
- Asking 'what if' questions
- Narrowing and focussing discussion
- Sharing - including everybody in the discussion/decision
- Reflecting feelings
- Confronting issues - when avoidance is distorting group processes

The most difficult technique to use is confronting because it can be an ethical 'minefield' and you don't easily get positive outcomes.

## Work Exercise

### Setting Up The Steering Group

Many items on this worksheet should be completed before the first meeting of the steering group. Doing this activity, will help to set parameters for the group, provide Committee members with an understanding of what you would like for them to accomplish, and help them work efficiently.

Task	Points to Consider	Decision
Steering group name	E.g. <Agency Name> Internal Committee on Integrating Social Enterprise Into the Public Sector; <Agency Name> External Committee on Integrating Social Enterprise Into the Public Sector... use something more creative.	
Approximate size	What is the ideal number of Committee members? Would the agency be best served by a small, efficient committee? Or, is a large committee needed to accommodate appropriate staff (for the Internal Committee) and ample outside representation (for the External Committee)? Will the group be able to meet comfortably around a conference table and converse as a group?	
Position descriptions	What are the desired qualifications and responsibilities of the Committee members (e.g. Chair, Secretary, general members)?	
Meetings	How frequently should the group meet? Where will it meet? What is the proposed format for agendas and minutes, and who will prepare and distribute them? What is the attendance policy?	
Subcommittees	Will it be best to form subcommittees to complete some tasks? If so, how large should they be? Will you appoint subcommittee chairs? Will subcommittee meetings be necessary, in addition to committee meetings?	

Task	Points to Consider	Decision
<b>Reporting</b>	How frequently should the Committee report on its progress to the agency? Which agency staff should receive the reports? What is the proposed format for the periodic and final reports? How will the Committee receive feedback on its reports?	
<b>Communication</b>	Who will be the primary agency and Committee contacts (e.g. Director and Chair)? What are the preferred modes of communication between the Committee and the agency and among Committee members (e.g. email, phone, mail)?	
<b>Evaluation</b>	Will the agency evaluate the Committee's work, or will the Committee conduct a self-evaluation? Will there be an ongoing process evaluation as well as a final evaluation? What criteria will be used to determine whether the Committee has successfully achieved its goals? What methods will be used to perform the evaluation? A self-evaluation tool is included later in the chapter and in the resource section of the Toolkit.	
<b>Staff support</b>	Will the Committee have access to agency staff for assistance with administrative work, such as preparing reports? If so, how much staff time is reasonable? Will the External Committee have a staff representative who will attend meetings and serve as a liaison between the Committee and the agency?	
<b>Mission</b>	What is the Committee's purpose?	

Task	Points to Consider	Decision
<b>Goals and objectives</b>	What specific goals, or results, would the stakeholders like the Committee plan to achieve? What objectives, or intermediate goals, must it accomplish to achieve those goals?	
<b>Work plan</b>	How will the Committee go about accomplishing its work and goals? Which Committee members will be responsible for each task?	
<b>Timeline</b>	When will each task in the work plan be completed? When will milestones be reached along the way? By what date must the Committee complete its work?	

Please also see Unit 8.5 - Leadership; Working With The Committee for a further work exercise.

# THE ROLE OF A CHAIR OR FACILITATOR

## Why Have A Chair?

The chair/facilitator is trusted to use this role to benefit the whole group. A chair/facilitator is there to make it easier for the whole group to reach its goals; not to direct what those goals should be. The chair/facilitator is in a position to have an overview, this means that they can think more clearly about the arguments and issues.

## How Does A Chair Help?

The chair can do a lot to help a meeting run smoothly:

### 1 : Housekeeping

- Make sure everyone knows the time and place of the meeting
- Send out the agenda, minutes of the last meeting and any reports in plenty of time for everyone to have read them
- Check the meeting place is warm, quiet and comfortable, with enough seats for everyone
- See that drinks or other refreshments are available
- Think about the agenda, try to be aware what issues there might be disagreement over

### 2 : Chairing Or Facilitating The Meeting

- Welcome new members or visitors, ask people to introduce themselves
- Make sure that everyone has agendas and minutes of the last meeting
- Explain the agenda, saying which items are for discussion, which for decision
- Ask if there are any other items which need to be discussed
- Items which do not fit the agenda should be included as 'Other Business' or held over

### 3 : The Contract

The chair's authority should come from the fact that the agenda is the 'contract' which exists between all members - this is what they have agreed to discuss at that meeting. Allowing people to defer or add items during the meeting (to an excess) prevents the chair and the meeting taking responsibility for getting through what has been agreed.

## Making Meetings Work

### Going To Meetings

People go to meetings for different reasons and because of this it is vitally important that there is a basic **collective purpose** or **aim**. Everyone must be clear about the power and limitation of what the meeting can achieve.

### Size Of Meeting

Bigger meetings need clear ground rules and a commitment from everyone to keep to these rules. Over-large meetings (where some people feel they will never have their say) should perhaps be organised as smaller ones.

### Timing Of Meetings

Pick an appropriate time for the meeting and allocate sufficient time beforehand for the items you want to discuss. Stick to this timing.

### The Place

The venue should be accessible and comfortable. Seating should make everyone feel equal.

### Information At Meetings

People should know and understand in advance what is to be discussed. Information should be circulated in advance, should be concise and relevant and if non-English speakers are likely to be present should be translated.

### Rules

No large set of rules or 'Standing Orders' are necessarily needed but there needs to be:

- A chair or facilitator through which all discussion is handled
- An agenda, which discussion should follow
- Someone to take notes to be circulated later
- Meetings need an agreed minimum number of people present before starting their work
- It should be clear who has the right to speak (and when) and how decisions will be made

## People Who Disrupt Meetings - How They Do It!

- 1 : They always come late.
- 2 : They always leave early.
- 3 : When the discussion moves to a new subject, they bring up something about the last item.
- 4 : They talk across the group to just one person.
- 5 : They never say anything until the meeting is over and people are socialising together - and then they can't stop.
- 6 : They never stop talking on every subject even if what they are saying is not relevant.
- 7 : When jobs need doing they keep quiet. Then they criticise the person who has done the job.
- 8 : When they are not talking they look bored or distracted.
- 9 : When they are not listening they look at their watch or yawn.
- 10 : When they don't agree with someone they look irritated, try to distract them with 'pen-tapping', 'tut-tut' sounds or sub-audible comments.
- 11 : When they are speaking they use 20 words when 5 will do.
- 12 : Towards the end of a meeting they start to show impatience.
- 13 : They deliberately irritate people in the way they know will most upset them e.g. if a non-smoker they will chain-smoke throughout the meeting.
- 14 : If the subject being discussed bores them they will belittle it by telling a funny story or disrupt the discussion in some way.
- 15 : If the subject upsets them they will do something else rather than participate, often trying to involve others.

# PLANNING IN A GROUP CONTEXT

This role play exercise examines the different dynamics and outcomes that result when particular people take particular roles within a group setting.

The role play centres around a newly-appointed Community Worker bringing forward proposals for reviving a neglected and under-pressure Community Centre on a depressed, low-income 'sink' housing estate ('Burnside') and presenting them to its Steering Committee.

The role play works best if the group discuss the proposals made by the Community Worker while an Observer records what happens **and then people repeat the role play after switching roles**. The role play can be done two to three times to see if there are different dynamics and outcomes depending on who is involved.

First, select someone to be the Community Worker who for the initial session should be sent outside to prepare some proposals. Then select someone to act as Observer, to make notes about how the role play went.

The Observer is looking for:

- People who played a positive and negative role and why
- How suggestions and ideas were treated by the group
- Whether positive suggestions were taken up and recorded for action
- Whether people were clear at the end about what decisions (if any) were made

Issues that might arise from the role play are:

- Did any decisions actually get made?
- Did any priorities get set?
- Did the group stick to the issue at hand?
- Were there any conflicts or arguments?
- How were disputes resolved?
- What role did personal agendas play in the discussions?
- Would the group have made better decisions if different people were involved?
- Were the right people present to make a credible decision?
- Were there people present who shouldn't have been?

## Roles To Be Played

These roles should be printed out separately and given to people participating in the role play. It doesn't matter which roles are picked/assigned and the role play can often be quite educational if key people (like the Chair or the Council Officer) aren't present at the meeting!

When people have read their roles and understand them, the Steering Group 'script' should be read out. When that has been done and understood, the Community Worker can be summoned back into the room to give a presentation of their ideas about reviving the Community Centre's fortunes.

Each role play should last about 40 minutes: a 5-10 minute presentation, 20 minutes discussion by the Steering Group and a 10 minute analysis of what went on by the Observer.

## Steering Committee Script

This should be read out to the people forming the Steering Group.

You are a group that has been meeting regularly for years, you know each other quite well and have worked together on several projects. As a group, however, you are becoming tired and are worried because you are not attracting new members. You would like to start work on a new project, but the problems of Burnside (the local housing estate you live in) seem so many and so huge that you don't know where to start.

A Community Worker has just been appointed and you hope that they will revive the under-used Community Centre. The Centre used to be really active and was very popular as a venue for parties and evening events. The problems of vandalism and drug abuse on the estate have discouraged people from attending evening events and they have gradually ceased.

It is rumoured that the worker can be a bit bossy if you let him/her, so you must make sure that your interests are taken into account in any proposals put forward by the worker.

You don't need people to play all these roles for the role play to work. The roles can be picked and distributed randomly to whoever is present. If numbers are limited or the group is quite developed, you can dispense with the Observer.

## The Community Worker

You're the expert and you expect to be listened to. When you make a decision you stick to it. You want to make your mark but aren't sure who are the key people in the Steering Group. Still, you've got a job to do and the Steering Group have high expectations of you. Your job is to get some kind of agreement to one or more actions that will be taken to begin restoring the Centre's fortunes. However, the agenda of the meeting is very crowded and there is only 30 minutes to present and discuss your ideas before next business.

The ideas you have come up with are:

- A marketing campaign to re-advertise the Centre and its services to the community (needs Council funding)
- A refurbishment program to make it more attractive (needs Council funding)
- 'Hardening' the Centre's defences with shutters and/or CCTV (needs Council funding)
- A youth outreach program to try and reduce vandalism/increase young people using the Centre (needs Council funding)
- A community café that could cater outside events and family functions
- Creating a 'healthy living centre' to combat problems like heart disease (funding available elsewhere)
- Turn part of it into a childcare project (funding could be available for regeneration initiative)

Choose **one** to champion and **one** as your fall-back project. Your task is to get one or other of these ideas accepted.

## The Steering Group

### The Chair

You have been Chairperson for years and, although a bit vague and rambling, are good-hearted and have worked hard for the community on various projects. Your problem is that you have a 'bee in your bonnet' and will not let it go. The current 'bee' is to bring the local launderette into the ownership of the community. Also, being an old-fashioned 'committee-person', you can be a bit autocratic in meetings and insist on a very formal meeting structure (even an informal meeting, like meeting the new Community Worker, will be subject to the agenda you have in your head), with everyone speaking through the Chair and every decision going to a vote.

### The Secretary

The Chair has you pictured as her/his personal assistant and believes that your only role in a meeting is to take the minutes. You are a bit irritated by this but put up with it for the sake of peace. If you feel strongly enough about something, you do make the effort to speak out, but usually you will complain to your 'best friend', who is always at your side, rather than speak out in the meeting. You are quiet and shy and dislike talking in public, preferring to hope that either your 'best friend' will put your point of view forward, that someone else will, or that because you take the minutes, you can alter things to suit you accordingly.

### The Secretary's Best Friend

You are a very assertive individual and quite enjoy the dependency your friend, the Secretary, has on you. But sometimes you get irritated with 'firing the bullets' for your friend who is a bit shy and unassertive. He/she does have some good ideas and valid points to make; ideas and points which you often don't think of for yourself, being so caught up in the discussion.

### The Treasurer

As Treasurer you take your financial responsibilities very seriously, and you are very conscious that you are accountable to the Council which funds your group. You are a little intimidated by councillors but because you feel that you shouldn't be, you tend to be aggressive with them. You are terrified that some one will 'run off with the money' so you keep a tight grip on all expenditure; you believe the Chair wastes a lot of money and energy with his/her crack-pot schemes, the latest crazy scheme being a community-owned launderette. Everyone knows that launderettes have had their day and the one on the estate is so run down and vandalised, that it will cost a fortune to do up and even then no one will use it! Although there is £500 in the reserves, the Council thinks your group owes them about £3,000 as money not spent on various projects. In fact this 'underspend' comes from the late start of a project and interest earned on the money. It happened years ago and has been used to fund other things since then.

### The Committed Activist

You are very active, very talkative and very concerned. You have a view on everything! You become very impatient with what you see as another's stupidity or lack of understanding and feel quite at liberty to interrupt whenever you feel like it. You are very determined that the rest of the group sees things the same way you do and get upset if the decision is one that you don't agree with. In fact, most of the time you think that a committee is the worst way of making decisions and would much rather make a decision for the group that everyone else would work to carry out, while you got on with the next project you have in mind.

### The Uncommitted Activist

You are a person who is deep into alternative therapies and 'green' issues. You are an animal rights supporter and a committed vegetarian. You have been through several different therapy programs and believe that it is up to each individual to decide his/her own destiny. You think that most of Burnside's problems would be solved if only young people could be provided with a youth club which promoted your ideas and values. You are a graduate, but despite this you do not have or want a job. You believe that society would be much better off if it was cashless and would like to see a job swap/share scheme running locally. You are thinking about standing as an independent in the next borough elections and feel this group could be a useful launch pad for your campaign.

### The Councillor

You are Councillor Fishlock, Chair of the local Parish Council. You are quite elderly but will be standing for re-election next year. The priority for you is to make sure that the 'lefties and trendies' in the nearby middle-class estate ('Grasswell') don't spoil your chances in the election. The Labour Group has asked you to think about retiring in favour of a younger candidate. You are aware that you are slowing down and seem to miss bits of meetings (this is either because you drop off in meetings - difficult to imagine! - or because you don't hear as well as you used to) but your experience makes up for a lot. You are only at this meeting because you were not part of the interview panel which appointed the Community Worker (surprised you weren't invited!) and would like to meet him/her. You are afraid that the new worker is one of the 'lefty and trendy' types and are determined to instil a 'bit of political reality'. When attitudes and opinions are expressed that you don't agree with, you tend to 'kick-off', especially when the individual should know better. You think that the group owes the Council £3,000 from an underspend years ago and think it would do your standing in the Labour Group some good if you could get it back.

### The Council Officer

You are a Council worker for the Neighbourhood Services division of the Council. You haven't been in post long (you've been 'reorganised') and don't know all that much about this group but want to make your mark. You take the responsibility of ensuring money is accounted for properly very seriously. There is a long standing problem over a £3,000 underspend you don't properly understand but which you

think would score a few 'brownie' points if you could claw back. You were part of the panel which appointed the new worker, but you would have preferred someone more experienced. However, he/she was your second choice and you agreed with the majority decision in the end. You think you can work well with the new worker, providing he/she will listen and take guidance from you about community affairs.

### The Grasswell Representative

You are a determined person with the interests of the nearby 'nice' estate of Grasswell very much to heart. You have lived there for many years and remember when the Burnside social housing estate was built. You are keen on collaboration between the two estates because joint ventures tend to pull in funding for Grasswell as well. You are the type who tends to suggest coffee mornings or bring-and-buy sales whenever fund-raising is talked about. You voted Liberal Democrat (the minority party) in the last elections.

# CO-OPERATE OR BE DAMNED

This game is designed to test the abilities of participants to work together, to bring out the social skills required for co-operative action.

The tutor reads the following story to the participants. The participants should then complete a 'values grid' rating each character's behaviour along a scale of one to five, firstly as individuals, then as a small group of four to five. Participants should record their reasons for rating behaviour in particular ways. The group should read out their scores individually and these should then be discussed. The group should then try to develop a consensus on scoring the actions of the people in the story.

The aim of the exercise is to measure to what extent the group has common values and the extent to which they are prepared to compromise when forming views or opinions.

## The Story

Mary is a senior civil servant at a Government Ministry. She must decide whether to build a large dam near her parent's home which will result in a number of villages, including her parent's, being flooded. The inhabitants will have to be moved to a government-built village near the coast. The villagers are all farmers and may not be able to adjust to life near the coast - they may lose both their land and their livelihoods.

A large international construction company led by Jim wants to build the dam and Jim has offered Mary and her boss Patrick (the Minister) £50,000 each to push the proposal through.

Elizabeth, Mary's mother, has begged her daughter to say no to the dam. The village co-operative led by Elizabeth is thriving and has started to improve the economy - people are moving back into the area.

Bernard, Mary's fiancé, says Mary must take the bribe if she wants to be married - they cannot turn down such an opportunity.

Mary would like to co-operate with everyone but decides the dam must go ahead. Unlike her boss, Patrick, she refuses the bribe; he takes the bribe and backs her decision.

Jim gives Patrick the promised £50,000 but keeps the bribe offered to Mary himself.

Elizabeth refuses to see or speak to her daughter, the civil servant.

Bernard and Mary had a long argument over her refusal to take the bribe. He breaks some furniture in a fit of fury and storms out. They still intend to marry.

## Values Grid

1 = Good 5 = Very Bad

### Individual Score

Name	Score	Reason For Score
Mary		
Patrick		
Jim		
Bernard		
Elizabeth		

### Group Score

Name	Score	Reason For Score
Mary		
Patrick		
Jim		
Bernard		
Elizabeth		