A Spotlight on Leadership and Poverty

WORKBOOK

Revised August, 2005

Northwest Area Foundation
Helping communities reduce poverty
### Partnering Organizations

<table>
<thead>
<tr>
<th>Organization</th>
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OVERVIEW

Background Information – Funding Sponsor – Northwest Area Foundation

This day is sponsored by the Northwest Area Foundation in partnership with a local organization. The Foundation’s mission is to help communities reduce poverty. Its vision is to promote an "epidemic of practical strategies and tools" that communities can replicate or adapt to reduce poverty long term.

The Foundation provides technical assistance and resources communities can use to build the skills, fan hope, and excite new perspectives. It also assists communities in their efforts to gain information and make the connections they need to design and implement strategies for lasting impact.

The Foundation realizes its mission through three programs and two investment strategies. One of these programs, Horizons, helps small rural communities strengthen their leadership systems and, thereby, their abilities to reverse economic and population declines. The Foundation is committed to gathering lessons learned from this work, and from the efforts of other communities and funding organizations, and sharing it with others.

The Foundation selects the communities and organizations with which it will partner. It does not accept unsolicited grant proposals.

A Spotlight on Leadership and Poverty

This day will spotlight leadership and poverty reduction strategies for teams from rural communities under 5,000 in size. For today, towns within a 100 mile radius of the Spotlight sponsoring town were invited.

There will be presentations, a lot of discussion and some really practical information that you can use back home. We think this is some of the most interesting information about leadership, poverty reduction and community-building available to small towns. We wanted many small communities to have the opportunity to participate in some really valuable, practical learning.

The Day’s Goals

Following this day, your team will be able to improve your community with:

1. Practical and useful information.
2. Good contacts with people who also care about communities thriving for all.
3. Programs and resources that can be brought to your community.
Leadership Sessions

This first set of sessions focuses on leadership. A few years ago, the Northwest Area Foundation spent a lot of time listening to people in our eight-state region. We asked them about issues in their communities. And we asked them why they thought communities get stuck in poverty. Leadership came up frequently. Sometimes people described leaders who were unskilled, absent or just plain tired. But more often, community members talked about their own failure to encourage leadership—the actions that any of us can take to help make our communities better.

This is why we are offering tools and resources to communities to help them improve leadership; to consider leadership as every bit as important to a community as good roads and good schools. Leadership is part of the community infrastructure that must be built and maintained. This takes people who are skilled and confident in their leadership ability and a community that actively recruits, trains, supports and retains people in leadership roles. A strong community will have a broad and deep base of leadership—not only lots of people, but many different types of people with different sets of skills and insights that can help to meet many challenges.

We think that the best place to talk about and practice leadership is right inside our own communities. That's why we were excited to find a great partner in the Pew Partnership for Civic Change, which developed a curriculum called "LeadershipPlenty™". Today you will be using many of the materials they developed. They share our belief that there are many leaders in communities and an abundance of leadership—our job is to unleash it!

We have many partners who are helping us to do just that—you are meeting some of them at this spotlight. They have been working with us in other communities, helping to improve the leadership of small rural and reservation towns so that they can take strong and decisive action on poverty.
GETTING GOING WITH POSITIVE PARTNERS

When community organizers reach out to forge partnerships with each other – their ability to solve big problems is greatly improved. However, many communities tend to focus on their own local problems and miss opportunities to combine forces with other communities, organizations, or institutions in their regions. The most successful community projects and programs are those where strengths and capabilities of a multitude of people, organizations, institutions, and communities are tapped. This workshop helps to identify some of the important partners that need to be involved in community projects from the get-go. It also introduces a powerful tool for “mapping” relationships between groups, communities and organizations that should be directly or indirectly involved with YOUR community’s endeavors. The tool can help you and your community, map a path out of isolation.

Learning Objectives:
By the completion of this workshop, you will be able to:
- Describe why partners are necessary in successful communities
- Identify potential partners around community issues, and
- Practice using a technique called “collaboration mapping” to identify partners needed in order to create community building relationships
### Organizing Tasks

<table>
<thead>
<tr>
<th>Define the problem</th>
<th>In relationship to larger civic issues</th>
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<tbody>
<tr>
<td></td>
<td>Requires diverse perspectives to better understand and address problem's complexity</td>
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<tr>
<td></td>
<td>Is an ongoing process as work is done (work done with diverse peoples alters our definition of a problem)</td>
</tr>
<tr>
<td></td>
<td>Determines players and resources required in a broad institutional base to solve the problem.</td>
</tr>
</tbody>
</table>

| Do Political Analysis and Mapping | Of the Interests that surround a problem, the power relations between interests, and the politics of the environments in which the problem exists and through which it can be solved. |

<table>
<thead>
<tr>
<th>Engage Diverse Players</th>
<th>In defining the problem, developing and implementing strategies. This leads to a strong leadership base, a broader problem definition, more effective strategies and greater power base for taking action.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Power is related to our ability to influence the diverse interests around a problem.</td>
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<tr>
<th>Evaluate</th>
<th>Keeps the work directed</th>
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<tr>
<td></td>
<td>Develops public leaders and accountable public relationships</td>
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<td></td>
<td>Provides an opportunity to think strategically and conceptually</td>
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© Project Public Life
## Identifying Community Partners

Here are some examples of possible community partners, depending on the issue you are addressing:

- Groups that are working on the same issue (e.g., other organizations serving the homeless, other volunteering mentoring efforts, etc.)
- Groups that may be competing with you for the same resources (including groups that may be working on the same issue)
- People who are most directly affected by the issue you are addressing
- Elected officials, such as the mayor or county administrator
- Government professionals, such as the community development staff of your county
- Young people
- Chamber of Commerce representatives and local business leaders
- Arts organizations and artists
- Neighborhood associations
- Religious organizations
- Parks and recreation department
- Universities and colleges
- Community foundations
- Hospitals

The Practice of Organizing

Developing an Institutional Base with a Civic Purpose

<table>
<thead>
<tr>
<th>Assess Base</th>
<th>Build Base</th>
<th>Design Implement Strategies</th>
<th>Institutionalize</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organize yourself</td>
<td>• Develop leadership that reflects the base of diverse power sources</td>
<td>• Break problem down into manageable and practical parts</td>
<td>Use civic framework to integrate mission with allocation of resources, staffing, program development, the policies and practices of the institution</td>
</tr>
<tr>
<td>• Map out the environment, interests and leadership</td>
<td>• Engage a wide range of leaders as you develop broad strategic initiatives</td>
<td>• Develop leadership</td>
<td></td>
</tr>
<tr>
<td>• Define the problem as broadly as possible, linked to larger public arenas/issues</td>
<td>• Organize work so particular steps lead toward larger purpose, institutional change</td>
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</tbody>
</table>

Assess the base

You have an idea of the problem. You want to take action. So you need to do some groundwork: to find out what other people think the problem is; what resources are available to address the problem; where leadership might come from; and what the patterns of power surrounding the problem are. Get clear about your self-interest, why you want to be at the table. Determine the self-interests of others (how they define the problem, what role they might play in solving the problem) through one-on-one interviews.

Build a base for taking action

Develop a leadership base that can accomplish the challenging work of strategic planning and organizing action. Leaders will have different skills and resources, and will be connected to different institutional settings and departments. Building a base requires developing the capacities of individual leaders, pushing their commitment, advising on strategy as they work with their own power bases. The principles of public relationships apply here. The base for taking action will require different levels of leadership; from key strategic planners to those you'll keep informed and draw upon for particular purposes. Not every interest needs to be part of strategic planning; that particular leadership base needs to be able to get things done, yet stay in relationship with interests not represented.

Develop/implement strategies

Break a problem or task down into manageable and practical parts, while keeping in mind the larger issues and values connected to it. Organize the work so particular steps lead toward the larger purpose. Engaging diverse players in developing and implementing strategies will make them more effective, just as it makes the definition of the problem more complete. Never lose sight of the larger purpose of the work, developing citizenship and reclaiming your group or institution as a place for public work. Implementing strategies will
require another level of organizing, beyond your leadership base that will use the same principles and practices but involve a broader public.

**Institutionalize**

To really solve the problem, and to reclaim your institution or group, you need to have an impact on the institutional settings in which the problem takes place and/or can be solved by altering practices, policies, and resource allocation (like time, staff development, or money). This final step rests on all the previous work you have done: the leadership and base for action that’s been developed and strategically positioned; the power and authority gained by effective problem definition and the organizing and implementation of solutions; the teaching of civic concepts through your practice and other formal and informal means; the firm understanding of the politics of the group.

It is most likely that this step will happen gradually, as people learn new behaviors, policies are changed to reflect public goals and the work convinces leaders that the approach is worth resources. And with repeated practice and conscious efforts to impact the environment as a whole these changes incrementally add up to affect policies and practices throughout the organization, not just around a particular issue or problem. Through this work you create a civic culture that can shape the development and implementation of the work, and guide the allocation of resources and policies and practices, from hiring procedures to evaluation processes.

**Evaluation**

Public evaluation is a key, multipurpose tool to use throughout civic organizing. It provides space for learning, strategic thinking, developing accountability. It is a public process; not for placing blame but for increasing the effectiveness of the work and deepening the civic learning process. It is useful for clarifying roles, avoiding misunderstandings, giving a sense of accomplishment, providing a clear direction for the work, and developing a public chronicle, or history, of what was accomplished and learned.

*Adapted from The Practice of Public Work – Harry C. Boyte, Co-Director, Center for Citizenship & Democracy; Nan Skelton, Director; Youth Development and Training*
Sample Collaboration Map

Having the multiple sectors of the community involved with the collaboration is essential to the legitimacy of your collaboration and its overall success. This exercise is designed to be a self-assessment tool for collaborations regarding your membership. Membership in collaboration can be directly participating in the collaboration's meeting and events or it can mean contributing to the collaboration through donations. For example, a local radio station, might donate airtime to advertise your event. A Collaboration map is a way to visually represent components of the community in relation to a collaboration and its members. Creating a Collaboration map allows collaboration members to identify gaps in their membership.

Circle = Members mandated to be involved
Square = Members voluntarily involved
Solid line = strong relationship
Dotted line = unsure relationship
One-headed Arrow = relationship is one way
Two-headed arrow = two way relationship
Red = High degree of involvement
Yellow = Moderate degree of involvement
Blue = Sporadic degree of involvement
Green = Low degree of involvement

Adapted from "All Over the Map," CYFAR/CREES USDA, Collaboration Framework: Addressing Community Capacity, Lynne Borden, Ph.D., The Ohio State University and Daniel Perkins, Ph.D., University of Florida produced by Bruce E. Hess, Ph.D.
http://trs.umn.edu/hnc/ccc/aomap.htm
How to Make a Collaboration Map

Instructions

A. Draw your group or issue in the center of the page

B. In the next layer, put the agencies, organizations, and people who are in direct contact with the group/issue and include the role that they play. This layer can include the organizations that members are representing.

C. In the outermost layer, put the organizations and businesses who are indirectly involved in your group/issue (e.g., donors, corporations, local business, media)

D. A Collaboration map can be used to show how groups are related to each other. Use different colors, shapes, and lines to show these relationships for your community or issue.

1. Use shapes to indicate member's reason for being involved
   - Circle used for members who are mandated to be involved.
   - Squared used for members who are voluntary involved.

2. Use lines to indicate the level of the connection
   - Use a solid line to indicate a strong relationship
   - Use a dotted line to indicate a relationship that is unsure
   - Use arrows to show the direction of relationship - is it one-way or two-way.

3. Use colors to indicate the level of involvement
   - RED: Greatest degree of involvement
   - YELLOW: Moderate degree of involvement
   - BLUE: Sporadic degree of involvement
   - GREEN: Low degree of involvement

Adapted from "All Over the Map." CYFAR/CREES USDA, Collaboration Framework: Addressing Community Capacity, Lynne Borden, Ph.D., The Ohio State University and Daniel Perkins, Ph.D., University of Florida produced by Bruce E. Haas, Ph.D. http://cvs.uvm.edu/nrcc//colle mann.htm
Make Your Own Collaboration Map
## Community Partnership Roster

<table>
<thead>
<tr>
<th>INDIVIDUAL, GROUP, OR ORGANIZATION (Name)</th>
<th>SELF-INTERESTS (How the group would benefit from participating in the partnership)</th>
<th>POSSIBLE CONTRIBUTIONS (Assets they bring)</th>
</tr>
</thead>
</table>

BRINGING IT HOME

Wondering how you're going to share this workshop's information back in your own community? Here's a "starter set" of points you might make:

- Organizing is everyone's business in our roles as citizens; not just appointed leaders or those who work government.
- It only takes one or more positive, active citizens to get movement going.
- If our community is going to turn around some of the issues, we must focus our energy on two or three important issues.
- Widespread involvement is critical to our success.
- Finding positive partners to work on community issues may be more fun and easier than I thought!
- I can use these ideas to organize and find partners in my community to apply to become a Horizons community.

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>People to Contact</th>
<th>Why – Follow Up Actions</th>
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<tbody>
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FOCUSING ON A HOPEFUL FUTURE

It's hard to stay convinced that the future is bright if you're bombarded with negativity all the time. You know how precious your community is – but commitment is hard to sustain when others don't share your hopes. We tend to look at the world (and communities) through lenses. We can choose to see problems, using a "problem solving" lens or, we can choose to use a lens that allows us to see what we appreciate – and what we hope for. When we consciously seek to see what we appreciate, we are using an Appreciative Inquiry approach. Appreciative Inquiry helps us focus on what's working, what we want to build on, what we want to keep. Appreciative Inquiry (AI for short) transforms negative thinking into powerful and positive new ideas.

Learning Objectives:
By the completion of this workshop, you will be able to:
- Understand the purpose and benefits of visioning
- Understand and connect with other people
- Be able to take active role in (and advocate for) visioning process
- Experience relationship between visioning and change, and
- Realize that you have the ability to affect planned change.
### Comparing Problem Solving and Appreciative Inquiry Lenses

<table>
<thead>
<tr>
<th>Problem Solving Lens</th>
<th>Appreciative Inquiry Lens</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Felt Need&quot; Identification of Problem</td>
<td>Appreciating and Valuing The Best of &quot;What Is&quot;</td>
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<tr>
<td>Analysis of Causes</td>
<td>Envisioning &quot;What Might Be&quot;</td>
</tr>
<tr>
<td>Analysis and Possible Solutions</td>
<td>Dialoguing &quot;What Should Be&quot;</td>
</tr>
<tr>
<td>Action Planning (Treatment)</td>
<td></td>
</tr>
<tr>
<td>Basic Assumption: An Organization is a Problem to be Solved</td>
<td>Basic Assumption: An Organization is a Mystery to be Embraced</td>
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The 4-D Model

Discovery
What gives life
the best of what is
Appreciating

Destiny
How is empower, learn
and act in pursuit
Sustaining

AFFIRMATIVE
TOPIC CHOICE

Design
What should be the ideal?
Constructing

Dream
What might be
What is the world calling for
Envisioning Results

Adapted from David L. Cooperrider, Peter F. Sorensen, Jr., Diana Whitney, and Theresa F. Yeager (2000)
"Appreciative Inquiry: Rethinking Human Organizations Toward a Positive Theory of Change", Stipes Publishing

A Spotlight on Leadership and Poverty - Revised August 2005
# Five Principles of Appreciative Inquiry

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Constructionist: understanding that organizations are living, human constructions</td>
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<tr>
<td>2</td>
<td>Simultaneity: inquiry and change are not separate; you begin the change process just by asking the question</td>
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<td>3</td>
<td>Poetic: an organization's story comes with personal interpretation. Every member of the organization has his or her own story.</td>
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<tr>
<td>4</td>
<td>Anticipatory: create the image of the future. Anticipate the future for your organization</td>
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<tr>
<td>5</td>
<td>Positive: hope, excitement, and joy are created when you look at change in a positive way</td>
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BRINGING IT HOME

Wondering how you're going to share this workshop's information back in your own community? Here's a "starter set" of points you might make:

- At the Appreciative inquiry workshop I learned to focus on the many positive and valuable things we have done in our community.
- We tend to think of the negatives or problems of our community – this limits our ability to dream and plan a positive future.
- When I had a chance to focus on the positives, I felt a greater sense of pride and accomplishment.
- I realized how important it is to stay focused on the dreams we have for our community and to share those dreams with others in our community.

Use this space to record the people you want to contact and the points you want to make.

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IDENTIFYING COMMUNITY ASSETS

Sometimes, especially in communities that have experienced losses, it is hard to see the resources and assets that may be right under our noses. This workshop challenges you to expand your definition of assets to include: the talents and skills of various people who live or work near or around the community, networks such as churches or clubs, institutions and professional groups, physical assets, and economic assets. When we take the time to inventory what we have – we can identify new ways to think about and use resources and skills that may not be thoroughly tapped. Also, by taking the time to expand our understanding of what we DO have working for us, we better understand how create new linkages between various assets -- and get them working together on shared objectives.

**Learning Objectives:**
By the completion of this workshop, you will be able to:
- Distinguish between an asset-based approach and a deficit-based approach to community development
- Recognize different types of assets available in your community, and
- Experience the synergistic power of bringing the community assets together.
Five Types of Community Assets

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>(talents and skills of people) (head, hand and heart)</td>
</tr>
<tr>
<td>Associations</td>
<td>(our network of relationships) (church groups, clubs, sport groups)</td>
</tr>
<tr>
<td>Institutions and professional entities</td>
<td>(city council, schools)</td>
</tr>
<tr>
<td>Physical assets</td>
<td>(land, buildings, equipment)</td>
</tr>
<tr>
<td>Economic assets</td>
<td>(work of individuals, local businesses, spending power)</td>
</tr>
</tbody>
</table>

Source: The Asset Based Community Development Institute
Scavenger Hunt Issues

Your elderly mother recently moved in with you and is in the house alone all day. Who can you look to for help?

The empty lot across the street from your house is an eyesore. Who can you look to for help?

Your community would like to organize a Farmer's Market. Who can you look to for help?

Your school is facing budget cuts and must cut the music and library programs. Who can you look to for help?

Your community is trying to recruit a new physician. Who can you look to for help?
BRINGING IT HOME

Wondering how you're going to share this workshop's information back in your own community? Here's a "starter set" of points you might make:

- I learned how to identify some of the assets we have in our community — and how our assets are connected to each other. I was happy to see that we have more assets than I first thought.
- I can give you examples of how to describe things from an asset perspective rather than a deficit perspective.
- At the end of the session, we were asked to name one thing we would do differently back home as a result of this session. Let me tell you what I intend to do.

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>People to Contact</th>
<th>Why – Follow Up Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
TAKING A LEADERSHIP INVENTORY

Communities are made up of many different types of people with incredible experiences and backgrounds. These people provide strength to the communities in which they live and work when they incorporate their experiences into contributions to make their community better. As communities think in new ways to utilize the various capacities of their members, they may begin to think differently about who can be a leader AND how diverse leaders in their community can work together to take action on what is needed. Communities may even begin to identify potential leaders they had previously overlooked. This workshop will help individuals identify their own hidden talents as well as consider other community members that can serve in various leadership roles.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the completion of this workshop, you will be able to:</td>
</tr>
<tr>
<td>• Consider prior experiences, gifts and talents with opportunities to participate in communities</td>
</tr>
<tr>
<td>• Recognize individual skills</td>
</tr>
<tr>
<td>• Understand the value of all individuals in leadership roles</td>
</tr>
</tbody>
</table>

A Spotlight on Leadership and Poverty - Revised August 2005
INDIVIDUAL CAPACITY INVENTORY


Part I -- Skills Information

We are interested in all of your skills and abilities. They may have been learned through experience in the home or with your family. They may be skills you’ve learned at church or in the community. They may also be skills you have learned on the job.

<table>
<thead>
<tr>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring for the Elderly</td>
</tr>
<tr>
<td>Caring for the Mentally Ill</td>
</tr>
<tr>
<td>Caring for the Sick</td>
</tr>
<tr>
<td>Caring for the Physically Disabled or Developmentally Disabled</td>
</tr>
</tbody>
</table>

Now, please check the type of care you provided.

- Bathing
- Feeding
- Preparing Special Diets
- Exercising and Escorting
- Grooming
- Dressing
- Making the Person Feel at Ease

<table>
<thead>
<tr>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing (words per minute)</td>
</tr>
<tr>
<td>Operating Adding Machine/Calculator</td>
</tr>
<tr>
<td>Filing Alphabetically/Numerically</td>
</tr>
<tr>
<td>Taking Phone Messages</td>
</tr>
<tr>
<td>Writing Business Letters (not typing)</td>
</tr>
<tr>
<td>Receiving Phone Orders</td>
</tr>
<tr>
<td>Operating Switchboard</td>
</tr>
<tr>
<td>Keeping Track of Supplies</td>
</tr>
<tr>
<td>Shorthand or Speedwriting</td>
</tr>
<tr>
<td>Bookkeeping</td>
</tr>
<tr>
<td>Entering Information into Computer</td>
</tr>
<tr>
<td>Word Processing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction and Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
</tr>
<tr>
<td>Porch Construction or Repair</td>
</tr>
<tr>
<td>Tearing Down Buildings</td>
</tr>
<tr>
<td>Knocking Out Walls</td>
</tr>
<tr>
<td>Wall Papering</td>
</tr>
<tr>
<td>Furniture Repairs</td>
</tr>
<tr>
<td>Repairing Locks</td>
</tr>
<tr>
<td>Building Garages</td>
</tr>
<tr>
<td>Bathroom Modernization</td>
</tr>
<tr>
<td>Kitchen Modernization</td>
</tr>
<tr>
<td>Furniture Making</td>
</tr>
<tr>
<td>Installing Insulation</td>
</tr>
<tr>
<td>Plastering</td>
</tr>
<tr>
<td>Soldering &amp; Welding</td>
</tr>
<tr>
<td>Concrete Work (sidewalks)</td>
</tr>
<tr>
<td>Installing Floor Coverings</td>
</tr>
<tr>
<td>Repairing Chimneys</td>
</tr>
<tr>
<td>Heating/Cooling System Installation</td>
</tr>
<tr>
<td>Leadership Session – Taking a Leadership Inventory</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Building Room Additions</td>
</tr>
<tr>
<td>Tile Work</td>
</tr>
<tr>
<td>Installing Drywall &amp; Taping</td>
</tr>
<tr>
<td>Plumbing Repairs</td>
</tr>
<tr>
<td>Electrical Repairs</td>
</tr>
<tr>
<td>Bricklaying &amp; Masonry</td>
</tr>
<tr>
<td>Cabinetmaking</td>
</tr>
<tr>
<td>Window Washing</td>
</tr>
<tr>
<td>Floor Waxing or Mopping</td>
</tr>
<tr>
<td>Washing and Cleaning Carpets/Rugs</td>
</tr>
<tr>
<td>Routing Clogged Drains</td>
</tr>
<tr>
<td>Using a Handtruck in a Business</td>
</tr>
<tr>
<td>Caulking</td>
</tr>
<tr>
<td>General Household Cleaning</td>
</tr>
<tr>
<td>Catering</td>
</tr>
<tr>
<td>Serving Food to Large Numbers of People (over 10)</td>
</tr>
<tr>
<td>Preparing Meals for Large Numbers of People (over 10)</td>
</tr>
<tr>
<td>Clearing/Setting Tables for Large Numbers of People (over 10)</td>
</tr>
<tr>
<td>Bartending</td>
</tr>
<tr>
<td>Caring for Babies (under 1 year)</td>
</tr>
<tr>
<td>Caring for Children (1 to 6)</td>
</tr>
<tr>
<td>Driving a Car</td>
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<tr>
<td>Driving a Van</td>
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<tr>
<td>Driving a Bus</td>
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<tr>
<td>Driving a Taxi</td>
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<tr>
<td>Driving a Tractor Trailer</td>
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</tbody>
</table>

A Spotlight on Leadership and Poverty - Revised August 2005
Operating Equipment & Repairing Machinery

- Repairing Radios, TVs, VCRs, Tape Recorders
- Repairing Other Small Appliances
- Repairing Automobiles
- Repairing Trucks/Buses
- Repairing Auto/Truck/Bus Bodies
- Using a Forklift
- Repairing Large Household Equipment (e.g., refrigerator)
- Repairing Heating & Air Conditioning System
- Operating a Dump Truck
- Fixing Washers/Dryers
- Repairing Elevators
- Operating a Crane
- Assembling Items

Supervision

- Writing Reports
- Filling out Forms
- Planning Work for Other People
- Directing the Work of Other People
- Directing the Work of Other People
- Making a Budget
- Keeping Records of All Your Activities
- Interviewing People

Sales

- Operating a Cash Register
- Selling Products Wholesale or for Manufacturer (If yes, which products?)
- Selling Products Retail (If yes, which products?)
- Selling Services (If yes, which services?)
- How have you sold these products or services?
  - Door to Door
  - Phone
  - Mail
  - Store
  - Home

Music

- Singing
- Play an instrument (Which one?)

Security

- Guarding Residential Property
- Guarding Commercial Property
- Guarding Industrial Property
- Armed Guard
- Crowd Control
- Ushering at Major Events
- Installing Alarms or Security Systems
- Repairing Alarms or Security Systems
- Firefighting
Other

Upholstering
Sewing
Dressmaking
Crocheting
Knitting
Tailoring
Moving Furniture or Equipment to Different Locations

Managing Property
Assisting in the Classroom
Hair Dressing
Hair Cutting
Phone Surveys
Jewelry or Watch Repair

Are there any other skills that you have which we haven't mentioned?

Priority Skills

When you think about your skills, what three things do you think you do best?

Which of all your skills are good enough that other people would hire you to do them?

Are there any skills you would like to teach?

What skills would you most like to learn?

Part II -- Community Skills

Have you ever organized or participated in any of the following community activities?

Boy Scouts/Girl Scouts
Church Fundraisers
Bingo
School-Parent Associations
Sports Teams
Camp Trips for Kids
Field Trips
Political Campaigns

Block Clubs
Community Groups
Rummage Sales
Yard Sales
Church Suppers
Community Gardens
Neighborhood Organization
Other Groups or Community Work?
Let me read the list again. Tell me in which of these you would be willing to participate in the future.

Part III -- Enterprising Interests and Experience

Business Interest
Have you ever considered starting a business? Yes _____ No _____
If yes, what kind of business did you have in mind?
Did you plan to start it alone or with other people? Alone _____ Others _____
Did you plan to operate it out of your home? Yes _____ No _____
What obstacle kept you from starting the business?

Business Activity
Are you currently earning money on your own through the sale of services or products? Yes _____ No _____
If yes, what are the services or products you sell?
Whom do you sell to?
How do you get customers?
What would help you improve your business?

Part IV -- Personal Information
Name
Address
Phone
Age
Sex: F _____ M _____
BRINGING IT HOME

Wondering how you're going to share this workshop's information back in your own community? Here's a "starter set" of points you might make:

- By being aware of an individual's past personal and professional experiences, we can find new ways to get people involved.
- Strengthening leadership is about considering new ways of thinking rather than hoping that just the right person may come along with all answers.
- I can use these ideas to encourage people in my community to consider ways to utilize their own skills and talents in various community roles.

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>FINDING LEADERS WITHIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>People to Contact</td>
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</table>
MAKING WISE GROUP DECISIONS

Making decisions isn't easy — especially when there are no clear or right answers for complex problems. This workshop introduces some effective tools for getting groups of people to focus on an issue, review the information available, analyze the situation — all important steps for making informed decisions. The techniques in this session can help you and the groups you are a part of stop "spinning wheels" and get going...and, the best part is, the tools are yours to take back to your community to share!

Learning Objectives:
By the completion of this workshop, you will be able to:
• List the eight steps of a decision making model
• Consider how to set criteria for a successful solution
• Describe three decision-making tools, and know which to use when, and
• Use one tool in your own groups or communities.
# Eight Step Problem-Solving Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Questions to Ask</th>
</tr>
</thead>
</table>
| 1.   | Identify and define the problem             | - What is going on that isn't acceptable? Or...what isn't happening that should be?  
      |                                             | - What is the impact or the effect?  
      |                                             | - What would happen if nothing was done and nothing changed?  
      |                                             | - Is the problem recognized by the entire team or only by certain individuals?  
      |                                             | - Is there willingness and energy to deal with the problem?                                      |
| 2.   | Determine criteria for a good solution       | - What are the essential criteria that must be met for any solution that would be considered acceptable? |
| 3.   | Gather and analyze data                      | - What might be causing the problem? How long has it been going on?  
      |                                             | - Is the problem growing?  
      |                                             | - What other factors might contribute to the problem?  
      |                                             | - Have we really documented the impact?                                                          |
| 4.   | Generate various options                     | - What are all of the possible ways that we might eliminate/reduce the problem?                      |
| 5.   | Evaluate each option against the criteria    | - Which option-or combination of options-meets our criteria for a good solution?                     |
| 6.   | Select an solution or a combination of options | - Are we clear about which decision making method we are using?                                      |
| 7.   | Implement the solution                       | - Have we thought through all the implementation steps?  
      |                                             | - Do we have an action plan that indicates time lines, accountabilities, resources needed?        |
| 8.   | Evaluate it's success                        | - What indicators will tell us if we made the right decision?  
      |                                             | - When will we review the decision? The implementation process?                                     |

Setting Criteria for Successful Solutions

When you set criteria for successful solutions, consider:

- The effect of your solution on your goal or objective.
- The effect of your solution on individuals and/or groups involved in the situation.
- The cost of the solution.
- The ethical implications of your solution.
- The legal implications of your solution.
- The political implications of your solution.
- The new problems your solution may create.
- The difficulties of implementing the solution.
- The problems involved in any required follow-up action.
- The effect that will occur if your solution does not succeed in clearing up the problem. Will you be able to try again?
- The time required for the solution to take effect. Will it be workable then? Will you still have the problem?
Case: “The Gift”

The Annual Meeting of a Local Community Friends Organization

The local chapter of a community friends’ organization has a pleasant, but challenging task at this year’s annual meeting of the full membership. A wealthy benefactor recently passed away and left them $100,000. Prior to this most of their budget had come from annual fund-raisers. They have not had nearly this much money before to decide how to spend. The chapter president has said she would like to take about two hours during the meeting to decide what to do with the inheritance. What processes might they use in determining how to spend the money?

NOTE: The mission of the organization is to ensure access to recreational and cultural activities for adults and children with limited resources in the community.

Adapted from: "Facilitation Resources," Volume 8—Designing a Volunteer Facilitator Program, University of Minnesota, 1999.
Affinity Mapping

This is a quick, efficient way to organize brainstormed material and start to narrow it down so the group can work with it more easily. One version is to have the group brainstorm ideas, which are listed on flipcharts by a recorder. A variation that makes the concepts more portable is to have individuals on large note cards ~large (4"x6") notepads with sticky strips make it easy to see, move and sort ideas.

Using Affinity Mapping:

1. Once the ideas have been generated, have the group scan the brainstormed lists and identify major categories. Try to keep it between five and nine categories if possible. Use subcategories if you must.

2. Put a clear category title or "header" at the top of fresh blank sheets of flipchart paper. The headers should make sense standing alone.

3. Have two or three volunteers sort the listed items into the categories while the group does something else. Sorting can be done by re-listing onto note cards or by cutting up the lists with scissors and taping the ideas to new sheets. Cautions: Don’t give the sorters more than 10 minutes. Avoid using a larger group to sort; it will take more than double the time.

4. Have the large group review the sorted lists and adjust. If one item seems to belong in more than one category, put it in both.

5. Once categories are identified, they may be prioritized and put onto a meeting agenda or assigned to a work group.

Variations to Affinity Mapping:

This tool is also useful in a chaotic situation when broad issues or themes must be identified. It is then called an Affinity Diagram. The Affinity Diagram allows the whole group to do the sorting. This takes more time but allows the entire group to make sense of the patterns within the specific concepts. Individual note card are used and then posted on a large wall or white board. The group moves past the board and puts items that seem to be like others in one location. The group continues to move past the board until all concepts seem to have been clustered. Then, headings are assigned to the idea clusters.

Adapted from: "Facilitation Resources," Volume 5—Making Group Decisions, University of Minnesota, 1999
Criteria Grid

Whenever you are approaching a decision point, especially with a group, there is likely to be some resistance. In groups this often plays out as a struggle for control, making decisions more difficult.

The criteria grid can be a good tool to use when you need to decide which item on a list of options is the best choice for your purposes. The grid makes it easy to compare each option to all the criteria and document it. It is also easy to tally up which option meets the most criteria, so the best choice can be made.

First Step: Listing (and Narrowing) Your Criteria
It’s easier to make a good decision and get it accepted when it is based on agreed-to criteria rather than personal preference or opinion. Here’s how to identify your criteria:

- Brainstorm a list of criteria (quantity is not a goal here).
- Narrow the list down to no more than seven criteria.
- Test each criterion to ensure it is clear enough and specific enough to all members so that the group can tell whether or not it has been met.

Using a Criteria Grid:

- Using a “grid” (see next page), list criteria and options agreed upon by the group.
- Take one option at a time and compare it to each criterion.
- If it meets the criterion, make an “X” in the box where the columns meet; if it doesn’t meet the criterion, put an “O” in the box.
- When you’ve finished all the criteria, count the total Xs you marked for the option and write the number in the total column.
- Go on to the next option and repeat the process.

The option with the greatest total of Xs is probably your best. If two or three tie, see if you can use them all, or combine them into a mega-option.

If the criteria aren’t helping very much, go back and review your criteria to see if they are too general, too specific, unrelated to the options you’ve come up with, or unrealistically high (considering the realities of your situation). Are there other ways of saying the same thing? Are they clearly understood and agreed on by the people doing the evaluating?
## Criteria Grid, Example

<table>
<thead>
<tr>
<th>Criteria #1</th>
<th>Criteria #2</th>
<th>Criteria #3</th>
<th>Criteria #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option D</td>
<td></td>
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</tr>
</tbody>
</table>

Likelihood Impact Analysis

Instructions:
This technique can help group members select a preferred alternative from several possible alternatives having individual members of the group individually rate each alternative on two dimensions (likelihood and impact). Then the group can tabulate individual scores and analyze the results to make a group decision.

Definitions:

Likelihood:
- How likely it is that a given alternative could be implemented, given what we know about the issue, the resources available, and the environment we are operating in.

Impact:
- The degree of positive impact that the alternative would have, assuming it was fully implemented, on the goal we have or the issue with which we are dealing.

Using a Likelihood-Impact Analysis:
- Provide each participant with a “Likelihood-Impact Worksheet” (see back side for example) and ask everyone to rate each of the alternatives that have been previously identified by the group. Note: Be sure to assign a number or letter to each alternative.
- After everyone has completed the worksheet, tally the data from all the group members.
- Draw a chart that looks like this:

```
    5 4 | 3 2 1
    5 4 |
```

- Enter the data for each alternative in the appropriate quadrant (use the number or letter of the alternative to identify it).
- Proceed with your analysis form this point. Select alternatives for implementation, further definition, or further analysis.

NOTE: To keep it simple, have people forward only items that are High Likelihood, High Impact.

## Likelihood-Impact Worksheet

### Definitions:

**Likelihood:**
- How likely it is that a given alternative could be implemented, given what we know about the issue, the resources available, and the environment we are operating in.

**Impact:**
- The degree of positive impact that the alternative would have, assuming it was fully implemented, on the goal we have or the issue with which we are dealing.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>The likelihood of being able to implement this alternative is:</th>
<th>The probable impact of implementing this alternative would be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ High ☐ Low</td>
<td>☐ High ☐ Low</td>
</tr>
<tr>
<td>Alternative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ High ☐ Low</td>
<td>☐ High ☐ Low</td>
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<tr>
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<td>☐ High ☐ Low</td>
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<tr>
<td>Alternative</td>
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<tr>
<td></td>
<td>☐ High ☐ Low</td>
<td>☐ High ☐ Low</td>
</tr>
</tbody>
</table>

Informed Decision-Making

Making decisions isn’t easy in today’s complex world where many people find themselves unprepared to take action on issues where there are clearly not “right” answers.

“There is simply no such thing as a ‘correct’ decision. Life is far too complicated for that.” — Tom Peters

NOTE: The materials in this packet suggest several techniques that can be helpful in making informed decisions. It is important to remember that not all techniques are appropriate for every type of decision that needs to be made — so for this reason it is appropriate to consider your situation and evaluate which techniques will work for you.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Appropriate when...</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affinity Mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria Grid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood-Impact Analysis</td>
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</tbody>
</table>

Credit: Jody Hornvedt, Regional Extension Educator, University of Minnesota Extension Service
BRINGING IT HOME

Wondering how you’re going to share this workshop’s information back in your own community? Here’s a “starter set” of points you might make:

- The “Eight Step Problem Solving Process” is a good tool – I plan to keep one in my meeting notebook.
- Identifying the “real” issue and using criteria to base decisions are important first steps to successful solutions.
- It is more helpful to pay attention to the source of a problem rather than trying to find solutions to the symptoms of an issue.
- We all need to know and use a variety of decision-making techniques to stay focused on making wise decisions.
- Not all techniques are appropriate for every type of decision.
- I would like other boards/groups in my community to learn these techniques. These are designed to be used by groups!

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>People to Contact</th>
<th>Why - Follow-Up Actions</th>
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</table>
MOVING PEOPLE TO ACTION

Two of the biggest challenges we face in communities are: 1.) motivating people to get involved and 2.) keeping people motivated over a period of time. When volunteer groups or organizations lose public participation, projects stall – or stop all together. What can you do to get people excited about joining a long-term project? What does it take to help volunteers and community members withstand setbacks and disappointments? How to help people understand and manage their values and expectations? This workshop is a forum where you can share ideas with other community members to identify practices that really work. You will also receive a number of valuable tools and handouts on how to create and maintain public participation.

Learning Objectives:
By the completion of this workshop, you will be able to:
- Name the factors that motivate or serve as barriers to involving people.
- Understand different levels of public participation and apply it to your community, and
- Identify strategies to sustain people who are involved.
Volunteer Motives

Every year, millions of people give a lot of their time and energy to helping others. According to one estimate, 89.2 million American adults were involved in some form of volunteerism in 1993 (Independent Sector, 1994). Communities and organizations rely on volunteerism to run projects, get input into services and programs, and meet the needs of the vulnerable.

- What draws people to volunteerism?
- What makes an experience for volunteers satisfying?
- What benefits do volunteer experience?

Motivations for Volunteerism

- Values – provides an opportunity for people to express their concern for others.
- Understanding – involves the opportunity for new learning experiences. It also is a chance to exercise knowledge, skills, and abilities that might otherwise go unused.
- Social – volunteering is a way of being in relationship with others, including friends. It also is an activity that may be viewed favorably by others thus contributing to social status.
- Career – volunteering may be a means of preparing for a new career or maintaining career skills. Career related benefits may also be gained, especially if an employer is supportive of volunteering in the community.
- Protective – volunteering may protect one’s sense of self by reducing guilt over being more fortunate than others. It may also be a way to address one’s own personal problems.

Satisfying Experiences for Volunteers

- Satisfaction of the volunteer depends upon the person-situation fit.
- Volunteers who serve in roles that match their own motivations will have more satisfaction and more enjoyment from their service.
- When motives –situations match, people are more likely to continue to serve.
- Volunteers who have motivations that are not addressed by their activities will most likely not continue.

Benefits to Volunteers

- Boosts to self-esteem
- Acquiring new skills and abilities
- Making new friends and acquaintances
- Verifying the values of participation

Understanding and Assessing the Motivations of Volunteers, Journal of Personality and Social Psychology

University of Minnesota Study on Volunteerism http://volunteerism.psych.umn.edu/
## Public Participation Concepts

<table>
<thead>
<tr>
<th>What is public participation?</th>
<th>Public participation is the involvement of people in a problem-solving or decision-making process that may interest or affect them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the public?</td>
<td>There are many “publics.” It is very important to do a good stakeholder analysis in order to identify those various publics.</td>
</tr>
</tbody>
</table>
| How, when, where do you involve the public? | • The nature and extent of involvement varies  
• The time and costs of different types of involvement vary  
• Participation processes should be designed purposefully and thoughtfully  
• Preparation should start early  
• Adaptation and follow-through are necessary  
• Place matters and should be thought about carefully and strategically |
| Core Values for the Practice of Public Participation | There are several assumptions about the value of involving people in public work. One recognized leader in this work is the International Association for Public Participation (IAP2), who believes that the following values should underpin public participation efforts:  
• The public should have a say in decisions about actions that affect their lives  
• Public participation includes the promise that the public’s contribution will influence the decision  
• The process communicates the interests and meets the process needs of all participants  
• The public participation process seeks out and facilitates the involvement of those potentially affected  
• The public participation process involves participants in defining how they participate  
• The public participation process communicates to participants how their input affected the decision  
• The public participation process provides participants with the information they need to participate in a meaningful way |
<p>| Why involve the public? | Believe it or not, involving the public can make your job easier. Involving the public has several practical, philosophical, and ethical benefits. Some of the more important reasons for involving the public include a desire or need to: |</p>
<table>
<thead>
<tr>
<th>Good public participation helps you</th>
<th>Better results occur as a consequence of</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet regulations and requirements&lt;br&gt;• Adhere to democratic principles&lt;br&gt;• Improve the process of recognizing problems that can and should be solved</td>
<td>• Quickly identify key difficulties, challenges, or opportunities&lt;br&gt;• Improve understanding of the situation, problems, issues, opportunities, and options for action&lt;br&gt;• Manage single-issue advocates&lt;br&gt;• Build better relationships&lt;br&gt;• Manage conflict more effectively&lt;br&gt;• Build a coalition of support&lt;br&gt;• Get it right the first time&lt;br&gt;• Enhance future problem-solving capacity&lt;br&gt;• Better, more substantive decisions and outcomes</td>
</tr>
</tbody>
</table>

Adapted from: "Fieldbook: Designing Effective Participation Processes," Part 1, Section 1, John M. Bryson and Anne R. Carroll, Hubert H. Humphrey Institute of Public Affairs and the University of Minnesota Extension Service, 2002.
# Public Participation Spectrum

## IAP2 Public Participation Spectrum

Developed by the International Association for Public Participation

### Increasing Level of Public Impact

<table>
<thead>
<tr>
<th>Inform</th>
<th>Consult</th>
<th>Involve</th>
<th>Collaborate</th>
<th>Empower</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P2 Goal:</strong> To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, and other solutions.</td>
<td><strong>P2 Goal:</strong> To secure public feedback and analysis. Alternatives under discussion.</td>
<td><strong>P2 Goal:</strong> To work directly with the public throughout the process to ensure that public views and concerns are consistently understood and considered.</td>
<td><strong>P2 Goal:</strong> To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
<td><strong>P2 Goal:</strong> To place full decision-making in the hands of the public.</td>
</tr>
<tr>
<td><strong>Promise to the Public:</strong> We will keep you informed.</td>
<td><strong>Promise to the Public:</strong> We will keep you informed, listen to your concerns, and provide feedback on how public input influenced the decision.</td>
<td><strong>Promise to the Public:</strong> We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.</td>
<td><strong>Promise to the Public:</strong> We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.</td>
<td><strong>Promise to the Public:</strong> We will implement what you decide.</td>
</tr>
</tbody>
</table>

**Example Tools:**
- Fact sheets
- Web sites
- Open houses
- Workshops
- Public meetings

**Example Tools:**
- Public comment
- Focus groups
- Surveys
- Deliberative polling

**Example Tools:**
- Citizen Advisory Committees
- Consultation-building
- Participatory decision-making

**Example Tools:**
- Citizen forums
- Panels
- Delegated decision-making

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Moving People to Action

Instructions:
- In your group, spend a few minutes brainstorming motivational factors and barriers to getting people involved in your community, recording your ideas in the boxes below.
- Be prepared to share your thoughts and comments with other participants as you review the handouts, "Motivational Factors to Recruiting Volunteers" and "Barriers to Recruiting Volunteers".

Factors that motivate people to volunteer include...

---

Jody Hornvedt, Regional Extension Education, University of Minnesota Extension Service
Moving People to Action

People don't get involved because...
Public Participation Values

Instructions:

Think of a public participation activity or process that you are familiar with.
- In what ways, if any, did these "core values" support or help the effort?
- In what ways, if any, did these "core values" NOT support or help the work?
- What were the consequences?

Think of situations, if any, in which you would be uncomfortable incorporating one or more of these values into a public participation process.
- What concerns might be raised?
- What alternative values might need to be considered?

What changes or additions to the list would you suggest? Why?

Adapted from: "Fieldbook: Designing Effective Participation Processes," Part 1, Section 1, John M. Bryson and Anne R. Carroll, Hubert H. Humphrey Institute of Public Affairs and the University of Minnesota Extension Service, 2002.
Examples of Community Involvement

Instructions:
Each small group will be assigned one of the five levels of public impact from the handout, "Public Participation Spectrum" to discuss as a group. Your group has been assigned:

<table>
<thead>
<tr>
<th>Inform</th>
<th>Consult</th>
<th>Involve</th>
<th>Collaborate</th>
<th>Empower</th>
</tr>
</thead>
</table>

- Review the information about the level of public impact your group has been assigned.
- Each individual in your small group is encouraged to share an example of public participation that corresponds with the assigned level of involvement. Your group is encouraged to select one example from the group discussion which they would like to share with the large group.
- Be prepared to share your thoughts and comments with other participants.

Questions:
When describing your example of public participation, share the following:
- What were the strengths of this effort?
- In what ways might this effort have been improved?
- What might you have done differently now knowing what you do about public participation?
- Which pieces of this information will be most useful to you?

Overall, how would you rate [excellent...good...fair...poor] your community’s strategies for involving people? Why?
Tips for Sustaining Involvement

Instructions:
Review conversations from this workshop on motivational factors to volunteering and public participation. Discuss techniques for sustaining people involved in community efforts. Write in your thoughts in each of the categories below...

General Guidelines for Supporting People Who Chose to Get Involved...

- Know and respect people's skills, education and abilities.
- Show people you have confidence in their ability to do a task right or take on a new responsibility competently.
- Give people a whole task ~ not a series of doled-out tasks.
- Give people "ownership" of the task. Tell them what needs to be done, let them decide how to do it, then back off.
- Give people feedback on how they're doing ~ but don't look over their shoulder while they're doing it.
- Recognize people (personally and/or publicly) for their achievements.
- Make dull jobs exciting and fun by adding opportunities for socializing, by combining it with a rewarding job or by giving the work and the volunteer a meaningful title.
<table>
<thead>
<tr>
<th>TYPES OF MOTIVATIONS</th>
<th>TECHNIQUES TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUES</td>
<td></td>
</tr>
<tr>
<td>• Express personal principles</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate humanity</td>
<td></td>
</tr>
<tr>
<td>QUEST FOR KNOWLEDGE</td>
<td></td>
</tr>
<tr>
<td>• Gain a different perspective on life</td>
<td></td>
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<tr>
<td>• Add to résumé</td>
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<tr>
<td>MEANS TO ANOTHER END</td>
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<tr>
<td>• To meet others</td>
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<tr>
<td>• To meet others with similar views</td>
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<tr>
<td>IDENTIFY WITH COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>• Geographic or cause related communities</td>
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<tr>
<td>• Personal passion or connection</td>
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</tr>
<tr>
<td>SELF DEFENSE</td>
<td></td>
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<tr>
<td>• Confronting or coping with fears or anxieties</td>
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</tbody>
</table>

*A Spotlight on Leadership and Poverty - Revised August 2005*
BRINGING IT HOME

Wondering how you’re going to share this workshop’s information back in your own community? Here’s a “starter set” of points you might make:

- I learned about the reasons why people volunteer or choose to get involved — and that others’ motivations might be different than mine.
- By being aware of the barriers to volunteering, we can find new ways to get people involved.
- We should not fall into the trap of thinking that people don’t care about our community. Sometimes people don’t get involved because we don’t let them!
- We need to be strategic about how and when to involve people. Different techniques can be used if we want to inform, involve, or empower people to take responsibility for a major effort.
- I can use these ideas to encourage people in my community to consider ways to be a part of the Horizons Program.

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>People to Contact</th>
<th>Why – Follow Up Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Poverty Sessions

The Northwest Area Foundation believes communities can reduce poverty. In fact, there are dozens of small rural communities all across the Midwest and Northwest that are taking great strides to reduce poverty for the long term. Communities are more likely to reduce poverty if they develop skills and achieve measurable results in each of four general areas:

- Identify and develop local assets. This includes infrastructure like good roads, schools and public services. It means identifying attractive amenities such as lakes, mountains, rivers, coastal areas, clean air and water, productive farm land, welcoming climate and more. Assets would also include cultural strengths, historical sites, business and financial resources, local talents, and social organizations and networks.
- Expand economic opportunities. Community outcomes in this area would include creating business strategies, increasing living-wage jobs, developing needed infrastructure, building a shared economic vision, increasing the number of entrepreneurs, linking local efforts to regional opportunities, and expanding career opportunities.
- Increase community capacity to reduce poverty. The community can generate and expand its prosperity if it welcomes innovation, new information and new contacts. It also needs to develop skill-building organizations, help align businesses and institutions, increase civic engagement, and increase community-based resources.
- Include more community members in decision making. Because poverty is complex, diverse perspectives and experiences are needed to develop integrated solutions for lasting impact. Government, nonprofits, business, education, healthcare institution, faith organizations, elected officials, informal leaders, youth, and people who are poor must all have a voice and a vote. They can work together to develop a shared vision. They must each have a place at the table.

The following Poverty Sessions are adapted from How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty, created in collaboration by: the Northwest Area Foundation and Study Circles Resource Center. The guide, due to be released in March 2006, is meant to be used by communities as a part of a community-wide study circles project. The discussion guide helps people talk about ways to have the kind of community they want to live in. No community is doing well where there is poverty. Working on getting rid of poverty can create a better community. Creating a better community can help reduce poverty. The two ideas go hand in hand.

One discussion session will not reduce poverty in a community. We are not going to get rid of poverty just by talking about it. But, by talking together, we can begin to lay the groundwork to reduce poverty in our community.

Study circles can help people become more aware of what is already going on, and get more people involved. They can also bring new energy and ideas into what people are already doing. And, if people in the community aren't already working on poverty, then study circles can be a good way to begin. They can help everyday people figure out whether and how they can make progress on issues through their own hand-on efforts. If the conversation in these sessions interests you, we encourage you to get in touch with Study Circles Resource Center to learn more: www.studycircles.org.
POVERTY IS NOT JUST NUMBERS

There are all kinds of communities across America. From small groups of individuals and families out in the country, to larger collections living near one another in cities. Poverty exists in all sorts of communities. It may look different from rural places to urban and suburban places. It may look different on a reservation. People talk about it in different ways. But when communities try to identify just what it is that's keeping them from being the kind of places they would like to be, one thing that comes up is poverty. This workshop is meant to help the group think about poverty beyond numbers. It will also help describe your community in ways that it is thriving and struggling.

Learning Objectives:
By the completion of this workshop, you will be able to:
• Name some ways that you think about poverty beyond numbers.
• Describe your community - ways that it is thriving and ways that it is struggling.

Adapted from How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty, created in collaboration by: Northwest Area Foundation (www.nwaf.org) and Study Circles Resource Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
Poverty Is Not Just Numbers

When people talk about poverty, they talk about things like:

- Feeling hopeless
- Doing without
- Being on a downward path
- Sending kids to school hungry or with clothes that don’t fit
- Being able to work, but turned away

Some talk about poverty only in terms of money. Poverty is more than just money.

There are different kinds of poverty like emotional poverty (which deals with self-destructive behavior), mental poverty (not having the skills to handle day-to-day life), or not getting support from family, friends, and the community. There are other kinds of poverty, as well.

The U.S. Census says that in 2005, the poverty line for a family of 4 is $19,350 per year. Living below this means living “in poverty.”

Many people think this number is too low. In fact, federal agencies cannot agree on a “poverty line,” and different government offices use different numbers.

Adapted from How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty, created in collaboration by: Northwest Area Foundation (www.nwaf.org) and Study Circles Resource Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
# Understanding Poverty

## Questions to Ask about Resources

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial:</td>
<td>Having the money to purchase goods and services</td>
</tr>
<tr>
<td></td>
<td>- Is there $340 a month per person available?</td>
</tr>
<tr>
<td></td>
<td>- Is the issue the use of finances versus the amount of finances?</td>
</tr>
<tr>
<td></td>
<td>- Is the approach - &quot;You owe me because I am poor?&quot; Or &quot;I am proud. You will never know that I am in financial need.&quot;</td>
</tr>
<tr>
<td>Emotional:</td>
<td>Being able to choose and control emotion responses without engaging in self-destructive behavior.</td>
</tr>
<tr>
<td></td>
<td>This internal resource is emphasized through stamina, perseverance and choices.</td>
</tr>
<tr>
<td></td>
<td>- Is there evidence that the individual has persistence?</td>
</tr>
<tr>
<td></td>
<td>- Can the individual be alone or does he or she always need people around them?</td>
</tr>
<tr>
<td></td>
<td>- Does the individual act on feelings when he/she is angry?</td>
</tr>
<tr>
<td></td>
<td>- Does the individual having coping strategies that are not destructive to self or other?</td>
</tr>
<tr>
<td>Mental:</td>
<td>Having the mental abilities and skills to deal with life on a day to day basis. These acquired skills include reading, writing, computing, etc.</td>
</tr>
<tr>
<td></td>
<td>- Can the individual read, write and compute?</td>
</tr>
<tr>
<td></td>
<td>- Can the individual plan?</td>
</tr>
<tr>
<td></td>
<td>- Can the individual problem solve?</td>
</tr>
<tr>
<td></td>
<td>- Can the individual do cause and effect and then identify consequences?</td>
</tr>
<tr>
<td>Spiritual:</td>
<td>Believing in a divine purpose and guidance</td>
</tr>
<tr>
<td></td>
<td>- Does the individual believe in divine guidance and assistance?</td>
</tr>
<tr>
<td></td>
<td>- Does the individual have a church affiliation?</td>
</tr>
<tr>
<td>Physical:</td>
<td>Having physical health and mobility</td>
</tr>
<tr>
<td></td>
<td>- Can the individual take care of him/her self without help?</td>
</tr>
<tr>
<td></td>
<td>- Does the physical body allow the individual to work and learn?</td>
</tr>
<tr>
<td>Support Systems:</td>
<td>Having friends, family and backup resources available to access in times of need.</td>
</tr>
<tr>
<td></td>
<td>- Who is available to help this individual with time, money, know-how and advice?</td>
</tr>
<tr>
<td></td>
<td>- Is this person the support system for the household?</td>
</tr>
<tr>
<td></td>
<td>- What connections are available to this person?</td>
</tr>
<tr>
<td></td>
<td>- What coping strategies are available in this household?</td>
</tr>
<tr>
<td></td>
<td>- How much time is available for this person to devote to school and learning?</td>
</tr>
<tr>
<td>Relationship/Role Models:</td>
<td>Having frequent access to individuals who are appropriate and nurturing. They do not engage in self-destructive behavior.</td>
</tr>
<tr>
<td></td>
<td>- Who in the household cares about this person? Who does this person care about in this household?</td>
</tr>
<tr>
<td></td>
<td>- Is there someone who cares about this person who is not destructive to self or others?</td>
</tr>
<tr>
<td>Knowledge of Middle Class Hidden Rules:</td>
<td>Knowing the unspoken cues and habits of a group.</td>
</tr>
<tr>
<td></td>
<td>- Does the individual know the hidden rules of work and school?</td>
</tr>
<tr>
<td></td>
<td>- How important is achievement and work?</td>
</tr>
<tr>
<td></td>
<td>- Will this individual give up achievement and work for relationships?</td>
</tr>
</tbody>
</table>

*Adapted from concepts in "A Framework for Understanding Poverty" (Ruby K. Payne) Aha! Process, Inc. 1996*
Why is There Poverty?

View #1. **Bad Things Can Happen.** What if someone gets very sick? Health insurance, even when people can get it, doesn’t cover all the costs. Bills can tip a family into poverty. What about a job loss or a divorce? Things like this can happen to anybody.

View #2. **Education.** Schools can have trouble just keeping up. Some schools don’t teach students the skills they need to get and hold a job. Students drop out or fail. They get lost in poverty.

View #3. **Not being responsible.** Some people just don’t try. They don’t look hard enough for jobs, or refuse to work. And they don’t make the most of resources like job training. They drop out of school. They turn to drugs, gambling, alcohol, or crime.

View #4. **No Jobs.** When jobs run out, many people fall into poverty. There aren’t enough jobs to go around. Some jobs don’t pay enough. Some places don’t have housing, shops, and cell-phone service. No businesses move in. This happens in a lot of places.

View #5. **Being Selfish and Greedy.** In some places, a few people have lots of power. They help only themselves and their friends with jobs and favors. Other people stop helping each other. All of this keeps the rest of the community down.

View #6. **Bad Public Policy.** Some public policies can keep people from trying to stand on their own. Some policies just let people “work the system.” Also, government plans that seem like good ideas can have bad side effects. Welfare reform has cut off the only support some people have, and puts unfair burdens on them if they want to receive assistance.

View #7. **Racism.** For families of color it can be even harder. Banks, bosses, and real estate agents may treat people of color unfairly. People of color are treated badly in stores, on the street, and on the job.

View #8. **Lack of Support.** People need more than money to succeed. They need job training, transportation, child care, or just moral support. Some people need help to get over addictions. Without support, it is hard to get out of poverty.

View #9. **Cut Off From Culture.** Many people struggle to stay connected to their heritage. There have been systematic efforts to rob some people of their culture. Even though some are trying to bring back old traditions, poverty and other problems come when communities lose their connection to cultural values.

Adapted from *How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty,* created in collaboration by: Northwest Area Foundation (www.nwaf.org) and Study Circles Resource Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
LIVING IN A THRIVING COMMUNITY

Why is it important to talk about poverty and work at reducing it in your community? What do others see when they look at your community? You take pride in your community. That is evident or you would not be reading this or taking part in this event. A thriving community, a community in which its members can thrive, means different things to different people. We all have different hopes and dreams for our communities. We all have different reasons to celebrate our communities. This workshop will help the group define what its thriving community would look like, and why it is important for everyone in it to have an opportunity to thrive.

Learning Objectives:
By the completion of this workshop, you will be able to:
- Name what matters most to you about a community.
- Describe what people see as contributing to a thriving community.

Adapted from How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty, created in collaboration by Northwest Area Foundation (www.nwaf.org) and Study Circles Resources Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
A Thriving Community Might Look Like This:

1. **Opportunity** – Everyone has an equal chance to succeed. There are local resources and opportunities for all.

2. **Respect** – People treat each other fairly. They allow others to live the way they want to.

3. **Order** – Things run smoothly. People do what they are supposed to do.

4. **Safety** – People aren’t too worried about crime. They feel secure that their things will not be stolen or damaged.

5. **Prosperity** – The community is growing and the economy is strong. Businesses are successful, and there are plenty of jobs for people.

6. **Health** – People are in good health. It is easy to get to the kind of health care they need.

7. **Diversity** – There are all different kinds of people in the community. They can all get along.

8. **Spirituality and Culture** – People feel connected to something larger than themselves. They understand their culture and keep it alive in their day-to-day activities. People take pride in who they are.

Adapted from *How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty*, created in collaboration by: Northwest Area Foundation (www.nwaf.org) and Study Circles Resource Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
WHAT CAN WE DO TO REDUCE POVERTY?

People are uncomfortable talking about poverty. It is a big issue, and reducing poverty can seem like an unattainable objective that requires unattainable resources. Yet as we know from history and our own experience, big changes often start out as the passion of one individual or community. An often used quote by anthropologist Margaret Mead says it best. “Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” Community change is stronger and deeper when people work together. This workshop will help individuals identify actions that they, their communities or their government can take to reduce poverty.

Learning Objectives:
By the completion of this workshop, you will be able to:
- Name something you can do in your community to reduce poverty.
- Describe a number of actions that can be taken alone, with neighbors, within the community or by the government to reduce poverty.

Adapted from How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty, created in collaboration by: Northwest Area Foundation (www.nwaf.org) and Study Circles Resource Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
Seven Approaches to Reduce Poverty

Approach #1.  **Focus on youth and schools.**
There are more young people living in poverty than adults. When people grow up in poverty, they are more likely to stay in poverty. We need to stop this. Young people need good schools, role models, and health care to thrive.

**Examples:**
- Schools are giving low-cost, healthy meals to youth every day.
- Some states offer free health insurance for young people.
- A local grocery store works with health care providers to immunize children at no cost.
- One town asks youth to serve on the board of education. Another town has a "youth council." This way, young people learn how things get decided. Their ideas were used.
- Some states give more money to Head Start and other early childhood programs.

Approach #2. **Create more and better jobs.**
Having a job is important. We need to create jobs so more people can stand on their own. Everyone benefits when people are working. Fewer people will live in poverty.

**Examples:**
- A town held a "business expo" to show off their assets. They wanted new businesses to move in.
- A national foundation invests in local credit unions. These, in turn, make loans to local businesses.
- One town got more people to visit their area. They got the word out about how good the hunting was in the region.
- Some towns and cities help people who are new to the United States. If they are skilled (like a doctor or plumber) they get help to be certified in their kind of work.
- One farming area created a "Co-op" that pays small farmers fair prices for food and competes with bigger, low-cost farms.

Approach #3. **Help people meet their urgent needs.**
We need to make sure that no one goes hungry. Everyone should have a safe place to sleep. Everyone needs basic services. If more people used these services, we all would be better off.

**Examples:**
- A community center started a food pantry. They gave food at no cost to people in need.
- A church gave the homeless a place to sleep in the winter.
- A health care center helps people who don't have health insurance. They help those who can't speak English. They teach some how to get welfare. They even give out food.
- A tribal government helps people pay their fuel bills and rent.
Approach #4. Get people to join in.
Some people don’t want to work together. We need to find better ways to bring people together to deal with conflict. We need to face some hard issues. If we do this, we all will be better off.

Examples:
In a small town, teens and older people had trouble getting along. The town held a “senior prom” to help people from each group to get to know one another.
- In one place, neighbors joined with the police to fight crime. They made a deal. If you reported a problem, you did not have to give your name.
- A local paper ran stories of local people in many cultures. It showed what they add to the community.
- One county holds a big event each year. People from many cultures show off their food, music, and dance.
- One town tries to help Native American and non-Native American community members make peace. They run special programs for all area third-graders. They also hold a program at a Pow-wow each September.
- Some neighbors are helping older people find food. They help them find services and fill out forms.

Approach #5. Build assets and hold onto them.
Assets are more than money. Assets are the things that people have or use to help each other. They make things go better. Assets can be things or people. A person can use their car to drive someone in need, or visit a sick person. Taking care of each other is an asset. Assets can be handed down in families or groups.

Examples:
One group started a program that helps people buy and repair their own cars.
- A Native American group brings families together to build—and own—their own homes.
- In one town people wanted to support local businesses. They started a “Buy Local” movement. They found that keeping money in the area helped everyone.
- A local foundation and neighbors started a “lending circle” program. It helps people get credit to start a business of their own. People work on their plans in small groups and the group decides when each plan is ready for funding.
- In one state, the government worked with one group to help people fill out tax forms, for free. This helps people get tax refunds they did not know about.

Approach #6. Fight racism.
Native Americans, African Americans, Latinos and Asian Americans face racism every day. Racism affects jobs, loans, housing, arrests, and schooling. Racism hurts everyone. We must end racism.

Examples:
In one town a group paired families from different races. They shared child care, rides, and job hunting. They helped each other and got to know each other.
- A town with a growing Latino community put up road signs in Spanish.
One group pushed for new laws to stop unfair lending. They got banks to give refunds to those who were treated unfairly.

In some places, the U.S. government helps poor families move into more diverse neighborhoods.

**Approach #7. Invest in basic community resources.**

Many communities lack basic resources. If we don’t have good roads, reliable electrical service, a hospital and medical care, and even cellular phone coverage, how can we achieve our vision? We also need “human” resources—people who can be leaders and parts of support networks. If we develop these resources, then everyone in the community will be better off.

**Examples:**

One town is working with the state to establish a rural housing authority to create affordable housing for low-income tenants.

- A local group convinced a nursing home to convert some of its units to assisted living units. They also got a construction firm to build a new assisted living facility. This helps the town’s senior population who make up almost a third of the town’s economy.

- A town worked with a local group to create new jobs for people who had lost their farms. Now some farmers use their skills to build and repair wind turbines.

- Some places think of local leadership as a basic resource. They are setting up programs to recruit and train both informal and elected leaders.

- A number of government agencies have teamed up to offer “one stop” assistance to help people find jobs and get access to other services.

Adapted from *How do we create a better community, where all people have a chance to thrive? – A guide for discussing poverty*, created in collaboration by: Northwest Area Foundation (www.nwaf.org) and Study Circles Resource Center (www.studycircles.org) Draft, 2005. (The final version of this discussion guide will be published in March 2006.)
FOR MORE INFORMATION

There is a great deal of information available about poverty. Here are a few places to start:

Selected Books


Selected Web Sites

- Northwest Area Foundation: [www.nwaf.org](http://www.nwaf.org)

- Public Agenda (a nonpartisan research organization), Poverty and Welfare Reform issue guide: [www.publicagenda.org](http://www.publicagenda.org)

- Annie E. Casey foundation: [www.aecf.org](http://www.aecf.org)

- New America Foundation: [www.newamerica.net](http://www.newamerica.net)

- Cato Institute: [www.cato.org](http://www.cato.org)

- The National Center of the Area Poverty Research Centers program: [www.npc.umich.edu](http://www.npc.umich.edu)

- Northwestern University / University of Chicago Joint Center for Poverty Research: [www.jcpr.org](http://www.jcpr.org)

ACTION IDEAS TO REDUCE POVERTY

Poverty is a big problem. There are many ways to begin. Different people and groups can get started together. One person or whole groups can take action. In some cases, the government should take the lead. All of these small steps can add up to a lot of change. It all fits together.

Think about some of the action ideas we talked about in Session Four. Where do they fit in here?

**Alone, we can...**

- Help people directly.
- Notice that some people look OK on the outside but are not getting by.
- Write letters to the editor.
- Learn more about poverty and talk to others.

*What else?*

**With our neighbors, we can...**

- Be a mentor to young people.
- Remember we all have something to offer.
- Donate food to the food pantry.
- Help someone with child care needs.
- Talk together about what we think should be done. *What else?*
**With government, we can...**

- Make sure people get needed services.
- Help people pay fuel bills.
- Get the state to support local credit unions.
- Help people fill out tax forms.
- Call for better housing.
- Stop unfair lending.

*What else?*

**As a community, we can...**

- Buy from local businesses
- Work to stop abuse of drugs and alcohol.
- Provide shelter for the homeless.
- Hold an event that shows that our area is a good place to do business.
- Offer jobs that pay enough.
- Start a "neighborhood watch" program.

*What else?*
Other Sessions
ECONOMIC DEVELOPMENT IS MORE THAN ADDING A BUSINESS

Some communities focus on attracting new businesses to their areas and miss opportunities to develop and/or to maintain local economic strength. Other communities understand that they need more information – but they don’t know how to track down the data – or interpret it if they can find it.

In this workshop, you will be challenged to expand your perceptions about the real economics of your community. You will also learn about what data is available if you know how and where to look for it. We will review economic data about a real rural community with a population of less than 5,000. We will assess four reports that provide a composite picture of the community’s economic status: population distribution, county economic trends, county income/payroll by industry, and poverty status. You will also receive tips on how to track down and analyze similar reports and data for YOUR community.

Learning Objectives:
By the completion of this workshop, you will be able to:
• Use an expanded definition of the term “economic development” to describe the real economic base of your region
• Explain where to begin the process of helping others in your communities to expand their understanding and perceptions of economic development principles and practices
ECONOMIC DEVELOPMENT IS MORE THAN ADDING A BUSINESS
Worksheet for Community Assessment

To better understand that economic development IS more than adding a business, please complete the following statements and questions about the community or county you are currently in. Your facilitator will provide informational sheets from various websites to assist you in this worksheet. When you return home, consider looking up the information that relates to your own community or county on these websites listed below.

1. **What are the population and economic characteristics of the community you are in?** Go to: http://factfinder.census.gov for this information on your community and/or county (refer to the handout provided on the community you are in titled U.S. Census Bureau – American Fact Finder).

2. **Where does the economic base come from in each community/county/state?** Go to: http://www.bea.doc.gov/bea/regional/bearfacts for information on per capital personal income, total personal income and earnings by place of work (refer to the handout provided on the county you are in titled Bearfacts).

3. **What types of federal funds come into your county?** These include government retirement and disability payments, food stamp payments, crop insurance payments, block grants, loans and insurance. Check out http://harvester.census.gov/offr for information on these funds (refer to the handout provided on the county you are in titled U.S. Census Bureau – Consolidated Federal Funds Report).

Other great resources include:

- [http://www.circ.rupi.org](http://www.circ.rupi.org) – The Rural Policy Research Center community information site
- [http://www.hanksville.org/naresource](http://www.hanksville.org/naresource) – Index of Native America Resources on the Internet (maintained by an individual)

If you aren’t comfortable using the internet, each state has a land grant university with a data center that can help you find just about anything you would want to know about population, economics and trends. Your local library or extension service can also be of great assistance.
**BRINGING IT HOME**

Wondering how you’re going to share this workshop’s information back in your own community? Here’s a “starter set” of points you might make:

- I learned that some of my perceptions about economic development in our community were not accurate because I didn’t have all of the information I needed to understand our situation
- I learned about several great resources, available through the Web, that our community, can access to get the information we need

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>ECONOMIC DEVELOPMENT IS MORE THAN ADDING A BUSINESS</th>
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<tbody>
<tr>
<td>People to Contact</td>
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Connecting Citizens to Strengthen Communities: Understanding Social Capital

The central foundation of social capital is that the connections among people add value to a society in much the same way that financial capital does. It refers to the collective value of all social networks or “who people know.” It describes what can arise from these networks when they do things for each other. The basic premise is that the interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric. This workshop reviews the concepts of social capital, challenges you to consider your own stock of social capital, and introduces a way to use these concepts to get more people and organizations working on shared goals in your own community.

Learning Objectives:
By the completion of this workshop, participants will be able to:
- List the key components of social capital
- Understand how the various components of social capital impact a community
- Provide a list of ways their community may increase social capital
Connecting Citizens to Strengthen Communities: Understanding Social Capital

Facts on Social Capital:
- Americans are choosing to bowl alone. More people are bowling than ever before, but they are no longer bowling in leagues.
- Since the 1960’s, church attendance is down by roughly one third.
- Involvement in community life, such as public meetings is down by 35% over the last 25 years.
- Club and civic organization participation has been cut by more than half over the last 25 years.
- Inviting friends over the house is down by 45% over the last 25 years.
- Beginning in the late 1960’s, Americans began to join less, trust less, give less and vote less.

From: Robert Putnam’s “Bowling Alone”

What Does High Social Capital Look Like?
- People feel that they are part of the community.
- Citizens feel useful and help in a variety of community activities and ventures.
- Citizens actively participate in community networks such as public meetings, organizations, raising money for charity.
- If there is a crisis, citizens work together to assist others in need.
- Individuals help strangers and involve them in what is going on.
- People know who will help them find something out.
- Everyone knows everyone’s business (this can have its disadvantages too!).
- Neighbors keep an eye on each other’s homes.

Why Is Social Capital Important?
- It allows people to resolve collective problems more easily.
- It allows communities to advance smoothly. If people are trusting, everyday business and other transactions go better.
- It widens our awareness of the many ways in which we are linked.

The Benefits Associated With Social Capital
- Child development is shaped by social capital through trust and networks within a child’s family, school, peer group and larger community. (Putnam 2000: 296-306)
- Public spaces are cleaner, people are friendlier and the streets are safer. (Putnam 2000: 307-318)
- Individuals, firms and neighborhoods prosper economically. (Putnam 2000: 219-325)

Social Capital Pre-Survey

As an introduction to social capital, please take a few minutes to answer the following questions divided into six broad categories. Place your answer to each question in the correct column. There is no scoring for this exercise. This survey is a general tool to explore your thoughts and assess individual social capital activities.

<table>
<thead>
<tr>
<th>Civic Engagement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you contacted a local tribal/public official in the last twelve months?</td>
<td></td>
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<tr>
<td>2. Have you attended a celebration or parade in your community or neighborhood in the last twelve months?</td>
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<table>
<thead>
<tr>
<th>Trust</th>
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<tbody>
<tr>
<td>3. Do you feel safe walking down the street at night in your community?</td>
<td></td>
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<tr>
<td>4. If you took a two-week trip, could you ask a neighbor to watch your home, take in your mail, or water your plants?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Civic Responsibility</th>
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<tbody>
<tr>
<td>5. You lost your wallet, with two hundred dollars in it. Would people in your community return it to you with the money, if they found it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A terrible storm hit your community and left many families temporarily homeless. Would many people in your community help out in any way?</td>
<td></td>
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<table>
<thead>
<tr>
<th>Power of Community Members</th>
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<tbody>
<tr>
<td>7. Do you or your friends think you can impact where you live and make it a better place?</td>
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<td></td>
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<tr>
<td>8. Have you helped plan or lead a meeting or activity in the past twelve months?</td>
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</table>

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<thead>
<tr>
<th>Networks and Connections</th>
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</thead>
<tbody>
<tr>
<td>9. Have you been involved in a youth or parents' organization in the past twelve months?</td>
<td></td>
<td></td>
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<tr>
<td>10. Have you or have you helped a friend or family member to be involved in a local service or fraternal organization?</td>
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<thead>
<tr>
<th>Collective Community Vitality</th>
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</thead>
<tbody>
<tr>
<td>11. Do young people move away from your community to find better opportunities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do people of different races and ethnicities get along with one another?</td>
<td></td>
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</tr>
</tbody>
</table>
Civic Engagement Worksheet

Participation and involvement by community members in their community provides opportunities to further a cause or push the ideas of the community to public action. Official membership in formal organizations is only one facet of social capital but does prove useful to describe community involvement. How civically engaged are people in your community?

<table>
<thead>
<tr>
<th>Sample Survey Questions</th>
<th>What does Civic Engagement look like in your community? (list examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you donated your time to do volunteer work of any kind in your community in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you contacted a local tribal/public official in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you attended a celebration or parade in your community or neighborhood in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you attended a local sports event or played on a local team in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in any recreation, sports, investment, garden, or hobby groups in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in any political and civic groups in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in any activities related to religious or church-sponsored groups in the last twelve months?</td>
<td>•</td>
</tr>
</tbody>
</table>

What are some ways your community could increase civic engagement?
Trust Worksheet

Trust is often forged with specific people through common participation in groups, neighborhoods, associations and activities. Generalized social trust becomes important in getting things accomplished and creating positive realities for all people and may involve the government leaders in your community. Do people trust and feel safe in your community?

<table>
<thead>
<tr>
<th>Sample Survey Questions</th>
<th>What does trust look like in your community? (list examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you feel safe walking down the street at night in your community?</td>
<td>•</td>
</tr>
<tr>
<td>If you took a two-week trip, could you ask a neighbor to watch your home, take in your mail, or water your plants?</td>
<td>•</td>
</tr>
<tr>
<td>How often does your local government play favorites in how it treats certain individuals and groups of people?</td>
<td>•</td>
</tr>
<tr>
<td>How often do your local elected officials care about what happens to people like you?</td>
<td>•</td>
</tr>
<tr>
<td>Overall, can you trust your local government to do what is right?</td>
<td>•</td>
</tr>
</tbody>
</table>

What are some ways your community could increase trust?
Civic Responsibility Worksheet

How frequently are community members engaged in groups, clubs, and discussions of community affairs, and are they taking leadership roles in any of these? Are residents voting, feeling a sense of civic duty and responsibility to make their community a better place?

<table>
<thead>
<tr>
<th>Sample Survey Questions</th>
<th>What does Civic Responsibility look like in your community? (list examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You lost your wallet with two hundred dollars in it. How many people in your community would return it to you with the money, if they found it?</td>
<td>•</td>
</tr>
<tr>
<td>Imagine that local tribal/public officials asked everyone to conserve water for three weeks during an emergency in your community. How many people would cooperate?</td>
<td>•</td>
</tr>
<tr>
<td>A terrible storm hit your community and left many families temporarily homeless. How many people in your community would help out in any way?</td>
<td>•</td>
</tr>
<tr>
<td>Do people care what the community looks like?</td>
<td>•</td>
</tr>
<tr>
<td>How often do you personally vote in city, county and other local elections?</td>
<td>•</td>
</tr>
<tr>
<td>Overall, how often are people of different races and ethnicities welcomed and involved together in the same groups, organizations and activities in your community?</td>
<td>•</td>
</tr>
</tbody>
</table>

What are some ways your community could increase civic responsibility?
The Power of Community Members Worksheet

You can make a difference! Each person has an important role in their community’s social capital – youth, senior citizens, new resident, or locally born. This role can be as diverse as attending a program at the school to taking a leadership role in an organization’s board of directors. Your ideas, voice and thoughts are needed!

<table>
<thead>
<tr>
<th>Sample Survey Questions</th>
<th>What does the power of community members look like in your community? (list examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you or your friends think you can impact where you live and make it a better place?</td>
<td>•</td>
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<tr>
<td>Have you served on a committee or as an officer of any local club or organization in the past twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you helped plan or lead a meeting or activity?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in a community or neighborhood project in the past twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in any support groups or self-help program?</td>
<td>•</td>
</tr>
<tr>
<td>Overall, how many people in your community feel a sense of duty or responsibility to help people in need?</td>
<td>•</td>
</tr>
<tr>
<td>Say that you are involved in helping solve a local community problem or issue; do you have any connections or resources outside the community that you could draw upon to help?</td>
<td>•</td>
</tr>
</tbody>
</table>

What are some ways your community could increase the power of all community members?
# Networks and Connections Worksheet

Building social capital includes having neighbors or friends over to dinner, joining a bowling league or musical group; individuals are "bonding" with people who are similar to themselves. Other times, community members are "bridging" with people who may be very different from themselves. Community members working together can create energy and avenues for individuals to learn, build friendships, establish support systems, identify job or economic opportunities, and live healthier lives.

<table>
<thead>
<tr>
<th>Sample Survey Questions</th>
<th>What do The Networks and Connections look like in your community? (list examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the last twelve months has your involvement in any clubs, organizations, and community groups increased, decreased, or stayed the same?</td>
<td>•</td>
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<tr>
<td>Have you or have you helped a friend or family member to be involved in a local service or fraternal organization?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in any recreations, sports, investment, and garden or hobby groups in the last twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in a job-related group such as a professional association or trade, farm, or business group in the past twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in any activities related to religions, spiritual, or church-sponsored groups in the past twelve months?</td>
<td>•</td>
</tr>
<tr>
<td>Have you been involved in a youth or parents' organization in the past twelve months?</td>
<td>•</td>
</tr>
</tbody>
</table>

What are some ways your community could increase their networks and connections?
**Collective Community Vitality Worksheet**

Each person no matter the age, ethnic background, religious belief, income level, or language spoken, is important to the energy and vitality of the community. Sociologists have discovered that communities who have built strong social capital are healthier and are better able to handle change and challenges when they arise.

<table>
<thead>
<tr>
<th>Sample Survey Questions</th>
<th>What does Collective Community Vitality look like in your community? (list examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do young people move away from your community to find better opportunities?</td>
<td>•</td>
</tr>
<tr>
<td>How often do people of different races and ethnicities get along with one another?</td>
<td>•</td>
</tr>
<tr>
<td>Overall, how often are people of different races and ethnicities welcomed and involved together in the same groups, organizations, and activities?</td>
<td>•</td>
</tr>
<tr>
<td>Have you ever worked with your neighbors to solve a neighborhood problem?</td>
<td>•</td>
</tr>
<tr>
<td>Roughly, how many people or families in your community would you guess cannot pay for basic living costs, such as food, housing, electricity, heating, telephone, or health care?</td>
<td>•</td>
</tr>
<tr>
<td>How often can small businesses find good opportunities to start or grow in your community?</td>
<td>•</td>
</tr>
</tbody>
</table>

What are some ways your community could increase its collective community vitality?
### Social Capital Autograph Bingo

Please find people in this meeting who can answer yes to one of the open questions and have them sign their name. Each person can sign your bingo card one time. The game ends when you have each block filled with a signature.

<table>
<thead>
<tr>
<th>Was born in the community in which they currently live.</th>
<th>Knows their neighbors</th>
<th>Has attended a community parade/event in the last twelve months</th>
<th>Serves in a volunteer leadership role on a board or committee</th>
<th>Feels safe walking at night in their neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has lived in their community less than 5 years</td>
<td>Has communicated with a local tribal/public official during the past twelve months</td>
<td>Involved in a youth or parents' organization</td>
<td>Has recruited a friend, relative or neighbor to a community project</td>
<td>Involved in a community or neighborhood project</td>
</tr>
<tr>
<td>Helped with a local community event/celebration in the past twelve months</td>
<td>Currently involved in a local recreation, sport, garden, hobby group</td>
<td>FREE SPACE (Create your own question)</td>
<td>Feel you can have an impact in helping to improve your community</td>
<td>Has belonged to a community bowling group</td>
</tr>
<tr>
<td>Involved in a religious, spiritual or church-sponsored group</td>
<td>Voted in a city, county, tribal or other election during the past year</td>
<td>Has mentored a young person</td>
<td>During the last year has invited a neighbor or friend over for dinner</td>
<td>Read the local community or area newspaper in the past twelve months</td>
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<tr>
<td>Is fluent in more than one language</td>
<td>Know of a young person who has decided to stay in your community</td>
<td>Involved in helping to solve a local community problem or issue</td>
<td>Has attended a school function during the past twelve months</td>
<td>Helped plan or lead a meeting</td>
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BRINGING IT HOME

Are you wondering how you are going to share this workshop's information back in your own community? Here is a starter set of points you might consider:

- The term may be new for many individuals, but now I see that everyone in our community can benefit from a better understanding of the principles of social capital.
- I learned how to reconsider my community's stock of social capital, and learned a new way to use these concepts to get more people and organizations working on shared goals in my community.

Use this space to record the people you want to contact and point you plan to make when you return to your community.

<table>
<thead>
<tr>
<th>People to Contact</th>
<th>Why – Follow Up Actions</th>
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TACKLING COMMUNITY CONTROVERSY

It is a fact of life that every community experiences controversy. As long as there are groups of people who feel or think differently about issues: there will be controversy. The trick is to better understand and manage controversies when they arise – so that community members are better equipped to understand what's happening, and to take positive steps to manage things before their work and collaborations are hampered.

This workshop helps clarify some of the forces and factors that can "feed" controversies until they spiral out of control. You can also learn a bit more about your own role within a controversy. Finally, you will be able to identify three techniques for reducing community controversies.

Learning Objectives:
By the completion of this workshop, you will be able to:
- Describe the spiral of unmanaged community controversies
- Identify your own role in community controversies, and
- Identify three techniques for reducing community controversies.
Spiral Model of Community Controversy

<table>
<thead>
<tr>
<th>Evolution of the Issues</th>
<th>Conflict Spiral</th>
<th>Effect on the Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanctions become issues</td>
<td>Sense of crisis emerges</td>
<td>Momentum of conflict beyond individual's control</td>
</tr>
<tr>
<td>New ideas are stalemated</td>
<td>Perceptions become distorted</td>
<td>Sense of urgency</td>
</tr>
<tr>
<td>Issues become polarized</td>
<td>Conflict goes outside the community</td>
<td>Stereotyping</td>
</tr>
<tr>
<td>Issues and positions are sharpened</td>
<td>Resources are committed</td>
<td>Rumors and exaggerations</td>
</tr>
<tr>
<td>Individuals take sides on an issue</td>
<td>Communication stops</td>
<td>Intensification of feelings</td>
</tr>
<tr>
<td>People become aware of specific issues</td>
<td>Positions harden</td>
<td>Increased anxiety</td>
</tr>
<tr>
<td></td>
<td>Sides form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem emerges</td>
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Living With Controversy

A controversy is marked by extremes. Most people find themselves somewhere in between. Think of it as a continuum, with a wide opportunity for common ground in the middle. This sheet is meant to help you think constructively about controversy.

**Extremes:** The extremes on the continuum frequently represent totally different ways of seeing a situation. An example might be where circumstances are seen as an issue of individual privacy on one end, and as a matter of public good on the other. We are taught to avoid extremes, but many times that is where new ideas, new ways of seeing things, come into being. Defining the extremes is an important step. It tells you how far apart the parties are, and how big the common ground must be if the controversy is to be managed.

**Controversy and Conflict:** Conflict is a clash of feelings and interests that can be unreasoned and angry. Controversy is almost always a legitimate difference of opinion, position, or understanding of a situation. People handle conflict by avoiding it (flight), challenging it (fight), or by bringing others in working to manage it (engagement). Controversy is about issues. Conflict is about people in opposition.

**Controversy and Conversion:** When everyone agrees, there is no controversy. When the goal is to convert other people to one point of view, conflict may be the result.

**Management, Not Resolution:** Dealing with controversy is about managing the legitimate differences people have. The differences people normally experience with any issue will not go away. They will be redefined—restructured—and new approaches will result from working to openly and fairly manage them.

**Why Some People See Controversy When Others Do Not:** A controversy exists when there is an open and honest difference of opinion about an issue. These differences may exist because of personality, philosophy, values, history, age, and the time of day. Sometimes we may not see something as being controversial because we feel that there is only one point of view—ours. Other times we fail to see that people might have different opinion. On the next page you will have a chance to work with some scenarios. You might have to look carefully before you can see controversy.
A Willingness to be a Part of the Discussion (to come to the Table) is Key to Working With Controversy. You may already be aware of a controversial issue in your work or community. Use it to think through some of the information that follows. This is a process, not a program. There are no easy answers; only people who seek to understand. Write your understanding of the controversy in two or three sentences.

Your Controversy:

Managing Controversy
Most controversies are never resolved. They do not go away; they are managed. In the scenarios you reviewed, it may have appeared that there was no controversy. Think about some of the things that foster controversy. This is not an exclusive list.

<table>
<thead>
<tr>
<th>Our histories</th>
<th>Our culture</th>
<th>Our values</th>
<th>Our personalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our feelings</td>
<td>Our age</td>
<td>Our gender</td>
<td>Our needs</td>
</tr>
</tbody>
</table>

Controversy and conflict are played out (experienced) differently from situation to situation, person to person. Perception is nine-tenths of any situation. If you do not see the controversy, it does not exist for you. Have you ever found yourself asking, "What is that guy's problem?" The problem may be that you do to see the controversy. Controversy is about issues; conflict is about people.

Note: Some positions cannot be negotiated. There are some things that are not open to debate. Two examples are the Holocaust and the sexual abuse of children. No reasonable person could give either enough legitimacy to debate.
Tips for Judging the Rationality and Validity of Perceptions

1. Does reliable proof or evidence support the perceptions? Saying, "But everyone does that," is not a valid argument for speeding, unless you are on a racetrack.

2. The evidence needs to be consistent. There are many ways of proving something. Things can be proved by statistics, by personal experience, through political processes, etc. If one person is arguing from a statistical basis and the other is speaking of ethical and moral proofs, agreement cannot be reached.

3. Use analogies to help with the discussion. Is the situation similar to others that you have been involved in? How has the group managed similar conflicts? When you can find experiences, which are alike, you can find the basis for a common decision.

4. Define your terms as clearly as possible. The definitions need to relate to the controversy and need to be agreed upon. The word "evidence" for example, seems pretty clear until you take into consideration the various ways in which we collect, analyze, and use "evidence." Is proof a better word for the situation? Do not assume everyone means the same thing by a word. Define it.

When the issue is not deemed to be legitimate within the context of the organization or community, individuals may have to disassociate. Managing controversy does not guarantee that all interests will be satisfied, only that the process will fairly hear all positions.
A Process For Handling Controversial Issues

<table>
<thead>
<tr>
<th>Recognize the general legitimacy of controversy</th>
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<tbody>
<tr>
<td>Recognize specific instances of past or current controversies in society and the rules that are being used to manage them</td>
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<tr>
<td>Make sure the nature of the disagreement is clear in order to avoid simultaneous monologues</td>
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<tr>
<td>- Identify areas of agreement and disagreement</td>
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<td>- Identify core issues</td>
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<td>- Avoid the use of slogans, such as, &quot;Give them an inch; they’ll take a mile&quot;</td>
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<td>- Talk about concrete issues before raising them to a higher level of abstraction</td>
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<tr>
<td>Argue ideas, not people</td>
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<tr>
<td>- Represent the opposing position accurately and fairly</td>
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<tr>
<td>- Admit doubts, difficulties, and weaknesses in your own position</td>
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<tr>
<td>- Concentrate on evidence, actual behavior, and applications</td>
</tr>
<tr>
<td>- Attempt to understand by restating the perspective of others</td>
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<tr>
<td>Establish rules of adequate evidence</td>
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<tr>
<td>Establish ordered ways of proceeding—mediation, discussion, debate, etc.</td>
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<tr>
<td>Establish means for people to respect each other’s opinions</td>
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<tr>
<td>Establish means of closure</td>
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<tr>
<td>- Examine consequences</td>
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<tr>
<td>- Consider alternatives</td>
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<tr>
<td>- Determine the value of a decision</td>
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</tbody>
</table>

Courses of Action in the Midst of Controversy

<table>
<thead>
<tr>
<th>Flight Avoiding It</th>
<th>(Also called non-confrontational: to avoid conflict or elude the issue)</th>
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<tbody>
<tr>
<td></td>
<td>- BATNA – best alternative to a negotiated agreement. One or both of the parties experiencing the conflict understands the consequences of not reaching an agreement to resolve a conflict and is clear about the alternative.</td>
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<td></td>
<td>- Subtle – at least one party refuses to acknowledge the conflict. It is common for the person who doesn’t acknowledge the conflict to describe the party that does as oversensitive, imagining things or paranoid. Until the other party acknowledges the conflict it is unproductive to try to resolve the conflict.</td>
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<td></td>
<td>- Exit – at least one party intentionally leaves the situation to avoid the conflict. The exit might appear to be swift or slow, but it is an intentional retreat from the situation.</td>
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<table>
<thead>
<tr>
<th>Flight Challenging It</th>
<th>(Also called control – to deal with conflict by arguing or using nonverbal messages to emphasize demands)</th>
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<tbody>
<tr>
<td></td>
<td>- Conversion – is about bringing over from one belief, view or party to another. Literally, it is to turn together. Conversion recognizes no position but its own. Therefore, the fight is to convert another person to one’s own views.</td>
</tr>
<tr>
<td></td>
<td>- Confrontation – the parties meet head on and clash. If both parties hold fast to their side, the showdown may cause permanent barriers.</td>
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<td></td>
<td>- Domination – if one party is weak and the other strong, the strong party can win by “domination”, but the conflict is likely to reappear.</td>
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<td></td>
<td>- Cold War – if parties have equal power, and neither party decides to change, they can wage a “cold war”, each party trying to weaken the other.</td>
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<tr>
<th>Engagement Bringing Others in to Work to Manage It</th>
<th>(Also called solution-oriented: to resolve conflict by solving the problem)</th>
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<tr>
<td></td>
<td>- Compromise – each party may gain a little and lose a little but reach a settlement.</td>
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<td>- Management – recognizes that the controversy is about managing the legitimate differences people have. The differences people normally experience with any issue will not go away. They will be redefined-restructured-and new approaches will result from working to openly and fairly manage them.</td>
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<td></td>
<td>- Third Party Intervention – when people are in deep conflict, it is often wise to bring in a third party mediator to help them move toward resolution. The mediator is someone neutral and outside of the conflict. Mediators are highly skilled in identifying, analyzing, educating, conducting processes and getting an agreement.</td>
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</table>

Summarized by Donna Rae Schaffert and Lisa Hinz, University of Minnesota Extension Service, April, 2002.
### Additional Resources

- Danes, S.M. and Rettig, K.D. *Solving Family Problems Involves Social Decision Making.*
- Richard Moreland & William Svensgaard, *Living with Controversy*, Center for 4-H Youth Development, University of Minnesota Extension Service
- Marian Peters Angelica, *Managing Conflict in Non-Profit Organizations*, Wilder Foundation
BRINGING IT HOME

Wondering how you’re going to share this workshop’s information back in your own community? Here’s a “starter set” of points you might make:

- Controversy is about issues. Conflict is about people in opposition.
- Public disputes often follow a spiral pattern that becomes more intense and divisive over time. Recognizing the spiral pattern is the first step in tackling community controversy.
- Controversies are often marked by extremes with an opportunity to find common ground. Finding common ground reduces negative effects on the parties involved (such as rumors and exaggerations, stereotyping, militant hostility, and motivation based on revenge.)
- During controversies focus on the issues, not the people.
- Plan community problem-solving processes that allow for a fair hearing of all positions and ideas.
- During controversies seek a solution-oriented agreement. This requires involving many parties.
- During a controversy, plan your course of action wisely. Fight and flight are common responses, but do not get to the resolution of the issue as well as engagement in the controversy.

Use this space to record the people you want to contact and the points you want to make.

<table>
<thead>
<tr>
<th>TACKING COMMUNITY CONTROVERSY</th>
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<td>People to Contact</td>
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A Spotlight on Leadership and Poverty - Revised August 2005
OPTIONAL WORKSHOP – LEARNING FROM OTHER COMMUNITIES

Many organizations and initiatives have helped communities develop and support leaders who work locally to create a promising future. These organizations and communities are full of assets and believe that by working together, communities can address difficult issues such as poverty. Hear from community members that have actually participated in the local initiatives. Hear how their communities worked together to build the leadership base to address poverty in the region.

Learning Objectives:
By the completion of this workshop, you will be able to:
• Understand how small, rural communities worked together to develop their leadership base to work on the issue of poverty
• Identify ways their community may begin form new partnerships, develop community leaders and develop poverty reduction strategies.
FINAL THOUGHTS WORKSHEET

Thank you for your attendance today at the Spotlight. We hope that you were able to gather some innovative ideas and suggestions to take back to your community. Please take the next ½ hour to discuss the following items with others from your community before leaving today. This worksheet is for you for your team notes.

1. What were the best parts of what you learned today? Each team member share at least two aspects that were especially helpful (such as tools, techniques or approaches).

2. What are you willing to share with other community members when you return home (refer to your various “Bringing it Home” worksheets completed after each workshop)?

3. How could you work to share all of this information among your team who attended today?

4. What kinds of training or resources around leadership and poverty might your community be interested in?

5. What information would you like more of and on what specific topics? Who could you talk to about your interests?

6. If you made connections with people from other communities, how do you plan to follow up with each other?